



# School Self Evaluation Policy

Date adopted: ..... 10<sup>th</sup> October 2019 .....

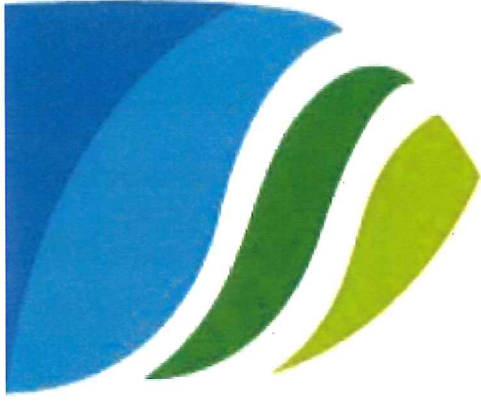
Headteacher signature: .....  .....

Chair of Governors signature: .....  .....

Revision Date : September 2020



# Y PANT COMPREHENSIVE SCHOOL SELF EVALUATION REPORT



## At a Glance Guide

Key Question	Quality Indicator	Judgement
<b>IA1 Standards</b>		
<b>Standards</b>	1.1 Progress Overall	ID
	1.2 Standards and progress of specific groups	ID (JK and RY)
	1.3 Standards and progress in skills	LJB
<b>IA2 Wellbeing &amp; attitudes to learning</b>		
<b>Wellbeing &amp; attitudes to learning</b>	2.1 Wellbeing	AD
	2.2 Attitudes to learning	AD
<b>IA3 Teaching &amp; learning experiences</b>		
<b>Teaching &amp; learning experiences</b>	3.1 Quality of teaching	JK
	3.2 The breadth, balance and appropriateness of the curriculum.	LJB
	3.3 Provision for Skills	LJB
<b>IA4 Care, support &amp; guidance</b>		
<b>Care, support &amp; guidance</b>	4.1 Tracking, monitoring & the provision of learning support.	RY
	4.2 Personal development.	AD
	4.3 Safeguarding.	SB
<b>IA5 Leadership &amp; management</b>		
<b>Leadership &amp; management</b>	5.1 Quality & effectiveness of leaders and managers	BC
	5.2 Self-evaluation processes and improvement planning.	BC
	5.3 Professional learning.	JK
	5.4 Use of resources	BC

## Inspection Area 1: Standards

Evaluation		Evidence			
<b>1.1 Standards and progress overall</b>					
<b>Key Stage 4 – Key Performance Indicators – Year 11</b>					
KPI	2019 Target	2019 Actual	CSC Position	2018	2017
Capped 9	400	407	9	395	
L2+	75%	68%		70%	66%
5 A*/As	30	32		28	26
Literacy Pts Score		43.1	18	43.1	
Best English L2	80%	80%		76%	84%
Numeracy Pts Score		41.9	12	42.9	
Best Maths L2	80%	70%		78%	74.9%
Science Pts Score		45.2	7	44.8	
Best Science L2	80%	85%		81%	99%*
WBQ Pts Score		45.5	4		
*Expected CSC rank from eFSM profile = 10 <sup>th</sup>					
WWW:					
<ul style="list-style-type: none"> <li>• Increase in Capped 9</li> <li>• Increase in 5 A*/As</li> <li>• Sustaining high performance in Science</li> <li>• WBQ points score</li> </ul>					
EBI:					
<ul style="list-style-type: none"> <li>• Decrease in L2+</li> <li>• Maths L2 outcomes</li> <li>• Literacy points score</li> </ul>					
<ul style="list-style-type: none"> <li>• All wales data packs.</li> <li>• SSSP</li> <li>• FFT Data</li> <li>• Exams analysis</li> <li>• National Schools</li> <li>• Categorisation Report</li> <li>• Y Pant residual scores</li> <li>• Departmental Reviews</li> <li>• Lesson observations</li> <li>• FFT – Governor</li> <li>• Dashboard report</li> <li>• Peer Observations</li> <li>• Learning Walk Logs</li> </ul>					

Evaluation	Evidence																																													
<p><b>Year 10</b></p> <p><b>WWW:</b></p> <ul style="list-style-type: none"> <li>85% of students achieved C or above in English Literature. The average points score of 43.7 is already higher than the 2018 Year 11 cohort (42.8 see table above), and will be further supplemented by the English language results in 2020.</li> <li>Although not cashed in yet. There were excellent outcomes in examined units for science, history and REP.</li> <li>The prognosis for this year group moving into Year 11 is very positive.</li> </ul> <p><b>EBI:</b></p> <ul style="list-style-type: none"> <li>Higher % of A*/As in English literature.</li> </ul> <p><b>Y Pant Residual Scores</b></p> <p>The school has devised the 'Y Pant Residual' to evaluate departmental and teacher performance. This is an extremely useful and irrefutable tool for us to monitor internal variation, particularly in the non-core, and to ensure accountability at the highest level. 6 equates to a whole grade; the school has devised a method of ranking our own departments over a three year period to account for one-off fluctuations.</p> <table border="1" data-bbox="1013 1041 1396 2094"> <thead> <tr> <th>Department</th> <th>2019 ALPS</th> <th>2019 residual</th> <th>2018 residual</th> <th>2017 residual</th> <th>2016 residual</th> <th>2015 residual</th> <th>3 year mean residual</th> <th>3 year mean rank</th> </tr> </thead> <tbody> <tr> <td>English Lang</td> <td>5</td> <td>-0.88</td> <td>-2.78</td> <td>-2.37</td> <td>-0.45</td> <td>-0.92</td> <td>-2</td> <td>18</td> </tr> <tr> <td>English Lit</td> <td>4</td> <td>-0.16</td> <td>-0.81</td> <td>-1.5</td> <td>1.63</td> <td>0.27</td> <td>-0.8</td> <td>13</td> </tr> <tr> <td>Maths</td> <td>3</td> <td>-1.79</td> <td>-0.3</td> <td>-2.21</td> <td>-3.47</td> <td>-2.55</td> <td>-1.4</td> <td>16</td> </tr> <tr> <td>Numeracy</td> <td>3</td> <td>-2.27</td> <td>-0.3</td> <td></td> <td></td> <td></td> <td>-1.3</td> <td>15</td> </tr> </tbody> </table>	Department	2019 ALPS	2019 residual	2018 residual	2017 residual	2016 residual	2015 residual	3 year mean residual	3 year mean rank	English Lang	5	-0.88	-2.78	-2.37	-0.45	-0.92	-2	18	English Lit	4	-0.16	-0.81	-1.5	1.63	0.27	-0.8	13	Maths	3	-1.79	-0.3	-2.21	-3.47	-2.55	-1.4	16	Numeracy	3	-2.27	-0.3				-1.3	15	
Department	2019 ALPS	2019 residual	2018 residual	2017 residual	2016 residual	2015 residual	3 year mean residual	3 year mean rank																																						
English Lang	5	-0.88	-2.78	-2.37	-0.45	-0.92	-2	18																																						
English Lit	4	-0.16	-0.81	-1.5	1.63	0.27	-0.8	13																																						
Maths	3	-1.79	-0.3	-2.21	-3.47	-2.55	-1.4	16																																						
Numeracy	3	-2.27	-0.3				-1.3	15																																						

Evaluation											Evidence
Science (Double)	2	5.2	0.3	-0.2	2.2	1.23	1.8	8			
Biology (Triple)	2	3.22	5.1	2.35	3.1	2.57	3.6	4			
Chemistry (Triple)	2	2.9	2.86	0.51	2.31	0.66	2.1	5			
Physics (Triple)	2	2.98	3.4	0.05	1.7	-2.34	2.1	5			
Art	2	6.55	4.3	0.3	5.1	5.9	3.7	3			
Business	2	-0.38	-4.62	-1.76	-3.47	-2.55	-2.2	19			
Child Development	1	9.79	4.77	3.71	3.75	5.19	6.1	1			
Computing	5	-4.15	-7.13	-3.18	-4.07	-6.41	-4.8	27			
Construction		2.84	4.7	4.13	11*	1*	3.9	2			
Drama	3	1.83	0.09	-3.31	-0.85	-3.27	-0.5	12			
DT	3	-1.1	-4.4	-2.7	1.83	1.84	-2.7	20			
Engineering		1.92	-1.69	-0.34	8.9*	5.1*	0	10			
Food and Nutrition			5.59								
French			-7.93		-1.71	1.38	-2.8	22			
Geography	5	-4.12	-0.66	-4.08	-0.71	-5.23	-3	23			
Health and Social	2	6.94	2.08	-3.42			1.9	7			
History	2	2.14	0.04	-3.03	-4.89	-3.41	-0.3	11			
ICT	3	1.22	-5.42	-3.97			-2.7	20			
Media Studies	8	-10.9	-9.02	-4.18	-1.34	0	-8	28			
Music	5	-3.53	0.5	-2	-3.75	BTEC	-1.7	17			
PE	1	-1.3	-4.72	-3.63	1.35	BTEC	-3.2	25			
REP	5	-3.53	-3.4	-2.3			-3.1	24			
Spanish	1	4.63		-1.11			1.8	8			
Welsh	6	-0.56	-2.87	0.2	1.54	0.95	-1.1	14			
Welsh Bacc		4	-1.81	-14.2			-4	26			

Evaluation	Evidence
<p>*before exam component introduced  <b>WWW:</b></p> <ul style="list-style-type: none"> <li>• Science – Triple and Double Award</li> <li>• WBQ</li> <li>• Art</li> <li>• History</li> <li>• Spanish</li> <li>• FHT</li> <li>• PE</li> <li>• Business</li> </ul> <p><b>EBI:</b></p> <ul style="list-style-type: none"> <li>• English Language</li> <li>• Maths (Middle and bottom third)</li> <li>• Geography</li> <li>• Media Studies</li> <li>• REP</li> <li>• Computing</li> </ul> <p><b><u>Key Stage 3</u></b></p> <p>The school's focus is very much on ensuring quality outcomes for all of our pupils at Key Stage 4 and, for those who study further, Key Stage 5, thus equipping them for successful futures. Key Stage 2-4 progress measures would suggest we are successful at achieving our aim of an added value education for our students throughout their time with us. However, Key stage 3 continues to provide an essential platform for this success and EOKS3 results show continued growth almost all areas.</p>	



Evaluation						Evidence
<b>Less than 1 level of progress (%)</b>						
<b>Subject</b>	<b>Y Pant 2018</b>	<b>RCT 2018</b>	<b>Y Pant 2019</b>	<b>RCT 2019</b>		
English	3.5	5.6	3.4	8.2		
Maths	0.5	3.6	1.9	6.8		
Science	1	3.1	1.4	7		
<b>2 levels of progress (%)</b>						
<b>Subject</b>	<b>Y Pant 2018</b>	<b>RCT 2018</b>	<b>Y Pant 2019</b>	<b>RCT 2019</b>		
English	63	52	54	43		
Maths	72	57	67	50		
Science	59	58	64	51		
<b>WWW:</b>						
<ul style="list-style-type: none"> <li data-bbox="718 638 798 1937">• Very positive data for <b>1) Less than 1 level of progress</b> and <b>2) 2 levels of progress</b> when compared with previous year and RCT mean this year. Given the school's demographic within RCT, the RCT mean is not always a meaningful comparison tool. However, given that this is rate of progress, rather than raw outcomes, it is contextualised and therefore significant.</li> </ul>						
<b>Level 5+</b>						
<b>Subject</b>	<b>2015 %</b>	<b>2016 %</b>	<b>2017%</b>	<b>2018%</b>	<b>2019%</b>	
CSI	92.9	95.6	95.7	98	96.5	
English	94.8	96.1	97.9	98	98.3	
Maths	93.3	97.1	97.9	99	98.3	
Science	95.7	98.1	97.4	99	98.3	
Art	99.0	97.1	99.1	100	98.7	
DT	95.7	96.6	98.7	99	98.7	
Geography	93.8	94.7	96.2	100	97.8	
History	95.2	94.7	97.0	97	97	

Evaluation		Evidence									
ICT	96.2	97.6	97.9	98	99.6						
MFL	94.8	91.3	97.4	94	97						
Music	94.8	95.6	98.3	100	98.7						
PE	95.2	96.1	97.9	98	98.3						
Welsh	88.6	90.8	88.9	92	90.9						
<b>WWW:</b>											
<ul style="list-style-type: none"> <li>High performance sustained in nearly all subjects</li> </ul>											
<b>EBI:</b>											
<ul style="list-style-type: none"> <li>Welsh need to improve - exceed 95% in line with other departments</li> </ul>											
<b>Level 6+</b>											
Subject	2015 %	2016 %	2017%	2018%	2019%						
English	66.7	51.5	71.4%	76.5	73.9						
Maths	71.4	77.2	80.8%	79.2	81.7						
Science	65.1	74.8	58.5%	70.1	76.5						
Art	59.5	46.8	45.7%	93.7	75.7						
DT	58.1	52.2	50%	72	77						
Geography	53.3	52.7	58.1%	71.2	74.3						
History	54.8	54.1	62.4%	71.2	73.5						
ICT	53.3	55.1	59.8%	55.7	76.5						
MFL	49.0	49.3	85.9%	77.4	78.7						
Music	50.5	58.5	69.7%	90.1	71.7						
PE	50.0	48.8	50.4%	66.1	65.2						
Welsh	52.9	51.7	58.1%	66.1	61.7						
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<ul style="list-style-type: none"> <li>High performance sustained in nearly all subjects</li> </ul> <p><b>EBI:</b></p> <ul style="list-style-type: none"> <li>Welsh and PE need to improve - exceed 70% in line with other departments</li> </ul> <p><b>Level 7+</b></p> <table border="1" data-bbox="507 1124 995 2078"> <thead> <tr> <th>Subject</th> <th>2015 %</th> <th>2016 %</th> <th>2017%</th> <th>2018%</th> <th>2019%</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>26.7</td> <td>22.0</td> <td>28.6</td> <td>38.5</td> <td>30.4</td> </tr> <tr> <td>Maths</td> <td>48.6</td> <td>40.0</td> <td>42.7</td> <td>49.3</td> <td>43</td> </tr> <tr> <td>Science</td> <td>28.6</td> <td>34.6</td> <td>32.5</td> <td>39.4</td> <td>38.7</td> </tr> <tr> <td>Art</td> <td>26.7</td> <td>16.6</td> <td>17.9</td> <td>34.4</td> <td>28.7</td> </tr> <tr> <td>DT</td> <td>18.6</td> <td>26.3</td> <td>22.2</td> <td>35.8</td> <td>28.7</td> </tr> <tr> <td>Geography</td> <td>17.6</td> <td>26.8</td> <td>23.9</td> <td>29</td> <td>33</td> </tr> <tr> <td>History</td> <td>21.9</td> <td>25.9</td> <td>18.8</td> <td>30.3</td> <td>31.7</td> </tr> <tr> <td>ICT</td> <td>28.6</td> <td>26.8</td> <td>9.8</td> <td>3.6</td> <td>35.2</td> </tr> <tr> <td>MFL</td> <td>28.1</td> <td>31.2</td> <td>45.3</td> <td>48.4</td> <td>30</td> </tr> <tr> <td>Music</td> <td>11.0</td> <td>11.2</td> <td>20.9</td> <td>33.5</td> <td>23</td> </tr> <tr> <td>PE</td> <td>9.5</td> <td>19.0</td> <td>12.8</td> <td>24.4</td> <td>23</td> </tr> <tr> <td>Welsh</td> <td>9.5</td> <td>8.3</td> <td>24.8</td> <td>24.9</td> <td>31.5</td> </tr> </tbody> </table> <p><b>WWW:</b></p> <ul style="list-style-type: none"> <li>High performance sustained in nearly all subjects</li> </ul> <p><b>EBI:</b></p> <ul style="list-style-type: none"> <li>Music, PE, Art and DT need to improve - exceed 30% in line with other departments</li> </ul> <p>Whilst this data gives us a feel for performance at KS3, the school remains sceptical about the actual value of this data as it is unregulated across the sector. Nonetheless, school is pleased with the progress it is making at KS3 and is currently reviewing the provision at KS3 to ensure we are maximising outcomes at KS4.</p>	Subject	2015 %	2016 %	2017%	2018%	2019%	English	26.7	22.0	28.6	38.5	30.4	Maths	48.6	40.0	42.7	49.3	43	Science	28.6	34.6	32.5	39.4	38.7	Art	26.7	16.6	17.9	34.4	28.7	DT	18.6	26.3	22.2	35.8	28.7	Geography	17.6	26.8	23.9	29	33	History	21.9	25.9	18.8	30.3	31.7	ICT	28.6	26.8	9.8	3.6	35.2	MFL	28.1	31.2	45.3	48.4	30	Music	11.0	11.2	20.9	33.5	23	PE	9.5	19.0	12.8	24.4	23	Welsh	9.5	8.3	24.8	24.9	31.5	
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<p><b>Key Stage 5</b></p> <p>Our philosophy is that the school has a moral imperative to operate an open door policy (within reason) at KS5, which also has a degree of financial motivation relating to the increased competition in post-16 provision. However, due diligence is paid where relevant, to providing the correct guidance on what subjects to study and where to study them. An interview process tries to encourage students to opt for subjects, or establishments, which are most suited to their abilities/aptitude, as the consortium offer is very much a mix of traditional 'A' Level subjects. Once students have joined the sixth form there is currently no exit policy. Pupils who are falling short of the requirements for a pass are spoken with and mentored but they are not made to 'drop' or switch subjects unless they make that decision themselves. We understand that rigorous entry/remaining on course policies are commonplace in other establishments and, by not following this trend for the aforementioned reasons, we may slightly jeopardise our outcomes. We are satisfied though, that this approach is in the students' best interests.</p> <p><b>A Levels</b></p>	<table border="1"> <thead> <tr> <th>Year</th> <th>% Level 3</th> <th>Average point Score</th> <th>% 3 A*/A Grades</th> <th>% 3 A*/C Grades</th> <th>% of all grades A/A*</th> <th>% of all grades A*-C</th> <th>% of all grades A*-E</th> <th>Cohort</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>92.4</td> <td>718.9</td> <td></td> <td></td> <td>15</td> <td>69</td> <td></td> <td>98</td> </tr> <tr> <td>2015</td> <td>93.9</td> <td>807.9</td> <td>5.0</td> <td>64.7</td> <td>18.4</td> <td>75.5</td> <td></td> <td>96</td> </tr> <tr> <td>2016</td> <td>97.7</td> <td>908.2</td> <td>7.4</td> <td>75.5</td> <td>25.8</td> <td>81.1</td> <td></td> <td>98</td> </tr> <tr> <td>2017</td> <td>97.5</td> <td>825.8</td> <td>6.3</td> <td>55.7</td> <td>21.6</td> <td>75.7</td> <td></td> <td>81</td> </tr> <tr> <td>2018</td> <td>99</td> <td>875</td> <td>27</td> <td>72</td> <td>41</td> <td>87</td> <td></td> <td>87</td> </tr> <tr> <td>2019</td> <td>97.7</td> <td>845</td> <td>23.3</td> <td>72.1</td> <td>32.5</td> <td>78.9</td> <td>98.6</td> <td>86</td> </tr> <tr> <td>2019 LA</td> <td>98.3</td> <td></td> <td>11.2</td> <td>52.7</td> <td>19.1</td> <td>71</td> <td>96.1</td> <td></td> </tr> </tbody> </table>	Year	% Level 3	Average point Score	% 3 A*/A Grades	% 3 A*/C Grades	% of all grades A/A*	% of all grades A*-C	% of all grades A*-E	Cohort	2014	92.4	718.9			15	69		98	2015	93.9	807.9	5.0	64.7	18.4	75.5		96	2016	97.7	908.2	7.4	75.5	25.8	81.1		98	2017	97.5	825.8	6.3	55.7	21.6	75.7		81	2018	99	875	27	72	41	87		87	2019	97.7	845	23.3	72.1	32.5	78.9	98.6	86	2019 LA	98.3		11.2	52.7	19.1	71	96.1	
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2019 CSC mean	98.7		15.5	61.7	28.2	77.6	97.9																														
2019 CSC rank			3rd	6th																																	
<p>*The retention from Y12 to Y13 with this cohort was 86%.</p> <p><b>WWW:</b></p> <ul style="list-style-type: none"> <li>• % 3A*/As was excellent – rank 3<sup>rd</sup> within CSC and outperforming many schools with lower eFSM profiles.</li> <li>• % 3A*-Cs also excellent – rank 6<sup>th</sup>.</li> </ul> <p><b>EBI:</b></p> <ul style="list-style-type: none"> <li>• Small decrease in % of grades A*/A and A*-C.</li> </ul> <p><b>AS Results</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>3 A*/A Grades (%)</th> <th>3 A*/C Grades (%)</th> <th>% of all grades A/A*</th> <th>% of all grades A*-C</th> <th>Cohort</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>3.7</td> <td>32</td> <td>15</td> <td>61</td> <td>96</td> </tr> <tr> <td>2017</td> <td>12.5</td> <td>36</td> <td>25</td> <td>63</td> <td>104</td> </tr> <tr> <td>2018</td> <td>14</td> <td>45</td> <td>26</td> <td>71</td> <td>100</td> </tr> <tr> <td>2019</td> <td>7</td> <td>34</td> <td>22</td> <td>59</td> <td>107</td> </tr> </tbody> </table> <p><b>WWW:</b></p> <ul style="list-style-type: none"> <li>• Increased numbers in Y12.</li> </ul>								Year	3 A*/A Grades (%)	3 A*/C Grades (%)	% of all grades A/A*	% of all grades A*-C	Cohort	2016	3.7	32	15	61	96	2017	12.5	36	25	63	104	2018	14	45	26	71	100	2019	7	34	22	59	107
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Evaluation	Evidence																																																																																																																																							
<p>EBI:</p> <ul style="list-style-type: none"> <li>Downward trajectory. Traditionally, AS results have been underwhelming in comparison to A level, and this year the pattern is even more pronounced. To a degree, this was expected given the prior attainment profile of the cohort. However, as some students opt to continue their futures elsewhere, and when the WBQ, ICT and Environmental Science results are cashed in, we are confident of further increases for the A level results next year.</li> </ul>																																																																																																																																								
<p><b>KS5 Y Pant Residuals</b> We also employ the residual mechanism as an evaluative tool at KS5:</p>																																																																																																																																								
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Evaluation										Evidence
Media	9	0.67	2	5	9	-3.33	13	7		
Music	2	-11.25	17	8	2	-3	11	5		
PE	9	0.67	2	2	1	6	2	2		
Physics	17	-8.38	13	5	10	-2.85	8	3		
Psychology	25	-9.3	15	7	17	-3.8	17	6		
REP	13	-5.31	10	7	12	-2.87	9	7		
Spanish					3	0	5	4		
Travel	7	-8.86	14	-						
Welsh	4	-4.13	9	7	5	-3.6	16	5		

**WWW:**

- ICT
- Art
- Biology
- English AS
- History
- Maths A2
- PE
- Physics

**EBI:**

- Business
- English A2
- French
- Geography
- Maths AS
- Media

Evaluation	Evidence
<ul style="list-style-type: none"> <li>• Music</li> <li>• Psychology</li> <li>• REP</li> <li>• Welsh</li> </ul> <p>There is degree of correlation between Y Pant residual ranks and ALPS scores, however, in some areas the two sets of data are incongruous. The school uses both sets of data to gauge performance but is placing more emphasis, as of this year, on ALPS. Overall, ALPS scores are lower than expected and this must be target for improvement moving forward. However, there is one caveat to take into consideration: ALPS KS5 MEGs (targets) are formulated using KS4 results as a starting point – it is therefore possible that the school's high performance at KS4 over-inflates expectations at KS5, ergo reducing subsequent KS5 ALPS scores.</p>	
<p><b><u>Key Priorities from 2018-19 SIP</u></b></p> <p><b><i>Reduce internal variation to improve KS4 results, particularly Capped 9 points score and WBQ measurement (formerly L2+)</i></b></p> <p><i>How will we know we have been successful?</i></p> <ul style="list-style-type: none"> <li>• Capped 9 score of at least 400 – Capped 9 was 407</li> <li>• WBQ (L2+) of at least 75% - L2+ was 68%</li> <li>• Maximum disparity of 6 between top performing and lowest performing departmental residual scores (not including vocational subjects) - disparity was 20</li> </ul> <p><b>WWW:</b></p> <ul style="list-style-type: none"> <li>• The Capped 9 score of 407 exceeded the target of 400 and compares favourably with similar schools in CSC.</li> </ul> <p><b>EBI:</b></p> <ul style="list-style-type: none"> <li>• L2+ was lower than expected, mainly due to underwhelming English language results and poor performance of students in set 3 and 4 maths classes (the performance of English literature and higher maths sets was good). These issues are being scrutinised by the respective departments and line managers – see English and maths</li> </ul>	



Evaluation	Evidence										
<p><b>DERs/DIPs.</b></p> <ul style="list-style-type: none"> <li>The large gap in residual scores is attributed to the excellent performance of child development (9.79) and poor performance in media studies (-10.9). If these two departments are excluded the gap drops significantly from 20 to 10. This, however still exceeds the targeted gap of 6, and underperforming departments will be working closely with high performing departments to address this.</li> </ul> <p><b>Overall judgement:</b></p> <p>Although there are some areas for improvement, taking into account the full picture spanning KS3, KS4 and KS5, this area is judged to be <b>EXCELLENT</b>.</p> <p><b>Key Priorities for 2019-20 SIP</b></p> <ul style="list-style-type: none"> <li>Further improve KS4 outcomes.</li> </ul>											
<p><b>1.2 Standards and progress of specific groups</b></p>											
<p><b>Key Stage 4 eFSM Gaps</b></p> <table border="1" data-bbox="1300 1422 1396 2094"> <thead> <tr> <th>Indicator</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>1.1</td> <td>2</td> <td>1</td> <td>5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Core data sets</li> <li>Y Pant Residual</li> <li>FFT Data</li> </ul>		Indicator	2016	2017	2018	2019	L1	1.1	2	1	5
Indicator	2016	2017	2018	2019							
L1	1.1	2	1	5							

Evaluation							Evidence
L2	10.7	51.2	24	22			
L2+	1.1	47	25	40			
5A*-A			23	22			
Capped 9		113	82	78			
L2 English	6.5	43.7	23	38			
L2 Maths	0	46.9	6	49			
<b>KS4 Residual Score eFSM Gaps</b>							
Department	GCSE Residual Non FSM	GCSE Residual FSM	eFSM Gap	Rank (performance of Non FSM vs FSM)			
Art	6.00	10.07	4.07	5			
Biology	-3.3	-3	0.30	9			
Business	0.06	-5.25	-5.31	21			
Chemistry	2.90	3.00	0.10	10			
Child Development	9.08	7.00	-2.08	17			
Computing	4.15	-	-				
Construction	1.1	9.38	8.28	1			
Double Science	2.32	1.67	-0.65	14			
Drama	1.11	-6.5	-7.61	23			
DT (Product Design)	2.5	0.57	-1.93	17			

Evaluation		Evidence																																																																																																	
DT (Product Engineering)	9	-3.08	-12.08	26	Engineering	2.25	-0.5	-2.75	19	English Language	-2.17	-2.37	-0.20	13	English Literature	-2.08	-1.50	0.58	9	English Literature (Y10)	-0.70	-1.42	-0.72	16	Geography	-4.14	-3.00	1.14	8	Health and Social	15.00	5.79	-9.21	25	History	-0.71	5.25	5.96	3	ICT	1.22	-	-		Maths	-1.21	4.58	5.79	4	Media Studies	-9.01	-12.64	-3.63	20	Music	-2.82	-	-		Numeracy	-3.95	-1.89	2.06	7	PE	-3.60	3.30	6.90	2	Physics	3.06	-3.00	-6.06	23	REP	-2.78	-2.81	-0.03	12	Spanish	9.00	4.42	-4.58	20	Welsh	-0.23	-0.75	-0.52	14	Welsh Bacc	3.69	7.68	3.99	5	<b>Overall</b>	<b>1.19</b>	<b>0.26</b>	<b>-1.00</b>	
<b>Key Stage 3 National Test Gaps</b>											<b>Numerical Reasoning - Mean Scores</b>																																																																																								
<b>Year</b>	<b>Reading - Mean Scores</b>		<b>Numerical Reasoning - Mean Scores</b>			<b>Non-FSM</b>		<b>eFSM</b>		<b>Non-FSM</b>		<b>eFSM</b>		<b>Gap</b>																																																																																					
7	103	97	97	104	94	104	94	6	10																																																																																										
8	107	102	102	107	97	107	97	5	10																																																																																										

Evaluation						Evidence															
9	103	97	6	107	102	5															
<p><b>WWW:</b></p> <ul style="list-style-type: none"> <li>The overall residual gap, which is based on contextualised data, is only 1</li> <li>Also using contextualised residual scores for core subjects where the full cohort is entered: eFSM outperform non-FSM in Maths and WBQ at KS4. The gap is negligible in KS4 English, Science and Welsh</li> <li>There has been a decrease in the gap at Capped 9, L2 threshold and 5A*/As</li> <li>Relatively small gaps in national test reading scores and Y9 numeracy.</li> </ul> <p><b>EBI:</b></p> <ul style="list-style-type: none"> <li><b>Gap has widened for Level 2+ measure and Level 2 English and Maths</b></li> </ul> <p>The performance here is underwhelming but not wholly unexpected given the eFSM pupils' prior attainment and subsequent expected progress. However, given the relatively low numbers of eFSM students across the school and the subsequent volatility of the figures, there is low statistical significance to the conclusions drawn</p> <p><b>Gender</b></p> <p><b>KS4 Gender Gaps</b></p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>-1.9</td> <td>-2</td> <td>0</td> <td>-1.7</td> </tr> <tr> <td>L2</td> <td>-5.4</td> <td>-14.6</td> <td>-25</td> <td>-13.8</td> </tr> </tbody> </table>								2016	2017	2018	2019	L1	-1.9	-2	0	-1.7	L2	-5.4	-14.6	-25	-13.8
	2016	2017	2018	2019																	
L1	-1.9	-2	0	-1.7																	
L2	-5.4	-14.6	-25	-13.8																	

Evaluation		Evidence				
L2+	-12.1	-17.8	-26	-0.6*		
5A*-A			-27	-11.5		
Capped 9		-113	-55	-33		
L2 English	-6.5	-43.7	-30	-5		
L2 Maths	-10	-5.5	-14	-4		
*-11.9 excluding English Lit						
<b>KS4 Residual Score Gender Gaps</b>						
Department	GCSE Girls residual	GCSE Boys residual	Difference	Rank (performance of boys vs girls)		
Art	6.47	6.75	0.28	11		
Biology	4.57	1.50	-3.07	20		
Business	-0.44	0.12	0.56	8		
Chemistry	1.86	3.71	1.85	3		
Child Development	8.79					
Computing	-4.00	-4.17	-0.17	12		
Construction	3.00	2.83	-0.17	12		
Double Science	2.02	2.41	0.39	10		
Drama	3.75	0.30	-3.45	21		
DT (Product Design)	1.73	0.08	-1.65	16		

Evaluation		Evidence					
DT (Product Engineering)	-3.00	-2.42	0.58	7			
Engineering	6.75	1.00	-5.75	27			
English Literature (Y10)	0.13	-1.57	-1.70	17			
English Literature	0.17	-3.39	-3.56	22			
English Language	-1.26	-3.04	-1.78	18			
Geography	-4.90	-3.75	1.15	4			
Health and Social	6.00	-		-			
History	7.35	4.73	-2.62	6			
ICT	3.75	0.16	-3.59	23			
Maths	-1.71	-1.24	0.47	9			
Media Studies	-4.82	-13.59	-8.77	28			
Music	-3.38	-2.33	1.05	5			
Numeracy	-3.32	0.94	4.26	1			
PE	2.50	-2.25	-4.75	26			
Physics	3.29	2.59	-0.70	14			
REP	-0.98	-4.64	-3.66	24			
Spanish	4.50	6.56	2.06	2			
Welsh	1.75	-2.14	-3.89	25			
Welsh Bacc	2.37	3.10	0.73	6			
<b>Overall</b>	<b>1.48</b>	<b>-0.29</b>	<b>-1.33</b>				
<b>KS3 Gender Gaps</b>							
<b>KS3 Levels (%)</b>							

Evaluation						Evidence
	CSI	English	Maths	Science	Welsh 2 <sup>nd</sup> Lang	
Y Pant	-3.2	-3.3	-1.6	+0.15	-13.1	
RCT	-10.7	-10	-6.2	-7.4	-14.6	
<b>National Tests Mean Scores</b>						
Year	Reading Gap	Numerical Reasoning Gap				
7	-4	+1				
8	-4	0				
9	-4	0				
<b>WWW:</b>	<ul style="list-style-type: none"> <li>Very small gender gap when compared with RCT mean. Given the school's demographic within RCT, the RCT mean is not always a meaningful comparison tool. However, this is a boy/girl comparison relative to the school, it is contextualised and therefore significant.</li> <li>Relatively small gender gap in Reading scores. No gap in Numeracy scores.</li> </ul>					
<b>EBI:</b>	<ul style="list-style-type: none"> <li>Welsh gender gap is too high in comparison to other core subjects.</li> </ul>					
<b><u>MAT</u></b>						
<b>WWW:</b>	<ul style="list-style-type: none"> <li>32% of KS4 students achieved 5A*/As - the highest ever figure for the school and exceeding the 30% target.</li> <li>23% of A level students achieved 3A*/As. This ranks 3<sup>rd</sup> within CSC and is well above modelled outcomes based on the school's eFSM profile.</li> </ul>					

Evaluation	Evidence				
<u>ALN</u>					
<b>KS4 Residual Score ALN Gaps</b>					
Department	GCSE Residual Non SEN	GCSE Residual SEN	Difference	Rank (performance of Non SEN vs SEN)	
Art	9.45	5.86	3.59	2	
Biology	2.79	8.00	-5.21	25	
Business	-0.23	0.60	-0.83	14	
Chemistry	2.85	4.00	-1.15	17	
Child Development	8.21	14.25	-6.04	28	
Computing	-4.70	-2.36	-2.34	19	
Construction	2.68	3.30	-0.62	11	
Double Science	2.30	2.23	0.07	9	
Drama	0.38	6.00	-5.62	26	
DT (Product Design)	0.75	0.75	0.00	10	
DT (Product Engineering)	3.00	7.50	-4.50	23	
Engineering	1.68	2.44	-0.76	12	
English Literature (Y10)	-0.73	-1.08	0.35	6	
English Literature	-0.26	0.52	-0.78	13	



Evaluation		Evidence				
English Language	-2.10	-2.74	0.64	5		
Geography	-4.57	-1.00	-3.57	22		
Health and Social	6.94					
History	2.15	2.06	0.09	8		
ICT	1.02	2.10	-1.08	16		
Maths	-1.24	-2.74	1.50	4		
Media Studies	-8.61	-15.67	7.06	1		
Music	-3.43	0.00	-3.43	20		
Numeracy	-2.04	-2.19	0.15	7		
PE	-2.50	3.50	-6.00	27		
Physics	2.94	4.00	-1.06	15		
REP	-3.15	2.00	-5.15	24		
Spanish	-0.24					
Welsh	0.17	-3.22	3.39	3		
Welsh Bacc	3.40	6.97	-3.57	21		
<b>Overall</b>	<b>0.58</b>	<b>1.67</b>	<b>-1.29</b>			
<p>Performance for this group of learners at KS4 has shown improvement. Although raw data indicates the usual trend of a lower performance overall, the residual analysis shows that in most subject areas ALN learners make progress at least in line with modelled outcomes, with many departments having better residual scores for ALN learners. There is a large gap for media studies and, to a lesser extent in Welsh and art.</p>						

Evaluation	Evidence												
<p><u>Key priority from 2018-19 SIP</u></p> <p><i>Improve outcomes for boys</i>  <i>How will we know we have been successful?</i></p> <ul style="list-style-type: none"> <li>L2, L2+ and 5A*/As measurements to have gender gap no greater than 10% - gaps were <b>13.8%</b>, <b>0.6%</b> and 11.5% respectively.</li> <li>Capped 9 gap to be less than 50 – <b>Capped 9 gap was 33</b></li> </ul> <p>The closing of the Level 2+ gender gap to &lt;1% represents a huge success as does, to a lesser degree, the large reduction in the Capped 9 gap, from -55 and -113 in 2018 and 2017 respectively. The 5A*/A gap was slightly over the set target, showing there is still work to be done with higher ability boys to increase the percentage of male 5A*/As. The L2 gap does not cause too much consternation, given there have been historical concerns over the validity of this measure, and it's cessation as a performance indicator as directed by WG.</p> <p>As a result of the aforementioned progress with gender gaps, combined with the small gaps in contextualised gender/eFSM/ALN scores, and the negligible differences at KS3 - this area is judged as <b>EXCELLENT</b>.</p> <p><u>Key priority for 2019-20 SIP</u></p> <ul style="list-style-type: none"> <li>Improve outcomes for higher ability boys.</li> </ul>													
<p><b>1.3 Standards and progress in skills</b></p>													
<p>Skills development is very well embedded across the school and pupils have an excellent level of proficiency to access the curriculum at the appropriate level. Departmental success can be evidenced not only in the successful KS4 outcomes but in lessons, books and student voice activities. <u>Literacy and Numeracy Results</u></p> <p><b>Reading Scores</b></p> <table border="1" data-bbox="1305 667 1385 1944"> <thead> <tr> <th>Year Group</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>&lt;85</td> <td>&gt;115</td> <td>&gt;115</td> </tr> <tr> <td>Mean score</td> <td>&lt;85</td> <td>Mean score</td> </tr> <tr> <td></td> <td></td> <td>Mean score</td> </tr> </tbody> </table>	Year Group	2018	2019	<85	>115	>115	Mean score	<85	Mean score			Mean score	<ul style="list-style-type: none"> <li>Results analysis (especially English, Maths and ICT)</li> <li>Key skills outcomes</li> <li>Lesson observations</li> <li>Lesson observations / Learning Walks</li> </ul>
Year Group	2018	2019											
<85	>115	>115											
Mean score	<85	Mean score											
		Mean score											

Evaluation		Evidence					
7	6	30	106	10	20	103	<ul style="list-style-type: none"> <li>documentational</li> <li>Departmental Reviews</li> <li>Basic Skills groups data</li> <li>Literacy and Numeracy data</li> <li>Literacy and Numeracy intervention analysis</li> <li>Welsh dept. results analysis</li> <li>Lesson observations</li> <li>FFT</li> <li>Incidental Welsh about the school</li> <li>Welsh DIP</li> <li>Departmental SOW</li> </ul>
8	8	19	104	6	27	106	
9	8	18	104	6	17	103	
Numerical Reasoning Scores:							
Year Group	2018			2019			
	<85	>115	Mean score	<85	>115	Mean score	
7	8	26	106	10	25	103	
8	7	31	108	7	31	107	
9	7	24	106	9	29	107	
* colour codes show corresponding year groups for comparison							
Mean Progress Scores							
Year Group	Reading			Numerical Reasoning			
7	1005			1005			
8	1009			1110			
9	1004			1110			
WWW:							
<ul style="list-style-type: none"> <li>Progress scores exceeding 1000 show students have made positive progress since the previous year. The fact that mean progress scores in all year groups are over 1000 represents a success.</li> </ul>							
<p>Developing and embedding digital competencies across the curriculum is a whole school priority borne out of our 2017 Estyn inspection and in view the impending curriculum changes. Some progress has been made in this area but there is still much work to do. Given the success of the school initiating and cultivating the LNF we are confident that the DCF will be at the same level within an appropriate timeframe.</p> <p>Pupils' wider skills are evident in almost all lessons where very successful group work and problem solving activities are</p>							

Evaluation	Evidence
<p>well embedded and established within departmental SoWs. Thinking skills are a strong feature across the school which correlates with the school's drive on building resilience 'challenge for all'.</p> <p><b>Welsh</b></p> <p>Y Pant is set in an overwhelmingly English speaking area. There are two local first language Welsh primary schools who feed into a Welsh speaking comprehensive school lying within our catchment. Beyond Welsh lessons, incidental Welsh can be heard within subjects and around the school, however, there is scope to further develop an ethos within the school to pay due diligence to the Welsh language and culture in a meaningful, non-tokenistic manner. Performance within the subject area at Key Stage 3 still remains a concern, and there are still moderation issues to resolve. All pupils study full course Welsh at KS4 and, despite some negativity (sometimes bordering on hostility) from a significant minority of students and/or parents, the department hold their own in terms of outcomes (residual score of -1.1). Relatively small numbers opt to continue with Welsh at Key Stage 5 and the outcomes are adequate (A level residual of -3.6 and ALPS score of 5).</p> <p><b>Key Priority from 2018-19 SIP</b></p> <p><b><i>Embed the DCF to a standard commensurate to the LNF</i></b>  <i>How will we know we have been successful?</i></p> <p>Updated DCF map shows progression from that created in 2017  WWW</p> <ul style="list-style-type: none"> <li>• 1:1 meetings held with most HoDs to go over the revised DCF map</li> <li>• HoDs have given verbal examples of progression in terms of DCF</li> </ul> <p>EBI</p> <ul style="list-style-type: none"> <li>• DCF subject maps have not been updated</li> <li>• Some training issues remain in terms of understanding particularly in the producing and collaborating strands</li> </ul> <p>Final report clearly identifies areas for development in terms of DCF as well as examples of good practice</p> <p>EBI</p>	

Evaluation	Evidence
<p>• DCF review was not carried out this year so report not created</p> <p>Each department has a DCF target on development plan for 2019-20</p> <p>EBI</p> <ul style="list-style-type: none"> <li>• Due to training issues, this has been put back a year</li> </ul> <p>Sustainable plan for hardware &amp; software upgrades linked to DCF requirements.</p> <p>WWW</p> <ul style="list-style-type: none"> <li>• Audit has been completed based on current hardware and software</li> <li>• Basic upgrade plan has been completed</li> </ul> <p>EBI</p> <ul style="list-style-type: none"> <li>• An understanding of departmental requirements is needed which then needs to be cross-referenced with the DCF</li> </ul> <p>Ongoing staff training map plan created</p> <p>WWW</p> <ul style="list-style-type: none"> <li>• CPD sessions were put on this year based on staff requests for training</li> <li>• Professional learning tool on Hwb was investigated as a way of facilitating the training plan but was not found to be specific enough for our requirements</li> </ul> <p>EBI</p> <ul style="list-style-type: none"> <li>• Clearer understanding of staff technical training needs required</li> </ul> <p>Over recent years, the school has made strong progress with regards literacy and numeracy. There is now embedded across the curriculum, appropriate, challenging and meaningful opportunities to develop these skills. However, there is still much work to be done to ensure that digital competencies reach a similar level. Therefore, this area is judged to be <b>GOOD</b>.</p>	

## Inspection area 2: Wellbeing and attitudes to learning

Evaluation	Evidence
<p><b>2.1 Wellbeing</b></p> <p>WWW:</p> <ul style="list-style-type: none"> <li>Student wellbeing is audited and monitored termly through our wellbeing questionnaire; allows the pastoral team to target interventions to the students needs.</li> <li>Bespoke Wellbeing and Behaviour introduced with clear pathways and referral process.</li> <li>Head of Life Skills appointed with responsibility for PSE SoW in KS3 and development of new Life Skills subject at KS4.</li> <li>Guest speakers programme that present in assemblies and lessons with tailored programmes for each year group.</li> <li>Strong links with local School Community Police Officer who has delivered PSE sessions and has become a known presence to the students.</li> <li>Relaunch of the School Parliament that holds yearly elections split into four ministries (Education, Wellbeing, Equality and Community).</li> <li>Termly School Parliament meetings that create action plans on how to improve the school.</li> <li>Anti-Bullying Ambassadors have been trained and are available to support students.</li> <li>Young Carers support group created – pen portraits of young carers shared with staff.</li> <li>Clear Graduated Response introduced with pathways for support for students.</li> </ul> <p>EBI</p> <ul style="list-style-type: none"> <li>Achieve Healthy Schools – Phase Six Award – evidence to be collated.</li> <li>Achieve Young Carers Bronze Award – evidence to be collated.</li> <li>Implementation of findings from SHRN Survey into PSE SoW.</li> <li>Achieve RRSAA Silver Award through embedding the UNCRC into school’s practice.</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing Survey</li> <li>Student Parliament minutes</li> <li>YEPS participation</li> <li>Lesson Observations</li> <li>SoW</li> <li>Wellbeing tracking documentation.</li> <li>SHRN Survey 2017/18</li> <li>Healthy Schools</li> <li>Documentation</li> <li>‘Incidents of bullying’ reports.</li> <li>Extra-curricular participation</li> <li>Provision Map</li> <li>Eco group</li> <li>Governors’ minutes</li> <li>Photographs, press reports and website coverage of charity events</li> <li>Student destinations post-school</li> </ul>

Evaluation	Evidence
<p><b><u>Key Priorities from SIP 2018-19</u></b></p> <p><b><i>Develop PSE SoWs to correlate with the school's wellbeing needs (identified from the wellbeing data)</i></b></p> <p><i>How will we know we have been successful?</i></p> <ul style="list-style-type: none"> <li>• New PSE SoW created used and improved pupil scores from the wellbeing data.</li> </ul> <p>A Head of Life Skills has been appointed and has created a new PSE SoW that includes aligning the PSE curriculum in Years 7 and 8 with the identified needs of the students from the wellbeing surveys; and a new Life Skills subject has been created in KS4 that includes the Equality &amp; Diversity and the Financial Literacy qualification. A strong programme of outside speakers has been developed with tailored programmes for each year group including sessions from the SCPO and the South Wales Fire and Rescue Service. Students complete the wellbeing survey on a termly basis and the data is used by the progress team to target bespoke interventions to the needs of individual students.</p> <p>Clear pathways are in place to support the needs of students and a new PSE SoW has been created tailored to the wellbeing needs of our students - this area is judged as <b>EXCELLENT</b>.</p> <p><b><i>To utilise the school parliament as a vehicle for raising awareness of ESDGC</i></b></p> <p><i>How will we know we have been successful?</i></p> <ul style="list-style-type: none"> <li>• Increased awareness of ESDGC throughout the school.</li> </ul> <p>The School Parliament has been relaunched and elections are held at the start of October to elect Members of the School Parliament (MSPs) through form rep and year rep elections. The School Parliament is split into four ministries</p>	<p>AD</p>

Evaluation	Evidence
<p>(Ministries for Education , Community, Equality and Wellbeing) and the ministries hold termly cabinet meetings which focus on ESDGC. The ministries create action plans following the School Parliament Training Day and the subsequent cabinet meetings. The Thoughts for the Week that are used by form teachers on a weekly basis are based on ESDGC themes and are developed from feedback from the students and the School Parliament.</p> <p>The school has a thriving School Parliament that is involved in all aspects of school life which a real focus on ESDGC and increasing its awareness throughout the school - this area is judged as <b>EXCELLENT</b>.</p>	
<p><b>2.2 Attitudes to learning</b></p>	<ul style="list-style-type: none"> <li>• All Wales data packs - attendance</li> <li>• School categorisation data.</li> <li>• FSM attendance monitoring</li> <li>• Lesson Observations</li> <li>• Learning Walks</li> <li>• Exclusion Data</li> <li>• Behaviour for Learning policy</li> <li>• Wellbeing statistical data</li> <li>• Departmental Pupils Voice audits</li> </ul>



Evaluation

Evidence

Refreshed At: 14/06/2019

Attendance Report 1/2 Termly Comparison  
All Schools 1/2 Termly Comparison (Alphabetical): Secondary

	Aut 1/2 Term 1		Aut 1/2 Term 2		Spr 1/2 Term 1		Spr 1/2 Term 2		Sum 1/2 Term 1		Current Target	FSM Band									
	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17			17/18	18/19							
Aberdare Community School	93.0%	92.6%	92.6%	91.6%	90.5%	90.3%	91.0%	89.4%	91.8%	91.6%	91.9%	91.8%	92.1%	90.9%	92.0%	91.3%	91.6%	91.6%	92.2%	4	
Bryncelynog Comprehensive School	95.5%	94.5%	95.1%	94.9%	92.4%	92.2%	92.0%	91.7%	92.4%	94.3%	92.0%	92.3%	94.3%	92.0%	92.3%	94.4%	93.0%	93.0%	94.5%	4	
Cardinal Newman RC Comprehensive School	95.2%	94.9%	95.0%	94.3%	94.0%	92.0%	92.6%	93.5%	94.1%	94.7%	93.2%	93.4%	94.2%	93.7%	93.4%	94.2%	94.0%	93.6%	94.6%	5	
Ferndale Community School	93.2%	94.3%	92.3%	92.0%	91.1%	90.4%	93.3%	90.9%	92.2%	94.0%	92.0%	92.0%	94.0%	92.0%	92.0%	93.2%	92.4%	91.9%	92%	4	
Hawthorn High School	94.4%	94.0%	93.0%	93.1%	92.7%	91.5%	92.9%	92.3%	93.5%	93.4%	92.1%	93.0%	93.4%	92.1%	93.0%	93.3%	93.0%	92.6%	92.3%	4	
Mountain Ash Comprehensive School	92.4%	92.3%	92.4%	89.6%	90.2%	80.4%	90.4%	90.4%	91.2%	90.7%	91.7%	90.9%	89.6%	90.8%	90.5%	90.6%	91.3%	90.8%	92%	5	
Pontypridd High School	94.3%	94.3%	93.1%	93.4%	92.1%	92.6%	93.3%	91.8%	93.3%	94.4%	92.0%	92.1%	95.3%	93.0%	94.6%	94.1%	92.9%	93.1%	94.1%	3	
St John Baptist C in W High School	95.8%	94.6%	94.6%	93.8%	93.3%	94.3%	92.9%	92.8%	94.4%	94.8%	93.9%	95.0%	94.4%	93.6%	95.5%	94.3%	93.7%	94.7%	94.6%	4	
Treorchy Comprehensive School	95.0%	94.8%	94.2%	93.4%	92.9%	92.3%	91.0%	90.7%	93.2%	94.5%	93.8%	92.8%	93.8%	94.0%	94.2%	93.7%	93.3%	93.5%	94.2%	4	
Y Pant Comprehensive School	95.5%	95.5%	95.7%	95.1%	93.6%	94.7%	94.7%	92.6%	94.4%	95.2%	93.0%	93.9%	94.1%	94.9%	94.9%	95.0%	94.2%	94.8%	95%	1	
Ysgol Gyfun Cwm Rhonda	94.7%	95.0%	94.4%	93.2%	91.0%	91.8%	92.3%	91.0%	93.5%	95.1%	94.6%	93.7%	93.5%	92.7%	92.7%	93.8%	93.1%	93.3%	94.4%	4	
Ysgol Gyfun Garth Olwg	94.5%	94.4%	95.1%	93.8%	92.3%	92.3%	91.6%	92.7%	93.2%	92.8%	92.1%	92.5%	93.7%	92.7%	94.6%	93.3%	93.3%	93.7%	94.4%	4	
Ysgol Gyfun Rhydysaun	94.4%	94.9%	94.8%	93.3%	94.1%	92.7%	93.8%	94.2%	94.7%	95.4%	95.2%	92.0%	94.6%	94.8%	92.8%	94.3%	94.6%	93.7%	94.8%	4	
Academic Year	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19
%Attendance	94.6%	94.4%	94.1%	93.3%	92.4%	92.2%	92.6%	91.8%	93.2%	93.8%	93.2%	92.8%	93.6%	93.3%	93.2%	93.6%	93.1%	93.1%	93.6%	93.1%	93.1%

WWW:

- Attendance improved by 0.6% to 94.8%.
- Increased profile of attendance within the school.
- Weekly attendance form competition introduced.
- Twelve Days of Christmas Attendance initiative was successful in maintain high attendance in the run by up to Christmas.
- New Behaviour for Learning policy introduced.

Evaluation	Evidence
<p>EBI:</p> <ul style="list-style-type: none"> <li>• Attendance improves to reach school target of 95.2%.</li> <li>• Reduce exclusions (317 days lost in 2018/19 compared to 141.5 days in 2017/18).</li> <li>• Reduction in SLT Call Outs with staff fully utilising the graduated response of the BfL policy.</li> </ul>	
<p><b><u>Key Priorities from SIP 2018-19</u></b></p> <p><b><i>To improve attendance</i></b></p> <p><i>How will we know we have been successful?</i></p> <ul style="list-style-type: none"> <li>• Whole school attendance will be at least 95%</li> </ul> <p>The 2018/19 attendance of 94.8% is an improvement of 0.6% from the previous year which is pleasing, however the school did not reach its target of 95% which is disappointing. The profile of attendance has increased within the school through weekly form competitions and the Twelve Days of Christmas initiative. Strong links have been built with the school AWO and periods of poor student attendance are tackled early with a clear pathway for the pastoral team to implement to resolve attendance issues. Exclusions did increase last year to 317 days lost compared to 141.5 days in the previous year and a new Behaviour for Learning Policy has been introduced for the 2019/20 academic year that has introduced a clear graduated response for staff and students to follow that is based around an ethos of 'Ready, Respectful, Safe'</p> <p>An improvement of 0.6% in one year in terms of attendance is a vast improvement however the school attendance is</p>	<p>AD</p>

Evaluation	Evidence
not currently at the target level it should be but there are now procedures in place to ensure the current school target of 95.2% is met in the next academic year - this area is judged as <b>GOOD</b> .	

### Inspection area 3: Teaching and learning experiences

Evaluation	Evidence
<p><b>3.1 Quality of teaching</b></p>	
<p>As we move further into the process of curriculum reform, it has been important we innovate to move with the changing landscape whilst also retaining our vision for excellent teaching and learning. We have continued to make this clear, simple and memorable. Autonomy is valued and all colleagues are trusted with a degree of flexibility as long as high standards are met. There is, however, a nucleus of key principles, which are expected to be at the forefront of all pedagogy. These key principles constitute the 'Y Pant way', rigorously explained to all new colleagues and regularly reinforced to existing colleagues through effective professional development activities. They form a central part to any dialogue following lesson observations because they are used as success criteria when evaluating teaching. The four-stranded self-evaluation protocols, detailed below, provide clear evidence of the 'Y Pant Way' being embedded in nearly all lessons, eg; learning has a clear structure, high levels of engagement are sustained, learners are sufficiently challenged.</p> <p>Evaluating teaching and learning continues to be devolved to departments. This facilitates more bespoke and</p>	<ul style="list-style-type: none"> <li>• Target-setting and tracking</li> <li>• Outcomes, eg; residual data</li> <li>• Lesson observations</li> <li>• Learning walk pro formas</li> <li>• Book review documentation</li> <li>• Student voice documentation</li> <li>• SIMs referrals</li> <li>• Departmental reviews</li> <li>• DERs</li> </ul>

Evaluation	Evidence
<p>relevant improvement plans whilst maintaining rigorous quality assurance. The senior leadership team, however, always verify or modify any judgements made. Holistic analyses and subsequent reports by SLT also remain pertinent to keep track of generic areas for improvement at whole school level and propagate appropriate actions.</p> <p><b>Departmental Self-Evaluations</b></p> <p>11 out of 20 departments (55%) are rated as excellent through his process – see appendix 1</p> <p>We use the following strands to make this judgement:</p> <ol style="list-style-type: none"> <li>1. <b>Outcomes</b></li> <li>2. <b>Book reviews</b></li> <li>3. <b>Learner voice</b></li> <li>4. <b>Lesson observations/learning walks</b></li> </ol> <p>1) <b>For outcomes see section 1.</b></p> <p>2) <b>Book reviews</b></p> <p>This year, much of the book reviews and work scrutiny has been undertaken during departmental reviews and QA meetings. As an SLT, we have conducted book reviews across the whole school and these identified pockets of excellent practice there but also inconsistencies in key foci: most notably the quality of teacher feedback and student responses to it. It is our intention to return to the process of termly, whole school book reviews in order to allow us to take the temperature.</p> <p>3) <b>Learner Voice</b></p> <p>Learner voice is highly valued and, as such, is embedded into evaluations at all levels. Overall, these discussions provide tangible evidence of practice following policy. Areas of dissatisfaction are explored and, where</p>	<ul style="list-style-type: none"> <li>• Departmental QA documentation</li> <li>• CPD feedback</li> <li>• CPD training materials</li> <li>• Staff Handbook</li> <li>• Teaching and Learning Report</li> <li>• Estyn Report 2017</li> <li>• Teaching and Learning Policy</li> <li>• ARR policy</li> <li>• Half-termly tracking spreadsheet</li> <li>• Pupil reports</li> <li>• Assessment Policy</li> <li>• Marking crib sheets</li> </ul>

Evaluation	Evidence
<p>appropriate, acted upon. For details refer to Departmental QA documentation, DERs, SER and the well-being survey responses.</p> <p>School Parliament is another vehicle for learners to communicate their thoughts and feelings to SLT. There is a Learning and Teaching cabinet designed for this.</p> <p><b>4) Lesson Observations/Learning Walks</b></p> <p>Evidence base:</p> <ul style="list-style-type: none"> <li>• Performance Management lesson observations</li> <li>• Departmental reviews lesson observations</li> <li>• Peer enquiry learning walks</li> <li>• Peer observation learning walks</li> <li>• Departmental learning walks</li> <li>• SLT learning walks</li> </ul> <p>Lesson observations and learning walks remain part of the evaluation process. This year we have established a timetabled routine for SLT Learning Walks, with movement being tracked centrally to ensure staff coverage is equitable. A clear focus on boys' progress in our SIP has resulted in us seeing effective practice in this area in the lessons observed. We frequently observe excellent practice across all subject areas and use SLT meetings to disseminate, anecdotally. We continue to observe lessons without grading in line with our T&amp;L philosophy. An open door culture continues to thrive as a result of this.</p> <p>Our vision of excellent teaching and learning is clear. Autonomy is valued and all colleagues are trusted with a degree of flexibility as long as high standards are met. There is, however, a nucleus of key principles (see Teaching and Learning Policy), which are expected to be at the forefront of all pedagogy. These key principles constitute the 'Y Pant way'; rigorously explained to all new colleagues and regularly reinforced to existing colleagues through effective professional development activities. They form a central part to any dialogue</p>	

Evaluation	Evidence
<p>following lesson observations because they are used as success criteria when evaluating teaching.</p> <p>From the evidence base above the following areas were identified as strengths and areas for improvement at whole school level:</p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>• Strategies implemented and used to engage boys.</li> <li>• Pedagogy focused on securing knowledge of content in KS4 and KS5 classes</li> <li>• Elements of the 'Y Pant Way' are evident in nearly all lessons.</li> <li>• The four-part learning continuum has become embedded.</li> <li>• High levels of engagement in nearly all lessons. The positive rapport established between staff a Colleagues demonstrate high levels of expertise and genuine passion for their subject.</li> <li>• Pupils are, in general, able to successfully move on in their learning, regardless of prior knowledge or their ability within the subject.</li> <li>• A wide variety of tasks appropriately linked to learning observed in most lessons. Tasks well matched to the time allocated.</li> <li>• Colleagues innovate with strategies to stimulate curiosity and enthusiasm. Ideas from Strategy Groups are observed in practice.</li> <li>• Teacher use of AfL to enhance learning. AfL strategies are widespread and clearly have an impact in nearly all areas.</li> <li>• Effectiveness of questioning is a particularly strong feature throughout the school with a good balance between open and closed questions. AfL style questioning techniques such as think/pair/share are utilised frequently in order to produce more thoughtful and detailed answers.</li> <li>• Questions articulated in such a way as to motivate students.</li> <li>• Questioning skilfully utilised to constantly check and amend learning throughout lessons with a strong</li> </ul>	

Evaluation	Evidence
<p>emphasis on being evaluative.</p> <ul style="list-style-type: none"> <li>• Lessons appropriately paced to create a positive and purposeful ethos.</li> <li>• The quality and quantity of resources is a strong feature across the curriculum.</li> <li>• A strong sense of routines being successfully embedded and colleagues generally aligned with SOWs and common approaches to delivery. However, there is also a valuable degree of autonomy and flexibility.</li> <li>• Extensive opportunities for speaking, listening and extended writing. Inferring meaning and analysis of sources were especially prevalent.</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>• Some examples of lessons meandering and losing focus and pace.</li> <li>• Several incidences of work being pitched too low and/or colleagues providing answers for students too readily. Too much scaffolding in some cases and sometimes a lack of opportunities for pupils to be stretched and reveal their abilities.</li> <li>• Clear learning objectives sporadic and links between previous and new learning not always made explicit.</li> <li>• The issue of timing can impede the way in which the plenary phase of the lesson operates. Consolidation sometimes rushed or incomplete and the opportunity to fully secure profound learning missed.</li> <li>• Although the use of incidental Welsh has improved, there are missed chances to emphasise Welsh culture.</li> <li>• Literacy and numeracy foci could be more overt. Opportunities to develop literacy, numeracy and ICT not always at a level commensurate to the learners' ability.</li> <li>• Improve the engagement and performance of boys.</li> </ul> <p><b>Actions initiated:</b></p>	

Evaluation	Evidence
<ul style="list-style-type: none"> <li>• T&amp;L approaches developed and refined in AoLEs for Year 7 SOW</li> <li>• Boys' performance has become a whole-school priority. Each department must have this target in their DIP.</li> <li>• Targeted departments have visited neighbouring schools to improve performance</li> <li>• Promote collaborative approaches to Teaching and Learning via CPD meetings (AoLEs)</li> <li>• Staff encouraged to share best practice and observe staff internally/externally.</li> <li>• BfL/ALN policies introduced via INSET to build on the T&amp;L CPD delivered last year.</li> <li>• Performance Management target introduced to develop staff approaches to research and enquiry via the "Class Study" model.</li> </ul>	
<p><b>Key priority from 2018-19 SIP</b></p> <ul style="list-style-type: none"> <li>• <i>Develop strategies to improve the engagement and subsequent outcomes for boys</i></li> </ul> <p>How will we know we have been successful?</p> <ul style="list-style-type: none"> <li>• <i>Improve outcomes for boys</i></li> <li>• <i>Develop strategies to improve the engagement and subsequent outcomes for boys</i></li> <li>• <i>Arrange support visits to successful schools for above departments.</i></li> </ul> <p>Judgement – Based on the actions/outcomes outlined above, this area is judged to be <b>Excellent</b>.</p> <p><b>Key priorities for 2019-20 SIP</b></p> <p>Further develop strategies to improve the engagement and subsequent outcomes for boys.</p>	



3.2 The breadth, balance and appropriateness of the curriculum	
<p><b>Key priority from 2018-19 SIP</b></p> <p><b><i>Refine the subject offer at KS4 to enable a more appropriate curriculum offer for all students and improve the capped point score (ID/LJB)</i></b></p> <p><i>What will success look like?</i></p> <ul style="list-style-type: none"> <li>• Capped point score improved to 405 beyond the school's target of 400.</li> </ul> <p><u>Explore options for offering a broader suite of vocational options for lower ability and/or disengaged learners.</u></p> <p>WWW</p> <ul style="list-style-type: none"> <li>• This year the NCFE Equality and Diversity and Nutrition and Health qualifications and Agored Cymru suite proved very successful with lower ability and disengaged learners. External verification visits were positive with learners giving positive feedback about the qualifications. These contributed significantly to the increase in the capped point score for many of these learners.</li> <li>• Engineering Level 1/2 Award had 72% A*-C and Construction Level 1/2 Award had 58% A*-C. Both had positive residuals as well proving the worth of these qualifications.</li> <li>• The creation of the Life Skills subject area for KS4 means that this area is now being developed for all learners with more discretion to ensure that certain worthwhile qualifications are available to all at a level which is tailored to the learner.</li> <li>• The Life Skills model is sustainable as we have the option of varying the qualifications to suit the cohort.</li> </ul> <p>EBI</p> <ul style="list-style-type: none"> <li>• Sport Level 1/2 Award had only 29% A*-C with four U grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum plan</li> <li>• Pathways/Learning Measure</li> <li>• Departmental Reviews</li> <li>• Careers wales return</li> <li>• Key tasks</li> <li>• Progress records for interventions</li> <li>• Lunch-time Clubs</li> <li>• Intervention Records for additional external provision (e.g. SpLD, Record of Behaviour Support and Pastoral Support Programmes.</li> </ul>

Liaise with/visit other salient school with respect to the above point [broader suite of vocational qualifications]

WWW

- PE department visited Llantwit Major school following the departmental inspection although the visit largely focused on GCSE PE.
- RE department has been communicating with other schools about Equality and Diversity and liaising with NCFE and as a result is more engaged with the qualification, which is having a positive impact on learners.

Initiate Applied Science at GCSE

WWW

- This is up and running for years 9 and 10. Classes have been labeled accordingly on SIMS to facilitate discrete tracking.

Model a new curriculum plan to accommodate the change to a 3 year KS4

WWW

- This has been established and all current year 9 students have had a choice of 4 options this year.
- A vocational course was available in all option columns for all learners.
- Higher ability students opting for separate science now have the ability to select more humanities / language options alongside sciences. The following subjects have seen increased numbers of classes in year 9 compared to 10: Art; Drama; Media Studies; Food and Nutrition; Health, Social Care and Child Care. For the first time we also have a French and Spanish class in year 9 for GCSE.

Initiate above plan with Year 8 learners

WWW

- All year 8 learners were taken through the same process as year 9 learners. A parents information evening was held and all learners were interviewed about choices by a member of SLT.

<p>This area is judged to be <b>EXCELLENT</b>.</p> <p><b>Key priorities for 2019-20 SIP</b></p> <ul style="list-style-type: none"> <li>• Embed tracking in year 9 for the discrete qualifications offered in Life Skills to ensure value added</li> <li>• Ensure that vocational qualifications are tracked and monitored to the same extent as GCSE qualifications</li> <li>• Investigate more vocational qualifications at KS5 to meet the needs of the increased cohort size with lower entry qualifications</li> </ul>	
<p><b>3.3 Provision for skills</b></p>	<p>Great care is taken to ensure the provision for skills is meaningful and relevant. Opportunities to develop literacy, numeracy and digital competencies are at a level commensurate to the learners' ability and in line with the Literacy and Numeracy Framework and the Digital Competence Framework. The success that the school has had with external results would suggest that the provision for skills is excellent within Y Pant. There was no difference this year in the Maths and Numeracy results at GCSE this year indicating that provision for numeracy is strong from year 7 onwards.</p> <p>This year Accelerated Reader in year 7 delivers purposeful and progressive development in reading in response to a decline in the proportion of pupils attaining high scores in the National Reading Tests. The results of the test this year indicate this has been a success and is planned to continue rolling out in KS3.</p> <p>Progress in these areas is meticulously planned and all schemes of work across the curriculum are mapped carefully. There are two literacy/numeracy assessments per year per subject at KS3 and mark schemes standardised and learners are shown the expected and above/below statements for each strand. The requirement to record these marks was removed this year in line with statutory requirements to enable staff to focus on the teaching of literacy and numeracy skills. All lessons have a literacy and or numeracy focus and opportunities are taken in every lesson to improve literacy/numeracy skills. All key tasks will have deep marking with literacy/numeracy errors highlighted and then corrected by pupil.</p> <p>Pupils speaking and listening skills are extremely well developed and pupils throughout the school demonstrate excellent ICT skills. Literacy and numeracy is led at whole school level by an Assistant Headteacher. Audits that</p>
	<ul style="list-style-type: none"> <li>• SoW</li> <li>• Monitoring of Portfolios</li> <li>• Lesson observations</li> <li>• Key tasks</li> <li>• CAT scores</li> <li>• Cross-curricular audit</li> <li>• Literacy &amp; numeracy support strategies</li> <li>• INSET programmes</li> <li>• Teaching and Learning Report</li> <li>• Welsh dimension in SoW</li> <li>• Welsh department results analysis</li> <li>• Lesson observations</li> </ul>

	<p>the school has undertaken of literacy and numeracy across the curriculum indicate that provision is extensive and rigorous.</p> <p>Departmental reviews and book reviews also bear testament to high quality skill provision and achievement. They demonstrate the commitment that subjects across the curriculum have toward improving these skills in our students. The level of opportunities for pupils to develop learning through talk is an impressive strength.</p> <p>Staff receive regular training to assist in the delivery of skills. Following on from training in previous years, this year training was delivered for staff in the remaining strands of the digital competence framework.</p> <p>The Digital Competence Framework has been mapped in subject areas and areas for development identified.</p> <p>All pupils study Welsh throughout KS3 and 4. This shows the commitment the school has to the language and pupil's development of it. Standards in Welsh lessons are excellent (see 1.1) and historically uptake of the full course has been very strong. All KS4 pupils now sit the full course. In all recent reviews of the Welsh department the quality of teaching, feedback and assessment has been evaluated as being excellent.</p> <p>Due respect is demonstrated for Welsh language and culture. Events such as assemblies and form periods often have a Welsh cultural and linguistic element. The annual Eisteddfod is a substantial cultural event involving all subject areas. The use of incidental Welsh around the school is good and some subject areas include key words in Welsh.</p> <p>There is still work to be done to introduce the DCF, therefore this area is judged to be <b>GOOD</b>.</p>
	<p><b>Key priority for 2019-20</b></p> <ul style="list-style-type: none"> <li>• DCF – see section 1.3</li> </ul>

## Inspection area 4: Care, support and guidance

Evaluation	Evidence
<p data-bbox="411 1326 437 2092"><b>4.1 Tracking, monitoring and the provision of learning support</b></p> <p data-bbox="531 954 557 2092"><b>Implementation of the Additional Learning Needs and Education Tribunal (Wales) Act (2018)</b></p> <p data-bbox="592 1995 617 2092"><b>WWW:</b></p> <ul data-bbox="652 645 1278 2040" style="list-style-type: none"> <li>• Both ALNET Audits completed and sent to CSC.</li> <li>• Cluster group convened regarding preparation for new ALNET Act. Cluster Lead established (Rachel Elphick, Llanharri, ALNCo)</li> <li>• Trial of new IDP to be completed by Cluster for 1/4/19</li> <li>• New Code of Practice for ALNCo on consultation until 29/3/19</li> <li>• Inset delivered to staff on the implementation of the New ALNET Act with reference to Person Centred Planning, One Page Profiling, Rights and Responsibilities, IDP Process.</li> <li>• Audit on our ALN register with a reappraisal on SA &amp; SA+ in line with the new Bill to determine the needs and provision for our existing pupils across the school.</li> <li>• Merging of our ALN One Page Profiling with a similar model from our Behaviour team (Page Portraits) to see how new developments can streamline and mutually benefit the pupils concerned.</li> <li>• The Dept have been developing a new IDP (from existing IEP documents) to meet the needs of the new Bill.</li> <li>• We have been developing our PCP practice to better harvest and secure ALN Pupil Voice/Parent Voice prior to Annual Reviews in line with the Collaborative approach of the new Bill.</li> </ul>	<ul data-bbox="472 226 1002 533" style="list-style-type: none"> <li>• Line management minutes</li> <li>• Intervention registers and Peer Observations</li> <li>• Learning Walk Logs</li> <li>• ALN Cluster meetings</li> <li>• ALNET CPD/Inset</li> <li>• CSC/WG ALNET P'pts (Staff CPD)</li> <li>• Minutes from EP meetings</li> <li>•</li> </ul>

Evaluation	Evidence
<p><b>EBI:</b></p> <ul style="list-style-type: none"> <li>• More contact with the Cluster Lead to ascertain we are consistent and commensurate in response to ALNET Act requirements on the Timeline calendar.</li> <li>• To include more One Page Profile info on IDPs.</li> <li>• To raise the profile of PCP in Annual Reviews.</li> <li>• To highlight the role of Differentiation in lesson planning for pupils with ALN in mainstream provision for staff and equip staff, via CPD, for lesson planning on strategies regarding Autism, Dyslexia, Dyspraxia, etc.</li> <li>• To collaborate with ALNCOs in the cluster on pedagogical strategies for ALN in the classroom</li> </ul> <p>This area is judged to be <b>GOOD</b>.</p> <p><u>Key priority for 2019-20</u></p> <ul style="list-style-type: none"> <li>• Implement the ALNET ACT.</li> </ul>	
<p><b>Evaluation</b></p>	<p><b>Evidence</b></p>
<p><b>4.2 Personal development</b></p>	
<p><b>WWW:</b></p> <ul style="list-style-type: none"> <li>• New Head of Life Skills appointed with responsibility for improving Years 7 and 8 PSE SoW; and introduction of new</li> </ul>	<ul style="list-style-type: none"> <li>• Policies</li> <li>• PSE programme</li> <li>• Attendance data</li> <li>• Assemblies</li> </ul>

Evaluation	Evidence
<p>Life Skills subject from Year 9 to Year 11.</p> <ul style="list-style-type: none"> <li>• Bespoke Wellbeing and Behaviour introduced with clear pathways and referral process.</li> <li>• Thought for the Week allows access to development of moral and social issues.</li> <li>• School has strong extra-curricular activities with foreign visits to New York and Barcelona as well as historical and religious local sites.</li> <li>• Guest speakers programme that present in assemblies and lessons with tailored programmes for each year group.</li> <li>• Strong links with local School Community Police Officer who has delivered PSE sessions and has become a known presence to the students.</li> <li>• Students have opportunity to volunteer via the Duke of Edinburgh and Community aspect of the WBQ in KS4 and KS5.</li> <li>• School has excellent partnership with external agencies such as Eye-to-Eye, Young Carers Project and YEPS.</li> <li>• Support systems such as the Sixth Form Buddies and Nurture Group.</li> <li>• New BfL policy with clear expectations of 'Ready, Respectful, Safe' including the foundation of restorative practice.</li> <li>• Relaunch of the School Parliament with leadership opportunities for students within the four ministries (Education, Wellbeing, Equality and Community).</li> <li>• The school holds the third Eco-Schools Green Flag Award.</li> <li>• Careers? (SB)</li> </ul> <p>EBI:</p> <ul style="list-style-type: none"> <li>• Implementation of findings from SHRN Survey into PSE SoW.</li> <li>• Introduce peer support sessions via Ant-Bullying Ambassadors and Sixth Form Peer Coaches.</li> <li>• Integrate the work of the Eco-Group with the Ministry for Community.</li> <li>• Careers? (SB)</li> </ul>	<ul style="list-style-type: none"> <li>• RE provision and accreditation</li> <li>• Form periods/TFTW</li> <li>• PSE lessons</li> <li>• Eco Schools Award information</li> <li>• Prospectus</li> <li>• Key Stage 4 Success Information</li> <li>• Options Information Booklets</li> <li>• Welsh Baccalaureate</li> <li>• EQ Policy</li> <li>• Assemblies</li> <li>• PSE programmes</li> <li>• Curriculum plan</li> <li>• School environment</li> <li>• Learning coach</li> <li>• Mentoring</li> <li>• Basic skills</li> <li>• Counselling</li> <li>• Careers advice</li> <li>• Options booklets</li> <li>• ESDGC in SoW</li> <li>• Eco group outcomes</li> <li>• Assemblies</li> <li>• Green Flag Award</li> <li>• School website</li> </ul>

Evaluation	Evidence
<p><b>Key Priorities for 2019-20</b></p> <ul style="list-style-type: none"> <li>To review and improve the careers advice and guidance given to pupils at KS3, 4 and 5.</li> <li>Introduce peer support mechanisms for students such as Anti-Bullying Ambassadors.</li> </ul>	<p>coverage of visits</p>

4.3 Safeguarding	
<p>A clear procedure is in place within the school for safeguarding. All staff are fully aware of the protocols and new staff including student teachers are given INSET training to <b>level 1 safeguarding</b> on this on their first day. Our arrangements are in line with best practice and reviewed in line with the agreed schedule laid down by governors and in the light of any legal and statutory requirements and changes. A log is kept by the Assistant Headteacher in charge of safeguarding and her deputy of any incident which is reported. All staff were trained in September 2017 on safeguarding. Nearly all senior staff and progress heads have received level 3 training. The new school site is secure with the only point of entry for visitors being through the main school reception area. The policy is comprehensive; naming key staff, governors and outlining clear procedures.</p> <p>My Concern is the school's Safeguarding recording system. My Concern is simple to use, safe and secure software for recording and managing all safeguarding concerns in any educational setting.</p> <p>The school deals severely with, logs, and reports any behaviour such as bullying, homophobia and extremism. Pupils are educated in these areas through a range of pastoral and curriculum based areas. All staff received prevent agenda induction in September 2017.</p> <p>The school follows the county policy on the restraint of pupils (physical intervention) and its guidance and policy on the withdrawal of pupils. There is a strong process for recruitment, disciplinary procedures and reporting. We consider</p>	<ul style="list-style-type: none"> <li>Policies</li> <li>INSET record</li> <li>Disciplinary Policy</li> <li>Healthcare Needs Policy</li> </ul>



<p>provision in this area to be excellent.</p> <p>There are a number of trained first aiders at the school. The school implements the 'Healthcare Needs Policy' fully. The school has clear policies regarding the use of the internet, e-mail and social media policy.</p>	<ul style="list-style-type: none"> <li>• Audit reports</li> <li>• Safeguarding certificates/documentation</li> </ul>
<p><b><u>Key Priorities from 2018-19 SIP</u></b></p> <p><b><i>Ensure all colleagues (teaching and non-teaching) are trained to appropriate safeguarding level (RY)</i></b></p> <ul style="list-style-type: none"> <li>• All SLT and CPO trained to Level 3. <u>All</u> other staff trained to Level 1.</li> </ul> <p><b><u>Key priorities for 2019-20 SIP</u></b></p> <ul style="list-style-type: none"> <li>• Renew Level 1 training for all staff as part of CPD programme.</li> <li>• Ensure all key pastoral staff are trained to level 2- AHoP and Level 3 HoP.</li> <li>• All staff to carry a 'what to do in case of disclosure' information card.</li> <li>• Produce a school based policy and complete staff training to address the rise in LGBT cases within the school community.</li> <li>• Lockdown training with staff to support Lockdown Policy which is in place.</li> </ul>	

## Appendix 1

Department	Outcomes	Well-being	Teaching and Learning	Care, Support and Guidance	Leadership
Art	Excellent	Excellent	Excellent	Excellent	Excellent
Biology	Excellent	Excellent	Excellent	Excellent	Excellent
Business	Good	Excellent	Good	Excellent	Excellent
Chemistry	Excellent	Excellent	Excellent	Excellent	Excellent
Computing	Adequate	Good	Good	Good	Good
DT	Excellent	Good	Excellent	Good	Excellent
English	Good	Excellent	Good	Excellent	Good
French	Improve	Good	Adequate	Good	Adequate
Geography	Adequate	Excellent	Good	Good	Good
History	Excellent	Excellent	Excellent	Excellent	Excellent
ICT	Good	Good	Good	Good	Good
Maths	Excellent	Excellent	Excellent	Excellent	Excellent
Media	Improve	Adequate	Adequate	Adequate	Good
Performing Arts	Good	Excellent	Good	Excellent	Good
PE	Excellent	Excellent	Good	Excellent	Good
Physics	Excellent	Excellent	Excellent	Excellent	Excellent
REP	Adequate	Adequate	Adequate	Adequate	Adequate
Science	Excellent	Excellent	Excellent	Excellent	Excellent
Spanish	Excellent	Excellent	Excellent	Excellent	Excellent
WBQ	Excellent	Excellent	Excellent	Excellent	Excellent
<b>Excellent</b>	<b>11</b>	<b>14</b>	<b>10</b>	<b>13</b>	<b>11</b>
<b>Good</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>7</b>
<b>Adequate</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>Improve</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



