



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

A report on

**Ysgol Maes y Gwendraeth
Drefach
Llanelli
Carmarthenshire
SA14 7AB**

Date of inspection: January 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Maes y Gwendraeth is a designated Welsh-medium secondary school for pupils aged between 11 and 18 years. It is situated in Cefneithin, Carmarthenshire and is maintained by Carmarthenshire local authority. The school was opened in 2013. At present, there are 821 pupils on roll, with 144 pupils in the sixth form.

Twelve point seven per cent (12.7%) of pupils are eligible for free school meals, which is lower than the national average of 17.4%. Fewer than 1% of pupils live in the 20% of the most disadvantaged areas in Wales.

The school admits pupils from the full ability range. Twenty per cent of pupils are on the additional learning needs register, and 7% of pupils have a statement of special educational needs, which is higher than the national average of 2.5%. Sixty-one per cent of pupils speak Welsh at home.

The headteacher was appointed to the post in 2015. The senior leadership team includes the headteacher, a deputy headteacher and three assistant headteachers.

The individual school budget per pupil for Ysgol Maes y Gwendraeth in 2015-2016 is £5,038. The maximum per pupil in secondary schools in Carmarthenshire is £5,333 and the minimum is £3,494. Ysgol Maes y Gwendraeth is in second place of the 12 secondary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's performance is adequate because:

- Pupils' outcomes have improved over the two years since the school opened
- Nearly all pupils show a positive attitude towards their learning and apply themselves completely to tasks in lessons
- Nearly all pupils are happy and feel safe at school
- Pupils' standards of behaviour are excellent in lessons and around the school
- Many teachers plan thoroughly and set high expectations for all pupils
- The school promotes pupils' wellbeing effectively
- The school provides a wide range of extra-curricular activities in order to develop pupils' confidence and social skills

However:

- In key stage 4, the school's performance in the main indicators is lower than in other similar schools
- The percentage of pupils who achieve five or more GCSE grades A*-A is lower than the average for similar schools in the family
- In a few lessons, pupils make less progress because of a lack of effort and interest in their work

Prospects for improvement

The school's prospects for improvement are good because:

- Effective leadership by the senior leadership team has established clear priorities for the school
- Robust systems ensure accountability among managers at every level
- There are effective systems for improving quality that focus on outcomes, teaching and leadership
- The school development plan includes a useful focus on improving standards, as well as challenging quantitative targets
- The school co-operates effectively with a number of partners, including other Welsh-medium schools and a local further education college, in order to expand pupils' experiences
- The school plans purposefully with the local authority to eliminate the financial deficit

However:

- Self-evaluation processes do not include provision for personal and social education and pupils with special needs

Recommendations

- R1 Raise standards in key stage 4
- R2 Strengthen the role of the progress mentors to track the performance of individual pupils and to ensure necessary support
- R3 Strengthen the role of governors in order to ensure an appropriate challenge for the school
- R4 Disseminate best practice in self-evaluation to all of the school's work, including provision for personal and social education and pupils with special needs
- R5 Co-operate with the education authority to eliminate the deficit in the budget

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Over the last two years, the school's performance in each of the key indicators in key stage 4 has improved. However, performance in each of these places the school in the lower 50% or the bottom 25% of similar schools in terms of eligibility for free school meals.

The school's performance in the indicator that includes Welsh or English and mathematics is close to the modelled outcomes on the basis of free school meals but is lower than the average for schools in the family. Except in mathematics, boys' performance is lower than that of the girls in each of the indicators. However, boys' performance is similar to the average for boys in the family of similar schools in a number of indicators. The gap is smaller than the average for schools in the family in the indicator that includes Welsh or English and mathematics and in the core subject indicator. However, girls' performance is lower than the average for the family in these indicators. Over the last two years, the school's performance in the level 2 indicator and the wider average points score has improved a little but is lower than the mean in other similar schools. The percentage of pupils who achieve five or more GCSE grades A*-A is lower than the average for similar schools in the family.

Pupils make valuable progress on the basis of their previous achievements in key stage 3 in the core subject indicator and in the indicator that includes Welsh or English and mathematics.

In key stage 3, the percentage who achieve the core subject indicator has improved and is similar to the average for the family of similar schools, but places the school in the lower 50% in terms of eligibility for free school meals.

In the sixth form, the average points score has improved over recent years and is higher than the average for the family of similar schools. The percentage of pupils who achieve three A*-C grades has improved over the years and is much higher than the average for similar schools in the family in 2014-2015. The percentage of pupils who achieve three A*-A grades is similar to the percentage for the family of similar schools.

In key stage 4, in general, the performance of pupils who are eligible for free school meals is lower than the average for this group of pupils in other similar schools.

In general, pupils who have special educational needs make valuable progress against their targets.

At the end of key stage 4, nearly all pupils gain one or more qualifications and continue in education or training.

In lessons, nearly all pupils show positive attitudes to their learning and apply themselves completely to tasks. As a result, many pupils make consistent progress in lessons. In a few lessons, pupils make less progress because of a lack of effort and interest in their work. Nearly all pupils answer questions in lessons and many of them use technical terms correctly.

Many pupils make effective use of their literacy skills in lessons, and do so very effectively in Welsh lessons. Nearly all listen attentively and follow the teacher's instructions correctly. Many pupils have effective reading skills. Many pupils use a range of reading skills successfully to find and present information for a range of purposes across the curriculum.

Across the subjects, many pupils make valuable progress in their writing skills in English and Welsh. They are able to use subject vocabulary effectively and write correctly for a range of audiences. They develop language skills that allow them to write in a variety of styles and for various purposes.

Many pupils develop their numeracy skills beneficially across the curriculum. They use the four rules of number confidently, including multiplication and division of whole numbers. They use decimals, fractions and percentages proficiently in a number of relevant subjects. Many pupils collect and analyse data in various contexts and use the data to produce bar and line graphs and pie charts correctly.

Wellbeing: Good

Nearly all pupils feel safe at school and are confident that the school deals effectively with the very rare cases of bullying. In general, they have positive attitudes towards staying healthy and sports.

Attendance has improved considerably over the last two years and the number of pupils who are continually absent has declined. In 2015, the attendance figures placed the school in the upper 50% of similar schools and have been similar to modelled outcomes in the last two years.

The behaviour of nearly all pupils in lessons and around the school is excellent and there are a very low numbers of exclusions. Nearly all pupils are respectful and considerate towards their peers and adults. Most pupils arrive at lessons punctually, show strong motivation and apply themselves to their work immediately.

Pupils voice their opinions effectively through pastoral and subject-based questionnaires. They have also influenced aspects of school life through the school council. Recently, they have contributed to changes in the school's policy on mobile telephones, adaptations to the pupils' handbook and the new school uniform. There are additional beneficial opportunities for pupils to contribute the council's work through the year group fora. The council feels that the school listens to them and acts on their recommendations. However, there is no representation from Year 11 pupils on the school council.

Through a wide range of extra-curricular activities, many pupils develop their social skills successfully and make valuable contributions to the community. For example,

members of the sixth form run clubs for younger pupils. In addition, pupils organise humanitarian activities such as Children in Need and Christmas Jumper Day in order to raise money for local and national good causes, for example the Macmillan charity.

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

The school curriculum meets statutory requirements and provides wide and balanced experiences for pupils. Flexible arrangements are made, which help pupils as they choose subjects. In addition, the school works effectively in partnership with a further education college and other schools in the area in order to expand the choices available in key stage 4 and in the sixth form. The school has comprehensive provision for extra-curricular activities, which enrich pupils' educational experiences. These include numerous educational visits, as well as a wide range of sports activities and cultural occasions.

The school sets a firm foundation for pupils' literacy skills in Welsh and the Year 7 induction course makes a considerable contribution to this. In addition, valuable opportunities are provided to develop literacy skills in subjects across the curriculum. The positive effect of these plans can be seen in pupils' written work. Provision for numeracy and information and communication technology skills is developing effectively. Intervention sessions for numeracy and literacy support pupils in target groups beneficially.

The school plans appropriately to provide activities involving sustainability and citizenship in the schemes of work of specific subject departments. The school supports activities that raise awareness of the challenges that face people in other countries, for example Fair Trade, and it supports campaigns such as 'Bags for Schools' and sends books and resources to support schools in Ghana.

Teaching: Good

Teaching staff are very good language models and encourage similar standards among pupils. Nearly all teachers have comprehensive and up-to-date subject knowledge. Nearly all teachers establish a good working relationship with pupils and this fosters effective learning. Nearly all teachers manage pupils' behaviour positively and effectively in lessons.

Many teachers plan thoroughly and set high expectations for all pupils. They have clear objectives for lessons. Many teachers use a wide range of teaching methods and resources effectively, including information and communication technology equipment. This gains pupils' interest and enjoyment and motivates them to achieve.

The majority of teachers make extensive use of various tasks that promote pupils' thinking skills. They enable them to act independently and improve their own learning. Questioning is used effectively to ensure that pupils are challenged. In a few lessons, questioning is of a very high standard and it stimulates pupils to think more deeply and extends their understanding.

Most teachers mark pupils' work regularly and provide valuable and constructive comments which help them. Nearly all pupils respond constructively to these comments.

All teachers give regular and constructive oral feedback, and many of them give high-quality feedback to individual pupils and to groups. Most teachers provide regular and valuable opportunities for pupils to self-assess and assess their peers' work.

Since 2015, the school has had a new whole-school system of tracking pupils' progress. The system identifies individual pupils and tracks progress towards targets effectively. The system is used beneficially to target additional support and to co-ordinate help for individual pupils and groups of pupils. Parents or carers receive an interim report half way through the school year and a useful full report at the end of the school year. However, reports across subjects vary too much in terms of quality and content.

Care, support and guidance: Good

The school is a caring community that has robust arrangements to support pupils' health and wellbeing. The pastoral team co-operate effectively together and with a range of external agencies for the benefit of all pupils. There are successful strategies to improve attendance and to ensure high standards of behaviour.

There is valuable provision for pupils' spiritual, moral, social and cultural development. There is a beneficial programme of assemblies and reflections and purposeful strategies to promote healthy living. The school provides a wide range of extra-curricular opportunities for pupils; for example, there are valuable opportunities for them to take part in the school's music and drama activities and in a variety of sports activities. The personal and social education programme is developing appropriately and provides useful and interesting activities.

Robust arrangements for transferring from the primary schools to the secondary school ensure that pupils settle in without difficulty. Comprehensive advice and guidance are provided for pupils to make choices in key stage 4 and in the sixth form. There is a beneficial programme of activities, including work experience, which prepares pupils effectively for the next stage in their lives.

The school's special education unit, namely Canolfan yr Eithin, provides specialist and inclusive provision of a high standard. The centre enables pupils to make valuable progress and prepares them carefully to succeed after leaving school.

Provision for pupils who have additional learning needs is suitable, including beneficial intervention programmes for literacy and numeracy. However, arrangements for setting and using individual targets for all pupils who have additional learning needs, or for reviewing progress against them, are not effective enough.

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

Learning environment: Good

This is a happy school with an inclusive and homely Welsh ethos. Pupils take great pride in it and convey their sense of belonging strongly. The school develops tolerant attitudes and ensures that almost all pupils and staff are free from harassment. Pupils and staff show high levels of respect towards each other. There is obvious co-operation, trust and support among staff, pupils and parents. The school's policies and procedures ensure equal opportunities for all pupils, whatever their needs. All pupils have fair access to the curriculum and to all of the school's extra-curricular activities.

The school has a wide range of resources of a high standard to promote learning. It has invested extensively in information and communication technology resources for teachers and pupils. The buildings and classrooms provide an attractive learning environment that is well-maintained and supports teaching and learning. Resources for sports and the new buildings for the creative arts, technology and science are of a very high standard. There are many colourful and stimulating displays in the classrooms and in the corridors.

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

The school's leadership is developing effectively, although standards are adequate at present. Clear leadership and high expectations contribute effectively to improvements in provision, teaching and learning and pupils' wellbeing.

Since his appointment in September 2015, the headteacher has established a clear vision for improving the school. There is a robust focus on raising standards, improving the performance of teachers and leaders, and responding positively to national priorities. In the short period since September, the headteacher has strengthened the lines of accountability of the senior leadership team, the performance management system and the school's community ethos.

The headteacher is supported effectively by the senior leadership team. They co-operate regularly and share the school's vision successfully. The whole school community is given a valuable strategic direction by the headteacher and the senior leadership team.

Detailed job descriptions are provided for all members of staff. Roles and responsibilities are defined clearly, with robust management and accountability systems. The roles and responsibilities of the headteacher and the senior leadership team have been defined clearly and they cover the school's main areas of work skilfully. There is an appropriate distribution of roles and responsibilities within the senior leadership team.

There is a specific calendar and structured agenda for meetings. The senior leadership team has prepared a programme of specific meetings for middle managers, professional working groups and progress mentors, with a clear focus on improving standards. Lines of accountability are clear and there are regular meetings between heads of department and their line manager. In many cases, actions that arise from meetings are incisive and ensure accountability.

Most middle managers co-operate beneficially with each other and they set high expectations and a clear strategic direction for their departments and faculties. Many middle leaders lead their departments effectively and use data confidently to analyse pupils' performance. Middle managers who have responsibility for a specific year group are good in their role, and ensure pupils' attendance and wellbeing. However, their role in ensuring that pupils make progress and attain their academic targets is only just developing.

The school has appropriate performance management arrangements and these are implemented consistently. There are clear links between teachers' targets and the priorities of the school and departments. Managers deal effectively with cases of underperformance.

The school has responded successfully to local and national priorities, for example by increasing Welsh-medium provision and through co-operating strategically within 14-19 Learning Pathways.

Governors are very supportive of the school and are developing suitably in their role. The governing body's committee structure operates effectively. Governors receive detailed reports on the school's performance data, which is helping to develop their role as critical friends. However, governors do not contribute fully to self-evaluation processes and planning for the school's improvement. Many governors have established valuable links with their link areas. At present, governors do not challenge the departments thoroughly enough.

Improving quality: Good

The school has robust processes for self-evaluation and improving the quality of most of the school's core work. Leaders follow a comprehensive programme of activities in order to obtain direct evidence when scrutinising pupils' work and observing lessons. Leaders evaluate most of the school's work fully. However, there are a very few areas in which this is not as thorough, for example aspects of personal and social education and additional learning needs.

A senior manager and most of the middle managers analyse performance successfully and regularly. Most departments produce detailed self-evaluation reports in a consistent format. As a result, the senior leadership team, and most middle managers, have a clear picture of strengths and areas to be developed. These processes have begun to have an effect on the school's work, including the standard of teaching and improving standards in many lessons.

There are effective systems for questioning pupils on specific aspects of the school's work, for example the wellbeing of younger pupils and teaching and learning. Departments collect learners' opinions at the end of units of subject work. The school asks parents' opinions effectively about some aspects of the school's work.

The school's self-evaluation report is evaluative and includes a detailed and honest analysis of performance data.

All departments produce useful development plans, and most evaluate progress against priorities for development effectively. The school development plan follows on clearly from the self-evaluation report and the evaluation of progress against the previous development plan. The development plan includes a clear focus on improving standards, as well as challenging quantitative targets.

Partnership working: Good

The school co-operates effectively with a wide range of partners to ensure a wide curriculum in key stage 4 and the sixth form. It makes a full contribution to the partnership between the three Welsh-medium comprehensive schools in the county, to a wider partnership with the local further education college and to the Dinefwr cluster 14-19 partnerships. The school co-operates effectively with Welsh-medium secondary schools outside the county, including through subject co-operation and providing training for teachers. Through all of the partnerships, the school expands opportunities for pupils and offers valuable opportunities for teachers to share experiences and expertise in teaching and learning. The school has robust arrangements in place in order to ensure the quality of all the partnerships' work.

There are strong partnerships in place between the school and the primary schools to ensure that pupils transfer to the secondary school without difficulty. Subject co-operation is developing effectively between the school and primary schools. As a result, transfer arrangements from the primary schools to the secondary school are very effective. There is a strong and accessible link between the school and parents.

Resource management: Adequate

The bursar and the headteacher manage the school's finances suitably. However, as a result of the plan to transform education in the Dinefwr area, the school has a deficit in its budget. The headteacher and governors are working productively with the local authority to reduce the deficit. At present, the school is conducting a thorough review of staffing, curricular priorities and costs, including the sixth form. As part of the budget-setting process for 2016-2017, the school is co-operating with the education authority to prepare a three-year financial plan to eliminate the deficit in the budget.

All staff have been newly appointed as a result of reorganising education in the area. The school has qualified and appropriate staff to teach the curriculum efficiently. All members of staff have suitable qualifications, and each one teaches his or her specialist subject. There is a robust team of support staff to support teachers' work.

In a minority of sixth-form courses, pupil numbers in each course are small. As a result, the sixth form is not cost-effective at present and this has a negative effect on the school's budget.

A suitable performance management system ensures that all members of the teaching staff are supported by continuous professional development. The school has effective provision for whole-school training. There is a clear link between the performance management system and staff development.

Staff contribute appropriately to professional learning working groups. These focus appropriately on the quality of teaching and learning and on improving pupils' literacy and numeracy skills. However, they have not had enough effect on raising standards in key stage 4.

The school uses the Pupil Deprivation Grant appropriately in order to enable pupils who are eligible for free school meals to improve attendance. The grant has not had a strong effect on the performance of pupils who are eligible for free school meals in the majority of indicators in key stage 4.

On the basis of current performance, the school provides adequate value for money.

Appendix 1

6694064 - Ysgol Maes Y Gwendraeth

Number of pupils on roll	821
Pupils eligible for free school meals (FSM) - 3 year average	14.0
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	.	.	169	128		
Achieving the core subject indicator (CSI) (%)	.	.	85.8	89.1	90.8	83.9
Benchmark quartile	3	4	3	3		
English						
Number of pupils in cohort	.	.	169	128		
Achieving level 5+ (%)	.	.	87.0	89.1	92.5	87.9
Benchmark Quartile	3	4	4	4		
Achieving level 6+ (%)	.	.	46.7	56.3	61.4	52.6
Benchmark Quartile	4	4	4	3		
Welsh first language						
Number of pupils in cohort	.	.	151	125		
Achieving level 5+ (%)	.	.	88.1	90.4	94.0	90.9
Benchmark Quartile	3	3	4	3		
Achieving level 6+ (%)	.	.	49.7	56.0	60.3	56.1
Benchmark Quartile	3	3	3	3		
Mathematics						
Number of pupils in cohort	.	.	169	128		
Achieving level 5+ (%)	.	.	88.8	90.6	93.6	88.7
Benchmark Quartile	3	4	4	4		
Achieving level 6+ (%)	.	.	47.9	62.5	67.4	59.5
Benchmark Quartile	4	4	4	4		
Science						
Number of pupils in cohort	.	.	169	128		
Achieving level 5+ (%)	.	.	89.9	89.8	96.1	91.8
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	.	.	46.7	60.9	65.3	58.5
Benchmark Quartile	4	4	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.

6694064 - Ysgol Maes Y Gwendraeth

Number of pupils on roll	821
Pupils eligible for free school meals (FSM) - 3 year average	14.0
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	196	186	164	146		
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	52.0	55.4	62.2	61.6	67.3	57.9
Benchmark quartile	3	3	2	3		
Achieved the level 2 threshold	64.3	75.8	74.4	75.3	87.1	84.1
Benchmark quartile	4	4	4	4		
Achieved the level 1 threshold	92.9	97.8	93.3	91.8	98.2	94.4
Benchmark quartile	4	2	4	4		
Achieved the core subject indicator (CSI)	49.0	52.7	56.7	60.3	64.3	54.8
Benchmark quartile	4	3	3	3		
Average capped wider points score per pupil	324.5	343.6	336.4	333.2	361.4	343.5
Benchmark quartile	4	3	4	4		
Average capped wider points score plus per pupil	320.6	339.9	333.3	330.0	358.5	338.7
Benchmark quartile		
Achieved five or more GCSE grades A*-A	16.3	17.2	14.6	15.8	21.7	16.6
Benchmark quartile		
Achieved A*-C in English	60.7	72.0	67.1	69.9	75.0	68.6
Benchmark quartile	4	2	4	4		
Achieved A*-C in mathematics	58.2	60.2	66.5	65.8	72.4	64.4
Benchmark quartile	4	4	3	4		
Achieved A*-C in science	58.7	67.7	62.8	87.7	85.6	84.0
Benchmark quartile	4	4	4	4		
Number of pupils aged 15 who entered Welsh First Language:	134	145	128	100		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	75.4	79.3	78.9	82.0	81.7	75.2
Benchmark quartile	2	2	2	1		

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.

6694064 - Ysgol Maes Y Gwendraeth

Number of pupils on roll 821
Pupils eligible for free school meals (FSM) - 3 year average 14.0
FSM band 2 (10%<FSM<=15%)

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

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	25	15	24	19		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	24.0	33.3	29.2	31.6	31.3	31.6
Achieved the level 2 threshold	32.0	53.3	37.5	42.1	63.8	69.4
Achieved the level 1 threshold	88.0	100.0	83.3	78.9	95.0	89.4
Achieved the core subject indicator (CSI)	24.0	33.3	20.8	31.6	30.0	29.3
Average capped wider points score per pupil	265.9	308.1	270.1	271.5	312.5	303.7
Average capped wider points score plus per pupil	262.6	303.3	266.7	267.1	307.0	296.4
Achieved five or more GCSE grades A*-A	0.0	6.7	0.0	0.0	2.5	4.3
Achieved A*-C in English	36.0	60.0	33.3	31.6	45.0	45.1
Achieved A*-C in mathematics	32.0	40.0	41.7	31.6	38.8	39.2
Achieved A*-C in science	32.0	53.3	25.0	78.9	78.8	74.4
Number of pupils aged 15 who entered Welsh First Language:	9	8	12	7		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	55.6	75.0	50.0	71.4	48.5	51.5

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

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

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

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

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

. 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.

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	81	63	78	67		
Average wider points score per pupil	816.4	902.5	820.8	927.4	909.7	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	73	56	68	63		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	100.0	100.0	100.0	100.0	98.4	97.0
Achieved 3 A*-A at A level or equivalent	9.6	5.4	5.9	6.3	6.7	7.9
Achieved 3 A*-C at A level or equivalent	69.9	92.9	86.8	96.8	79.3	68.1

Includes all qualifications approved for use in Wales.

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

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

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

. Denotes the data item is not applicable.

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is a total of all responses 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	188	114 61%	72 38%	2 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	188	53 28%	107 57%	24 13%	4 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	188	82 44%	89 47%	14 7%	3 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	187	25 13%	123 66%	33 18%	6 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	187	59 32%	101 54%	23 12%	4 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	188	54 29%	127 68%	7 4%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	186	77 41%	100 54%	8 4%	1 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	187	39 21%	108 58%	33 18%	7 4%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	187	78 42%	92 49%	16 9%	1 1%	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	187	10 5%	127 68%	44 24%	6 3%	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	188	54 29%	100 53%	23 12%	11 6%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	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	188	27 14%	105 56%	49 26%	7 4%	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	187	58 31%	116 62%	12 6%	1 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	188	62 33%	100 53%	23 12%	3 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		36%	54%	9%	1%	
The staff respect me and my background	187	63 34%	116 62%	6 3%	2 1%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	187	69 37%	106 57%	9 5%	3 2%	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	78	22 28%	43 55%	10 13%	3 4%	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	44	11 25%	29 66%	2 5%	2 5%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		27%	50%	16%	7%	

Responses to parent questionnaires

Denotes the benchmark – this is a 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.	163	77 47%	80 49%	5 3%	1 1%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	163	96 59%	63 39%	4 2%	0 0%	2	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	162	101 62%	56 35%	5 3%	0 0%	4	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.	164	70 43%	86 52%	8 5%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	153	59 39%	78 51%	11 7%	5 3%	13	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	154	57 37%	88 57%	8 5%	1 1%	12	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	164	98 60%	63 38%	3 2%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	154	59 38%	81 53%	13 8%	1 1%	11	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.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	137	65 47%	52 38%	15 11%	5 4%	25	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.	151	62 41%	71 47%	16 11%	2 1%	14	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.	161	90 56%	64 40%	6 4%	1 1%	4	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	126	60 48%	51 40%	15 12%	0 0%	36	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	163	53 33%	81 50%	24 15%	5 3%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		34%	51%	12%	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 feel comfortable about approaching the school with questions, suggestions or a problem.	157	82 52%	64 41%	10 6%	1 1%	6	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.	151	66 44%	59 39%	20 13%	6 4%	14	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	148	75 51%	69 47%	3 2%	1 1%	18	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	116	37 32%	64 55%	12 10%	3 3%	47	Mae fy mhentyn 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.	158	68 43%	71 45%	17 11%	2 1%	8	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	155	74 48%	71 46%	9 6%	1 1%	10	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Huw Collins	Reporting Inspector
Hywel Jones	Team Inspector
Lowri Jones	Team Inspector
Gwyn Thomas	Team Inspector
Michaela Leyshon	Lay Inspector
Mark Jones	Peer Inspector
Arwyn Thomas	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.