



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

A report on

**Ysgol Gyfun Gymraeg Glantaf
Bridge Road
Llandaff North
CF14 2JL**

Date of inspection: May 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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Publication date: 26/07/2017

Context

Ysgol Gyfun Gymraeg Glantaf is a designated Welsh school for 11 to 18-year-old pupils. The school is maintained by Cardiff local education authority. There are 1,132 pupils on roll, in comparison with 1,302 at the time of the last inspection in May 2011. This change in numbers is a result of opening a third Welsh-medium comprehensive school in Cardiff.

The school is situated near the river Taff in Llandaff North, and serves the centre of the city of Cardiff from north to south. Seventeen point nine per cent (17.9%) of pupils live in areas that are among the 20% most disadvantaged in Wales. Ten point one per cent (10.1%) of pupils are eligible for free school meals. This figure is lower than the national percentage of 17.1%.

Approximately 36% of pupils come from Welsh-speaking homes, but all pupils study Welsh as a first language. A very small percentage of pupils are from ethnic minority backgrounds.

The school admits pupils from the full range of ability. Twenty per cent (20%) of pupils are on the additional learning needs register, and 1% of pupils have a statement of special educational needs. These figures are close to the national averages. A resource centre for pupils with profound learning needs from across all parts of the local education authority is situated at the school. It has 12 pupils, all of whom are on the school roll.

The headteacher was appointed in September 2010. The leadership team includes the headteacher, a deputy headteacher and five assistant headteachers.

The individual school budget per pupil for Ysgol Gyfun Gymraeg Glantaf in 2016-2017 is £5,014. The maximum per pupil in secondary schools in Cardiff is £6,861 and the minimum is £4,327. Ysgol Gyfun Gymraeg Glantaf is in eighth place of the 19 secondary schools in Cardiff in terms of school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- The school's performance in the level 2 threshold including Welsh or English and mathematics, is consistently very close to the modelled outcomes over time
- The school's performance in the indicator for five A*-A GCSEs or equivalent is much higher than the performance of similar schools for the third year in succession
- The school promotes a strong sense of pride and ambition in its pupils
- The school prioritises pupils' personal development as well-rounded, respectful and proud individuals very successfully; this has a significant effect on pupils' very high standards of behaviour, wellbeing and interpersonal skills
- There are very extensive opportunities to promote pupils' health, fitness, wellbeing and social and cultural development
- Nearly all pupils treat their fellow pupils, the school's staff and visitors with a very high level of respect
- In most lessons, many pupils are very eager to learn and show strong levels of motivation and a clear interest in their work
- In many lessons, pupils from the full range of ability make a valuable contribution orally, and express themselves clearly and correctly
- Many pupils across the age and ability range are able to write at length freely and communicate with clear expression and a wide vocabulary
- Nearly all teachers have very good subject knowledge and many communicate clearly and model language very well
- Many teachers have a positive working relationship with their pupils

Prospects for improvement

Prospects for improvement are adequate because:

- The headteacher has a clear vision to provide a well-rounded education, equal opportunities and rich opportunities through the medium of Welsh
- Robust leadership has led to excellent standards in pupils' wellbeing and participation, and to the school's supportive, Welsh ethos
- The school has robust performance management procedures and senior leaders deal appropriately with cases of underperformance
- There is a beneficial programme of training activities to meet the staff's professional development needs

- The school has refined its self-evaluation and planning for improvement procedures recently, and it has a calendar of appropriate quality assurance activities

However:

- The leadership has not succeeded in raising standards in a minority of key indicators over time, nor in ensuring consistency in the quality of teaching and assessment across the school
- The senior leadership team's range of responsibilities has not been distributed equally
- Inconsistencies in line management arrangements across the school have an effect on managers' capacity to ensure accountability and consistent practices across and within departments
- The school has not gone into enough detail about areas for improvement in leadership and teaching across the school

Recommendations

R1 Raise standards in key stage 4

R2 Ensure consistency in the quality of teaching and assessment, and adopt the strong practices across the school

R3 Improve leadership at all levels and strengthen the level of accountability

R4 Strengthen and ensure consistency in arrangements for self-evaluation and planning for improvement

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will review the school's progress. Estyn will invite the school to prepare a written case study describing the outstanding practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In key stage 4, the school's performance has varied over the last three years. Over this period, the school's performance has compared favourably with that of similar schools in a minority of key indicators in key stage 4. Since 2014, the school's performance in the level 2 threshold, including Welsh or English and mathematics, has been very close to the modelled outcomes.

The school's performance in terms of the capped points score has been slightly below the modelled outcomes since 2014. The school's performance in the level 2 threshold has been lower than that of other similar schools over time and has declined further in 2016. However, the school's performance in the indicator for five A*-A GCSEs or equivalent is much higher than that of similar schools for the third year in succession. In general, pupils make appropriate progress from one key stage to the next.

The performance of pupils who are eligible for free school meals in the level 2 threshold, including Welsh or English and mathematics, has improved over time. Performance in 2016 was higher than that of similar schools. Boys' performance in the level 2 threshold, including Welsh or English and mathematics, has compared favourably with that of other similar schools in two of the last three years. Girls' performance in the same indicator has been very strong over time. In general, pupils with additional learning needs make strong progress from one stage to the next.

At the end of Year 11, nearly all pupils continue their education at school or in a further education college.

In key stage 3, there has been a small trend of improvement in the proportion of pupils who achieve the core subject indicator over the last three years. In general, the school's performance in this indicator is similar to that of other similar schools over the same period.

In the sixth form, since 2014, the proportion of pupils who gain grades A*-C has increased over time and, in 2016, the proportion is higher than the average for Wales. The proportion of pupils who gain three grades A*-A has been significantly higher than the average for Wales over the last three years. The proportion of pupils who achieve the level 3 threshold has remained similar over the last three years. However, the average wider points score for each pupil has declined over time, and has been below the average for Wales since 2015.

In most lessons, many pupils are very eager to learn and show strong levels of motivation and an obvious interest in their work. As a result, they make sound progress in their learning and in their subject skills.

In a majority of lessons, many pupils recall previous learning successfully and make beneficial use of their knowledge and understanding to make further progress. In a few lessons, in which there are valuable opportunities to develop analytical and reasoning skills, pupils make excellent progress, for example when analysing and appreciating the ode 'Etifeddiaeth' by Gerallt Lloyd Owen in their Welsh lessons, and discussing moral decisions in English lessons. However, in a minority of lessons, a few pupils are too passive and lose interest in their work, particularly in long, monotonous lessons. As a result, these pupils do not make as much progress as they could, particularly in thinking skills and problem-solving skills.

In lessons, nearly all pupils listen attentively and respectfully to the teacher and their peers, and respond positively and productively to instructions. In many lessons, many pupils from the full range of ability make valuable oral contributions and express themselves clearly and correctly. They provide accurate and sensible extended explanations orally, and are eloquent and mature communicators. They use subject vocabulary and wide terminology with clear expression. Although a few pupils offer short responses in a few lessons, the quality of rich vocabulary that most pupils possess across the school is a strong feature. Many pupils speak Welsh naturally socially, in extra-curricular activities and around the school, and this is an exceptional feature.

In many lessons, pupils demonstrate strong writing skills. Many pupils across the age and ability range write at length freely and communicate with clear expression. Many pupils have an extensive vocabulary, including correct use of subject terminology. In many cases, more able pupils write in a sophisticated manner with an extremely rich vocabulary and mature expression and syntax. Their work contains a very high level of accuracy in terms of language, spelling and punctuation. However, pupils of lower ability make a number of grammatical and spelling errors while writing. However, many pupils of all abilities have the skills to identify linguistic errors in their own work, explain the reasons and apply grammatical rules correctly when correcting their work. This is a strong feature.

In a few lessons, nearly all pupils show very strong reading skills when researching a wide range of sources confidently and sensibly. Pupils in these lessons show very mature analytical skills. In a majority of lessons, pupils make effective use of higher order reading skills, in addition to their subject knowledge, to draw conclusions. They apply their knowledge and understanding logically and clearly. However, in a few subjects in which opportunities to develop reading are limited, pupils do not practise their reading strategies frequently enough. As a result, pupils do not make enough progress in their reading skills in these lessons.

In general, a majority of pupils develop basic numeracy skills across subjects, for example by reading and interpreting grid references in geography lessons, or drawing graphs and calculating averages in science. However, in a few cases, pupils have difficulty applying their numeracy skills, for example when drawing scales.

Many pupils use their information and communication technology (ICT) skills appropriately during their time at the school. However, the development of pupils' ICT skills across subjects is limited.

Wellbeing: Excellent

An exceptional feature of Ysgol Gyfun Gymraeg Glantaf is the civilised behaviour of nearly all pupils in their lessons and around the school. Nearly all pupils treat their fellow pupils, the school's staff and visitors with a very high level of respect. This reflects the school's aspirations to ensure high levels of 'Welshness, Courtesy, Respect'.

Very large numbers of pupils attend a wide variety of activities that promote fitness and wellbeing, for example climbing and fencing clubs. Most pupils have a good awareness of the importance of keeping fit and a healthy lifestyle. An exceptional feature of the school is the success of a large number of pupils in sports, music and drama in national and international competitions.

Nearly all pupils feel safe at school and many feel that the school deals very well with the rare cases of bullying that arise. Pupils' attendance rates are high and have improved increasingly over the last three years. They place the school in the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. There have been no permanent exclusions during the last three years, and the proportion of fixed-term exclusions is very low. Most pupils arrive at lessons punctually, and show strong motivation and very positive attitudes towards work.

Through the school council and other fora, many pupils across the school contribute effectively to important decisions within the school, for example when promoting Welshness in environmental and equality issues.

Nearly all pupils develop their social skills significantly during their time at the school. They are successful in acquiring the essential skills for the next stage in their lives. Many pupils contribute extensively to a very wide variety of extra-curricular sporting and cultural activities, in addition to community events. These include annual musical shows, various Urdd competitions and raising significant amounts of money for charity. Many pupils in key stage 4 and the sixth form make a valuable contribution to the community through their studies for the Welsh Bacallaureate Qualification.

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

The school curriculum meets statutory requirements and builds effectively on its pupils' previous experiences. The school offers a wide range of suitable subjects in key stage 4, including occupational courses. The school's system of grouping pupils is appropriate and meets the needs of most pupils. The school plans appropriately for the Welsh Bacallaureate Qualification in key stage 4 and the sixth form. A very rich variety of extra-curricular activities, including educational visits, reinforce the curriculum and promote social use of the Welsh language successfully.

Provision for the literacy element of the Literacy and Numeracy Framework is comprehensive, and pupils' literacy skills are developed effectively across the subjects. Provision for numeracy is mapped carefully across the curriculum.

However, the range of opportunities to develop this skill across the relevant subjects is too limited. Provision to develop ICT skills across the subject is under-developed. Cross-school arrangements to support pupils with weak literacy and number skills are appropriate.

Arrangements to promote use of the Welsh language have recently been strengthened further and are a strong feature of the school's work. These have a positive effect on standards in Welsh, for example the quality of oral and written work in lessons and social use of the Welsh language around the school. The 'Byw yn y Gymraeg' working group is an effective and useful forum for pupils to promote this.

The school's provision for promoting global citizenship is effective. Provision for sustainable development is developing appropriately, and the work of the eco-committee is beginning to have an influence on school life.

Teaching: Adequate

Nearly all teachers have very good subject knowledge and many communicate clearly and are very good language models. Many teachers have a positive working relationship with their pupils and they manage pupils' behaviour effectively. In a majority of lessons, teachers have high expectations of pupils and they prepare appropriate and stimulating resources.

In a very few lessons, teachers have an infectious enthusiasm when teaching their subjects, and they have very high expectations of their pupils. In these lessons, teachers plan very carefully to ensure that their pupils' achievement and progress are excellent.

In a majority of lessons, teachers plan a series of beneficial activities purposefully, which ensures that pupils make progress in their subject skills and their literacy skills. These lessons have clear aims and objectives, in addition to a lively pace and interesting, stimulating tasks.

In around half of lessons, teachers give prolonged guidance and, as a result, pupils are not given enough opportunities to develop as independent learners. In general, in many lessons, teachers do not provide enough opportunities for pupils to offer example answers. In a minority of lessons, teachers do not ensure that pupils understand the requirements of tasks and success criteria.

In a minority of lessons, there are shortcomings in the quality of planning for tasks; for example when setting tasks that are too long or not allowing enough time for pupils to work independently. As a result, pupils do not always achieve to the best of their ability. This means that pupils are not given beneficial enough opportunities to extend their subject skills, in addition to their number skills, adequately. In a few lessons, teachers set unproductive written tasks and homework.

A majority of teachers question pupils effectively and share beneficial feedback orally, which develops their understanding. They check pupils' progress and support them skilfully when walking around the classroom, and probe individuals in order to deepen their understanding. However, in a minority of cases, teachers do not give pupils sufficient time to consider and form their answers, and they answer for them.

A majority of teachers provide beneficial feedback on pupils' work and give them purposeful advice on how to improve. However, a minority of teachers provide comments that are too superficial and of limited value. Only in a minority of cases do teachers ensure that pupils respond productively to their comments.

The school has suitable procedures for tracking pupils' progress. These enable teachers and leaders to target valuable support for pupils who are in danger of underachieving. Through interim reports and a full annual report, the school shares appropriate information with parents and carers about their children's attainment. However, the content of a minority of reports is too superficial.

Care, support and guidance: Excellent

The school prioritises pupils' personal development as well-rounded, respectful and proud individuals very successfully. This has a significant effect on pupils' very high standards of behaviour, wellbeing and interpersonal skills.

There are very extensive opportunities to promote pupils' fitness, wellbeing and social and cultural development. The school's personal and social education programme is full of current and useful activities that help to prepare pupils for all aspects of life; for example, sex and relationship education, living safely and how to be a good citizen. The school has successful arrangements for promoting eating and drinking healthily. The school offers exceptional provision in order to promote the values of good citizenship and morality. Morning sessions meet statutory requirements for collective worship and include a broad programme of interesting and stimulating spiritual or moral activities.

The school has thorough anti-bullying processes that contribute well to ensuring a caring, inclusive environment in which most pupils feel safe. The policy for promoting good behaviour is extremely effective and is applied skilfully and sensitively by most teachers. The school works extremely effectively with a wide range of external agencies in order to support pupils' wellbeing, health and social development. Progress and wellbeing leaders and the attendance officer monitor absences carefully. They have developed close links with parents in order to support communication and respond quickly to any issues that arise. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Pupils receive very valuable and beneficial guidance and support when making decisions about their courses at school and in the future.

There are extremely effective arrangements for identifying, supporting and monitoring pupils' additional learning needs. These include a wide range of very effective strategies and arrangements to promote and support pupils' wellbeing, learning and social development. Leaders in this area plan provision and specific and purposeful intervention for individuals who have difficulties. Arrangements include support groups to foster self-confidence, improve social and life skills and raise pupils' self-image. An exceptional feature of the school's work are the valuable opportunities that are available for pupils to develop positive mental health through relaxation sessions and weekly mindfulness sessions. This provision has had an

extremely positive effect on pupils' wellbeing across the school and on the attendance of vulnerable pupils. Leaders evaluate the effectiveness and effect of each intervention very carefully. Arrangements for pupils' annual statutory reviews are very effective and meet statutory requirements in full.

Provision for teaching, supporting and caring for pupils with profound learning difficulties at the resource centre is excellent. An exceptional feature of this is the way in which staff ensure that these pupils integrate very successfully into mainstream school life, and have full access to the broad cross-curricular opportunities that are available. This enriches the learning experiences of all of the school's pupils.

Learning environment: Excellent

Ysgol Gyfun Gymraeg Glantaf offers an exceptional Welsh ethos, and the school promotes a strong sense of pride and ambition in its pupils. This is particularly true in terms of the wide range of very valuable extra-curricular experiences that are available to all pupils and, significantly, in terms of physical and creative activities.

The school is successful in fostering positive attitudes among its pupils towards each other and staff across the school. The school community is extremely welcoming, supportive and friendly, and this reflects the school's motto, 'Coron gwlad ei mamiaith', strongly.

Comprehensive and mindful arrangements are in place to include pupils with learning difficulties or physical disabilities in all aspects of school life. The way in which pupils from the special resource centre integrate in school life plays an important part in developing pupils' understanding of diversity.

The whole site is well maintained. The extensive sports fields and other areas around the school make a valuable contribution to creating an exceptionally stimulating environment.

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

The headteacher has a clear vision to provide a well-rounded education, equal opportunities and rich experiences through the medium of Welsh, in a Welsh and supportive environment. This vision is cultivated strongly by most staff and pupils. This has contributed towards establishing a civilised ethos that supports pupils' use of the Welsh language academically and socially. However, the leadership has not succeeded in ensuring consistency in the quality of teaching and assessment across the school.

The school has revised its procedures for line and departmental meeting recently so that they focus on the school's priorities more effectively. Although a majority of the minutes from these meetings focus appropriately on relevant issues, their quality varies too much. A minority of these minutes contain very little detail. Only a minority of minutes include action points and follow-up on previous actions. These shortcomings have limited managers' capacity to ensure accountability and consistency across and within departments.

On the whole, the senior management team's responsibilities are suitable to meet the school's priorities. However, these responsibilities have not been distributed equally. The headteacher and deputy headteacher have too many heavy duties, and the responsibilities of a few members of the senior management team are light and include too many administrative duties. This limits the time that the headteacher and deputy headteacher have to act strategically.

The school has robust performance management arrangements, and senior leaders deal appropriately with cases of underperformance. There are measurable and ambitious targets for nearly all members of staff that link closely with whole-school priorities. There is a beneficial programme of training activities to meet the staff's professional development needs.

The school has responded strongly to many national priorities, for example developing literacy and Welshness in particular. However, the leadership has not been successful enough in promoting the development of numeracy and ICT skills across the subjects.

The governors are a passionate group that have a strong grasp of the significance of performance data. They have useful links with specific departments and are very aware of their successes and challenges. They provide strong support to the school and challenge it to improve, where appropriate.

Improving quality: Adequate

The school has refined its self-evaluation and planning for improvement processes recently. Leaders at all levels understand the new arrangements clearly and this has contributed towards an effective and honest evaluation of whole-school performance. However, the school has not gone into enough detail about the common areas for improvement in teaching across the school in the self-evaluation.

Departmental self-evaluation reports now follow a useful common format. All middle leaders use performance data and evidence from monitoring lessons and books appropriately in order to identify strengths and specific issues that require action. However, a minority omit some important findings; for example, they do not include information about the performance of specific groups of pupils.

The school has a calendar of appropriate quality assurance activities. These include effective departmental reviews, analyses of data, lesson observations and scrutinising books. However, there are shortcomings in terms of administration; for example, there are no specific dates for evaluation activities. Leaders do not have a comprehensive enough picture of the quality of teaching. Although leaders scrutinise pupils' work, they do not provide incisive enough feedback on the standards that pupils achieve in their books, and the quality of assessment.

The school makes successful use of pupils' views in a number of areas, through the main 'Pupil Voice' forum and its valuable sub-committees, such as 'Byw yn y Gymraeg', the eco committee and 'CyfarTaf'. However, the school does not collect parents' views often enough.

The school improvement plan is a comprehensive document that prioritises most areas for development that are identified through the self-evaluation report. However, action points do not include enough detail on developing whole-school strategies to address the key areas for improvement, for example in teaching.

Departmental improvement plans include suitable priorities, in the main, and reflect many of the whole-school priorities. Plans are methodical and include many relevant activities. However, success criteria are not specific enough and they contain very few quantitative targets. In addition, these plans do not include milestones to allow leaders to evaluate progress. Progress leaders do not self-evaluate or plan for improvement formally.

Partnership working: Good

The school has a wide range of valuable partnerships that enrich pupils' experiences.

Robust arrangements with a nearby school and a local further education college ensure a broad provision of courses, including occupational options. This ensures that there is a good number of Welsh-medium post-16 options available for pupils. There are appropriate arrangements to ensure the quality of these courses.

The school has forged beneficial links with local businesses. Representatives visit the school on career days in order to promote pupils' skills, in addition to strengthening their awareness of the world of work.

Sixth form pupils benefit from the robust relationship between the school and a number of higher education institutions. This includes a particularly good relationship with Coleg Cymraeg Cenedlaethol, which provides valuable support for pupils who choose to continue their education through the medium of Welsh.

The school works effectively with Welsh schools in the area to develop resources, share good practice and prepare strategically for revisions to the curriculum. The school has a beneficial partnership with initial teacher training institutions.

A strong relationship between the school and its partner primary schools ensures good progression between the primary and secondary sectors. Very careful and beneficial transition activities ensure that pupils settle quickly at the school. The school works effectively with a range of specialist agencies to ensure the progress and wellbeing of vulnerable pupils, including individuals with profound learning needs.

The school communicates effectively with parents and carers.

Resource management: Good

Over the last three years, the school has faced significant financial challenges following a period of developing and reorganising provision for Welsh education locally. However, careful financial control by the headteacher and the bursar and close supervision from the governors have ensured that the school has a financial surplus. The school is staffed appropriately and only a very few teachers teach outside their specialisms. There are appropriate arrangements for training and supporting these teachers.

Many teachers participate actively in professional networks with other schools to develop the curriculum and produce new learning materials. These have been successful, particularly in reducing the burden of creating resources for new specifications and sharing practices with other teachers. The school has appropriate internal working groups. A few of these working groups have a positive effect on school life, for example on pupils' spiritual wellbeing.

The sixth form is cost-effective.

The school makes beneficial use of the Pupil Deprivation Grant to support specific pupils. This has had a positive effect on the outcomes of pupils who are eligible for free school meals.

In light of the high standards and levels of wellbeing, the school provides good value for money.

Appendix 1

6814071 - Ysgol Gyfun Gymraeg Glantaf

Number of pupils on roll	1165
Pupils eligible for free school meals (FSM) - 3 year average	9.5
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	217	206	147	170		
Achieving the core subject indicator (CSI) (%)	84.8	91.3	91.2	92.9	91.1	85.9
Benchmark quartile	3	2	3	3		
English						
Number of pupils in cohort	217	206	147	170		
Achieving level 5+ (%)	90.8	91.3	93.2	95.3	93.2	89.2
Benchmark Quartile	3	4	3	3		
Achieving level 6+ (%)	53.0	59.7	60.5	70.6	59.5	56.2
Benchmark Quartile	3	3	3	2		
Welsh first language						
Number of pupils in cohort	217	206	147	170		
Achieving level 5+ (%)	87.1	93.2	93.9	94.7	93.0	92.0
Benchmark Quartile	3	2	2	2		
Achieving level 6+ (%)	53.0	58.3	61.9	68.2	58.7	57.2
Benchmark Quartile	2	1	2	1		
Mathematics						
Number of pupils in cohort	217	206	147	170		
Achieving level 5+ (%)	89.4	91.3	93.9	94.1	93.3	90.1
Benchmark Quartile	3	4	3	3		
Achieving level 6+ (%)	59.9	59.7	71.4	69.4	68.5	62.7
Benchmark Quartile	4	4	3	4		
Science						
Number of pupils in cohort	217	206	147	170		
Achieving level 5+ (%)	90.8	96.1	96.6	97.6	96.6	92.8
Benchmark Quartile	4	3	3	3		
Achieving level 6+ (%)	65.4	46.6	76.9	73.5	65.4	62.9
Benchmark Quartile	2	4	2	3		

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

. Denotes the data item is not applicable.

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

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

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

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

6814071 - Ysgol Gyfun Gymraeg Glantaf

Number of pupils on roll

1165

Pupils eligible for free school meals (FSM) - 3 year average

9.5

FSM band

1 (FSM<=10%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	207	224	219	205		
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	67.1	73.2	69.9	69.8	70.1	60.2
Benchmark quartile	3	2	2	3		
Achieved the level 2 threshold	80.7	85.3	83.6	77.1	89.7	83.6
Benchmark quartile	4	4	4	4		
Achieved the level 1 threshold	97.6	98.7	97.7	97.6	98.4	95.3
Benchmark quartile	3	3	4	4		
Achieved the core subject indicator (CSI)	64.3	72.3	66.7	65.9	68.2	57.5
Benchmark quartile	2	1	2	3		
Average capped wider points score per pupil	357.7	365.0	360.8	355.9	364.4	344.2
Benchmark quartile	3	3	3	4		
Average capped wider points score plus per pupil	356.2	362.7	359.4	354.5	361.4	340.3
Benchmark quartile		
Achieved five or more GCSE grades A*-A	35.7	35.3	32.9	36.1	22.7	15.8
Benchmark quartile		
Achieved A*-C in English	79.2	79.0	77.6	75.6	76.6	69.3
Benchmark quartile	2	2	3	4		
Achieved A*-C in mathematics	70.5	74.6	73.5	72.2	75.8	66.9
Benchmark quartile	3	3	2	4		
Achieved A*-C in science	73.9	92.9	74.0	73.2	84.6	82.3
Benchmark quartile	4	2	4	4		
Number of pupils aged 15 who entered Welsh First Language:	202	221	215	201		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	83.2	86.4	86.0	87.6	78.7	75.1
Benchmark quartile	1	1	1	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.

6814071 - Ysgol Gyfun Gymraeg Glantaf

Number of pupils on roll 1165
 Pupils eligible for free school meals (FSM) - 3 year average 9.5
 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	12	12	22	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	41.7	33.3	36.4	42.1	42.5	35.5
Achieved the level 2 threshold	50.0	66.7	68.2	47.4	75.4	70.9
Achieved the level 1 threshold	100.0	91.7	90.9	84.2	96.3	92.1
Achieved the core subject indicator (CSI)	16.7	33.3	36.4	36.8	41.0	32.7
Average capped wider points score per pupil	279.3	299.3	285.0	266.8	326.2	311.1
Average capped wider points score plus per pupil	278.1	296.3	282.4	266.7	321.1	305.2
Achieved five or more GCSE grades A*-A	8.3	8.3	0.0	0.0	6.0	4.5
Achieved A*-C in English	41.7	33.3	54.5	36.8	55.2	47.1
Achieved A*-C in mathematics	50.0	33.3	40.9	42.1	51.5	43.6
Achieved A*-C in science	25.0	83.3	36.4	52.6	67.9	71.7
Number of pupils aged 15 who entered Welsh First Language:	12	11	20	18		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	50.0	63.6	75.0	61.1	51.4	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.

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Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 17	125	117	152	138		
Average wider points score per pupil	788.7	806.4	762.5	785.6	877.0	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	118	112	139	131		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	98.3	96.4	99.3	99.2	98.0	98.0
Achieved 3 A*-A at A level or equivalent	16.9	20.5	15.8	16.0	9.4	6.6
Achieved 3 A*-C at A level or equivalent	66.1	59.8	69.1	77.1	77.4	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.

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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	298	190 64%	100 34%	8 3%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	51%	4%	1%	
The school deals well with any bullying	298	68 23%	178 60%	45 15%	7 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	298	131 44%	136 46%	29 10%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	9%	2%	
The school teaches me how to keep healthy	298	66 22%	157 53%	68 23%	7 2%	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	296	171 58%	98 33%	27 9%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	298	107 36%	167 56%	22 7%	2 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	6%	1%	
The teachers help me to learn and make progress and they help me when I have problems	296	137 46%	142 48%	13 4%	4 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	296	64 22%	144 49%	68 23%	20 7%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	6%	
I have enough books and equipment, including computers, to do my work	291	149 51%	121 42%	20 7%	1 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	297	53 18%	179 60%	55 19%	10 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	297	104 35%	132 44%	48 16%	13 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		295	38 13%	154 52%	82 28%	21 7%	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		298	117 39%	160 54%	20 7%	1 0%	Rwy'n cael fy annog i wneud pethau drosaf 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		295	126 43%	125 42%	36 12%	8 3%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	53%	10%	2%	
The staff respect me and my background		296	145 49%	138 47%	10 3%	3 1%	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		296	141 48%	135 46%	16 5%	4 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	55%	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		108	27 25%	63 58%	14 13%	4 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		106	37 35%	50 47%	13 12%	6 6%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

Responses to parent questionnaires

Denotes the benchmark – this is 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.	238	96 40%	120 50%	15 6%	3 1%	4	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	238	120 50%	107 45%	10 4%	0 0%	1	Mae fy mhleintyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	238	134 56%	88 37%	12 5%	1 0%	3	Cafodd fy mhleintyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	238	99 42%	109 46%	23 10%	3 1%	4	Mae fy mhleintyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	238	68 29%	112 47%	20 8%	8 3%	30	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	13%	4%		
Teaching is good.	238	61 26%	138 58%	17 7%	4 2%	18	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	236	107 45%	108 46%	13 6%	1 0%	7	Mae'r staff yn disgwyl i fy mhleintyn weithio'n galed ac i wneud ei orau.
		50%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	234	51 22%	119 51%	30 13%	8 3%	26	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhleintyn yn ei ddysgu yn yr ysgol.
		31%	56%	10%	3%		
Staff treat all children fairly and with respect.	237	71 30%	105 44%	32 14%	4 2%	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.	237	94 40%	96 41%	18 8%	4 2%	25	Caiff fy mhleintyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	239	99 41%	119 50%	6 3%	0 0%	15	Mae fy mhleintyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	232	68 29%	85 37%	13 6%	2 1%	64	Mae fy mhleintyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		36%	52%	9%	3%		
I am kept well informed about my child's progress.	238	63 26%	123 52%	43 18%	9 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhleintyn.
		34%	51%	13%	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.	237	92 39%	104 44%	29 12%	6 3%	6	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	237	58 24%	89 38%	40 17%	4 2%	46	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	55%	12%	3%		
The school helps my child to become more mature and take on responsibility.	235	82 35%	112 48%	22 9%	1 0%	18	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	238	65 27%	81 34%	24 10%	6 3%	62	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	3%		
There is a good range of activities including trips or visits.	237	90 38%	103 43%	36 15%	3 1%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	239	88 37%	106 44%	18 8%	2 1%	25	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Delyth Lloyd Gray	Reporting Inspector
Heledd Ffion Thomas	Team Inspector
Ceri Jones	Team Inspector
Sion Peters-Flynn	Team Inspector
Deris Davies Williams	Lay Inspector
Arwyn Williams	Peer Inspector
Heather Lewis	Peer Inspector
Rhodri 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.