



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

**A report on**

**Pontarddulais Comprehensive School  
Caecerrig Road  
Pontarddulais  
Swansea  
SA4 8PD**

**Date of inspection: March 2016**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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: 06/05/2016**

## Context

Pontarddulais is an 11-16 mixed comprehensive school maintained by Swansea local authority. There are 780 pupils on roll, which is slightly more than at the time of the last inspection, when there were 766 pupils on roll. The school hosts a unit which supports key stage 3 and key stage 4 pupils from across the local authority with profound and multiple learning disabilities.

The school serves pupils from Pontarddulais and a few surrounding villages. Around 7% of pupils live in the 20% most deprived areas of Wales. Around 13% of pupils are eligible for free school meals, which is below the national average of 17.4% for secondary schools in Wales. Around 29% of pupils have a special educational need. This is above the national average of 25.4%. Around 3% of pupils have a statement of special educational needs, which is higher than the national average of 2.5%. Most pupils come from a white British background and very few pupils speak Welsh fluently.

The headteacher has been in post since September 2011. The senior leadership team is made up of two deputy headteachers and two acting assistant headteachers.

The individual school budget per pupil for Pontarddulais Comprehensive School in 2015-2016 is £4,363 per pupil. The maximum per pupil in the secondary schools in Swansea is £6,073 and the minimum is £3,802. Pontarddulais Comprehensive School is eighth out of the 14 secondary schools in Swansea in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The current performance of Pontarddulais Comprehensive School is excellent because:

- The overall standards achieved by pupils are well above expectations
- In relation to their age and ability, most pupils have extremely strong reading, writing and numeracy skills
- Nearly all pupils demonstrate exceptionally high levels of engagement and motivation in their learning
- There are very high levels of pupil involvement in all aspects of school life
- The school is highly successful in planning provision for developing pupils' skills across the curriculum
- The consistently high quality of teaching enables pupils to make very strong progress
- Highly effective provision for care, support and guidance has a significant impact on pupils' standards and wellbeing
- The school has an exceptionally caring and inclusive ethos and high expectations pervade all aspects of school life

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher and senior leaders provide outstanding strategic direction for the school
- Leaders at all levels share a clear vision, which is clearly focused on raising standards and places the needs of each individual at the heart of the school's work
- The governing body provides the school with a consistently high level of challenge and support
- The school's exceptionally consistent and rigorous approach to self-evaluation and improvement planning enables all staff to maintain a constant focus on improving pupil outcomes
- Middle leaders play a particularly powerful role in securing improvement, and staff at all levels contribute effectively to the leadership of the school
- The school has an extensive range of high quality partnerships that has a significant impact on standards, provision and leadership

## Recommendations

- R1 Improve the oral contributions to whole-class discussion of a minority of pupils, so that these contributions are as confident and articulate as those that these pupils make to pair and group work
- R2 Further improve assessment practices, so that all pupils achieve the substantial improvements to their work currently made by a minority

### **What happens next?**

The school will produce a plan of action that shows how it will address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

**Excellent**

#### Standards: Excellent

The performance of pupils at key stage 4 is outstanding. Over the last two years, performance in many key indicators places the school in the upper half of similar schools based on free-school-meal eligibility, and in the top quarter in the majority of them. Pupils make strong progress from previous key stages.

Performance in the level 2 threshold, including English and mathematics, has placed the school in the top quarter of similar schools and well above the family average in 2014 and 2015. Performance in this indicator has been well above modelled outcomes for the last two years, although it was below in 2013.

Performance in the level 2 threshold has placed the school in the upper half of similar schools over the last three years, and in the top quarter in 2015. Performance in this indicator has been well above the family average throughout this period. Performance in the capped point score has been above the family average for the last three years. Performance in this indicator has placed the school in the top quarter of similar schools based on free-school-meal eligibility in 2014 and 2015, although it placed the school in the lower half in 2013.

At key stage three, at level 5 or above, there has been an upward trend in the proportion of pupils that achieve the core subject indicator.

At key stage 3, the performance of both boys and girls over the last three years has been above the averages for boys and girls in the family in the majority of indicators. At key stage 4, over the last three years, both boys and girls have performed above the averages for boys and girls in the family of similar schools and across Wales in many indicators.

At key stage 3, the performance of pupils eligible for free school meals in the core subject indicator has been above the family average for this group of pupils in two of the last three years. At key stage 4, over the last three years, the performance of pupils eligible for free school meals has shown consistent improvement and has been above family and national averages for this group of pupils in many indicators.

At the end of Year 11, most pupils either continue their education in a school or further education college. No pupils have left the school without a recognised qualification for the last three years.

In lessons, nearly all pupils make strong progress in developing their knowledge, understanding and skills. They demonstrate exceptionally high levels of engagement and motivation, and maintain concentration very well. Nearly all pupils are highly independent learners. They show great resilience in their learning and undertake challenging activities with confidence and enthusiasm. A minority of pupils use a wide range of highly-developed skills to make outstanding progress in their lessons.

Nearly all pupils recall their prior learning well and apply it successfully in new contexts. Many do this very confidently, applying their skills and knowledge swiftly and confidently to new challenges, which enables them to make rapid progress. Nearly all pupils listen very well to their teachers and their peers, and work effectively in pairs and groups.

Most pupils demonstrate strong oral skills, and use subject specific terminology with confidence. Many pupils make highly articulate oral contributions to pair and group activities that are enhanced by their use of a wide and sophisticated vocabulary. The majority of pupils also demonstrate this high level of oracy in whole-class discussions, although a minority are less confident in their contribution to this type of activity than they are in pair or group work.

Most pupils deploy consistently accurate spelling, punctuation and grammar and use subject terminology effectively in their written work. Many produce clear, well-structured pieces of extended writing for a range of purposes and audiences. A minority of pupils write at length with a high level of fluency and sophistication.

Most pupils have well-developed reading skills, which they use successfully to select relevant information from a range of sources. Many pupils use these skills well to make inferences and deductions, and a minority demonstrate highly-developed reading skills, which enable them to summarise, categorise and synthesise information.

Most pupils have strong number skills, which they use successfully across the curriculum, for example when investigating scale and proportion in art or converting measurements in design technology. Many pupils construct graphs accurately, and a minority successfully analyse and interpret data from a range of graphs. A minority of pupils have highly-developed mathematical skills, which they use confidently when tackling complex problems. Many pupils have effective problem-solving skills.

Many pupils respond well to their teachers' written feedback and engage successfully in peer and self-assessment activities. This helps them to improve their work well. A minority of pupils make substantial improvements to their work through these activities. These pupils carry out thorough and detailed self-evaluations of their achievements in a range of skills, which strongly enhance their progress.

At key stage 3, pupils' performance at level 5 and above in Welsh second language has been above the family average for the last two years. At key stage 4, many pupils gain a level 2 qualification in Welsh. Most pupils demonstrate strong linguistic skills in their Welsh lessons.

### **Wellbeing: Excellent**

Standards of wellbeing are exceptionally high and contribute significantly to the outstanding standards that pupils achieve. Nearly all pupils feel safe in school and are confident that the school deals well with the very few instances of bullying that occur.

Pupils' behaviour in lessons and around the school is consistently exemplary. Nearly all pupils have a very positive attitude to learning and they are courteous and respectful to staff, peers and visitors to the school.

Attendance rates have placed the school in the top quarter of similar schools based on eligibility for free school meals in 2014 and 2015. During the last three years, the attendance rates of pupils eligible for free school meals have improved significantly. In 2014 and 2015, their rates of attendance were well above family and national averages for this group of pupils. Persistent absence has declined considerably over the last three years and has been consistently well below local and national averages throughout this period.

Most pupils understand how they can keep themselves healthy and many engage in the wide range of physical activities on offer. There are exceptionally high levels of pupil involvement in all aspects of school life including a wide range of community projects, for example their support for a local food bank. Pupils are involved extensively in decision-making and there is a very active school council. Pupils acting as Curriculum Ambassadors make an effective contribution to the evaluation and development of the school's work. Nearly all pupils develop outstanding social and life skills.

<b>Key Question 2: How good is provision?</b>	<b>Excellent</b>
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### **Learning experiences: Excellent**

The school provides a wide range of high quality learning experiences that contributes very well to pupils' development and progress.

The school provides a broad and well-balanced curriculum, which meets pupils' needs and interests very well. This includes a wide range of vocational courses provided by the school and in partnership with other providers. There is an extensive range of extra-curricular activities, including sports, music, clubs and trips. These include highly beneficial opportunities to work with pupils from other schools, for example the 'Magic Maths' and 'Bont Books' events.

The school has been highly successful in planning provision for developing pupils' skills across the curriculum. All departments develop pupils' literacy and numeracy skills consistently and effectively. In addition, there is very good provision for wider skills. For example, pupils develop strongly a range of organisational, creative and reflective thinking skills through the Welsh Baccalaureate Qualification. The school uses highly effective strategies to support those pupils with weaker skills. This provision is timely, agile and well co-ordinated.

The school develops pupils' understanding of Welsh language and culture very effectively, through events such as the annual school Eisteddfod, as well as through a well-planned approach across all curriculum subjects. Pupils are encouraged well by nearly all teachers to develop their use of Welsh in lessons. Many pupils enter full course GCSE Welsh second language and the school has increased suitably the time allocated to the subject.



Most pupils have a strong awareness of sustainable development and global citizenship issues. An extensive range of events, including trips and assemblies, strongly develop pupils' understanding. In many cases, these activities are led by pupils, for example the pupils' development of the sensory garden in the school.

### **Teaching: Excellent**

The consistently high quality of teaching is a major strength of the school and makes a significant contribution to outstanding pupil outcomes.

In nearly all lessons, exemplary working relationships help to create a positive and supportive learning environment that significantly enhances pupil progress. Teachers have strong subject knowledge and very high expectations. They plan a wide range of challenging and stimulating activities that are well-matched to pupils' abilities, and they deploy carefully-constructed resources which engage pupils effectively. Teachers' planning strikes a skilful balance between the development of pupils' subject knowledge and their wider skills. In many lessons, meticulous planning based on a comprehensive knowledge of pupils' needs and prior attainment helps all pupils to make rapid progress.

In nearly all lessons, teachers monitor pupils' progress carefully, which enables them to identify and address any misconceptions swiftly. Clear individual feedback helps pupils to improve their work well. Many teachers use skilful questioning to encourage pupils to develop their responses and improve their understanding.

In around half of lessons, teaching is of an exceptionally high standard. In these lessons, teachers use a wide range of extremely effective techniques and resources, helping pupils to make rapid and sustained progress. In these lessons, teachers are exceptionally adept at planning structured sequences of activities, which develop rapidly pupils' understanding of the subject as well as wide range of skills.

Nearly all teachers mark work regularly. In most cases, marking is very helpful in directing pupils on how to improve. Teachers focus sharply on literacy skills, including the accuracy of spelling, punctuation and grammar. There is a highly consistent and effective approach to marking, using the school's 'closing the gap' feedback strategy. In a minority of cases, teachers set further extension tasks for pupils to respond to feedback. This accelerates pupils' improvement and strongly reinforces their skills and knowledge.

The school's tracking system is a significant strength. It is extremely rigorous and evaluative. It is used at all levels of the school to closely monitor progress, identify pupils who require further support, and plan highly effective interventions.

Parents are well informed about their child's achievement and progress. Reports to parents clearly identify pupils' strengths and areas for improvement.

### **Care, support and guidance: Excellent**

The school has highly effective provision for care, support and guidance. This has a significant impact on pupils' standards and wellbeing.

Nearly all pupils feel well supported by the school and know whom to talk to if they have any difficulties. Nearly all pupils understand the importance of a healthy lifestyle and the school provides many opportunities for them to get regular exercise. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school promotes pupils' spiritual, moral, social and cultural development very well, for example through assemblies and the well-planned personal and social education programme.

The pastoral team uses a wide range of data extremely well to identify individual needs and plan beneficial intervention programmes. The 'Team Around the Child' team liaises highly effectively with a wide range of external agencies in order to provide high quality support and guidance. This initiative has had a significant positive impact on pupils' wellbeing, for example by improving the attendance rates of vulnerable pupils. The school uses a wide range of highly effective strategies to engage pupils who are at risk of disaffection or underachievement.

The school has well-established transition arrangements of a very high standard that support pupils well as they move through each stage of learning.

Provision for pupils with additional learning needs is outstanding. Consistently effective use across the school of highly detailed individual educational plans helps these pupils to make strong progress. Teachers make very good use of this information in their lesson planning.

The Specialist Teaching Facility is an exceptional feature of the school. It provides a safe and nurturing environment for pupils with profound and multiple learning difficulties. These pupils are integrated very well into the life of the school, and other pupils benefit from their work in supporting this facility.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Excellent**

The school is an extremely close and caring community. It has a strongly inclusive ethos, which promotes respect for all very well. The school's motto, 'Learn to live, live to learn', is well understood by all in the school community and is consistently reflected in all of its work. There is a calm and purposeful atmosphere throughout the school, and high expectations pervade all aspects of school life. Pupils and staff feel valued and respond well to the inclusive culture of the school.

Equality and diversity are celebrated very successfully. All pupils have access to all aspects of the curriculum and the extensive range of extra-curricular activities. The integration of pupils from the specialist teaching facility into the life of the school plays an important role in developing pupils' understanding of diversity.

The accommodation and grounds are very well maintained and the school site is safe and secure. The school makes excellent use of all the available space. All areas of

the school are well resourced, including good information and communication technology. Displays throughout the school are attractive and informative, and they support learning well. Classrooms provide a highly stimulating environment for learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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### **Leadership: Excellent**

The school community benefits from the highly purposeful and inclusive leadership of the headteacher. Aply supported by the very effective headship team, she articulates a clear vision that places the needs of each individual at the heart of the school's work. The school is exceptionally successful in realising the ambitions that underpin her vision. Staff, pupils and the governing body fully embrace the school's aims and expectations.

The roles and responsibilities of leaders at all levels are defined clearly. Carefully crafted strategies to support the professional development of all staff include the wider distribution of leadership responsibilities. As a result, many staff at all levels contribute positively to the leadership of the school, drive whole-school initiatives and strongly influence its plans for further development. Middle leaders play a particularly powerful role in securing improvement. This approach has resulted in an exceptional sense of cohesion and collaboration, and is central to securing outstanding outcomes for pupils.

Expectations for all members of the school community are very high, allied with a strong culture of accountability. All staff feel extremely valued and well supported in their work. Consistently applied arrangements for performance management lead to focused professional development. Any underperformance is identified quickly and addressed robustly.

The rigorous and systematic analysis of data helps the school to set challenging targets and monitor progress closely. This provides a precise view of performance and helps the school to identify the steps it needs to improve standards further. Clear strategic priorities focus on raising standards, including the achievement of specific groups of pupils, the quality of teaching, and further developing leadership at all levels. The school responds well to national priorities and makes valuable contributions to school improvement at a local, regional and national level.

The governing body holds the school strongly to account. It provides a high level of both challenge and support. The governing body has reviewed beneficially their committee structure in order to streamline and sharpen their robust scrutiny. Alongside the link governor role, this allows them to acquire a clear understanding of the school's work.

### **Improving quality: Excellent**

There is an exceptional learning culture in the school, underpinned by methodical and robust procedures for self-evaluation. Relentless reflective practices are embedded into all aspects of school life. As a result, standards in teaching, learning

and leadership are continuously progressing. A particular strength of the school is the creation of termly departmental 'self-evaluation snapshots', which provide an up-to-date and accurate picture of standards and teaching. This allows the school to identify any aspect that requires attention swiftly and respond accordingly. As a result, the school immediately puts purposeful interventions in place to avoid any underperformance.

The school's self-evaluation report is a clear and comprehensive document that provides a thorough and accurate appraisal of school's current position. All leaders make particularly good use of a comprehensive range of performance data, which they analyse robustly and perceptively to compare the school's performance with that of other schools in their family and across Wales. They use this data well to evaluate relative achievement in all subjects and take prompt and effective action to tackle any weak areas.

There is an extensive programme of lesson observations by staff at all levels, which provides valuable first-hand evidence about the quality of teaching and learning and the extent to which staff are meeting their personal performance targets. These observations identify clearly strengths and areas for improvement in teaching and learning and make a significant contribution to improving practice. The school values the views of partner schools, pupils and parents and makes good use of these views to come to secure judgments on standards, provision and leadership.

There is a direct link between the self-evaluation report and the school's development plan. The plan contains a highly detailed and transparent schedule to monitor progress. For example, dates for completion, costings, training implications and measurable outcomes are meticulously calculated for all priorities. Departmental self-evaluation reports are accurate and detailed. Priorities in departmental development plans are based securely on the findings of consistently thorough self-evaluation procedures.

The sharing of professional knowledge and expertise both within school and with other schools and partners is particularly strong. A sector-leading feature of ongoing professional development is the middle leaders' departmental reviews in partner schools. As a result of its highly successful history of innovative self-evaluation and improvement planning, the school has made outstanding progress in addressing the recommendations of the last inspection.

### **Partnership working: Excellent**

The school has developed an extremely wide range of high quality partnerships that have a significant impact on standards, provision and leadership. These partnerships contribute exceptionally well to promoting pupils' learning experiences and wellbeing.

There is exemplary and well-established collaboration with partner primaries. One exceptional feature of this work is the numeracy bridging project delivered to Year 6 in the summer term prior to their transfer to the school. The school provides new pupils and their parents with a valuable opportunity to spend a week at school in July. There is a highly co-ordinated approach to early identification of pupils with social,

emotional and learning needs from a range of useful assessments. The school shares this information with staff. As a result, teachers are well-informed of pupils' needs and are able to suitably plan provision. Senior and middle leaders visit primary schools regularly and develop strong relationships with new parents. A notable feature of transition activities is the 'school in action' initiative where parents are able to visit the school on selected days to meet staff and members of the school council and drop in to lessons.

Partnerships with local colleges and other providers extend the range of vocational courses available to key stage 4 pupils well. The school has established strong quality assurance procedures which enable it to review regularly the quality of this provision. The school is committed to continuous development in teaching and learning and has shared its good practice generously through extensive educational networks.

The school is highly creative in setting up initiatives, which improve pupils' social and wider skills and which also promote good relationships with the community. For example, the work of the innovative 'Educating Elders' group enables pupils to train older members of the community in digital competence. Parents are well informed about the progress of their children and the school's work and are consulted regularly on a wide range of school developments.

### **Resource management: Excellent**

The school manages its resources exceptionally well. Teachers and support staff are deployed effectively and efficiently. Teaching assistants complement the work of teachers very well and accelerate the progress of pupils at risk of underachievement.

Succession planning is a highly developed and successful aspect of the school's work. Leaders are adept at early identification of the strengths of individual staff, including their leadership potential, and provide them with tailored support to enhance their professional development. Robust performance management arrangements, including those for support staff, ensure that there is a good balance between individual and organisational development priorities accompanied by personalised professional learning experiences.

Teachers and leaders across the school are involved in an extensive range of networks of professional practice at internal, local and regional level. This collaboration has enabled the school to share, reflect on and further improve its strong practice and has contributed successfully to the school's development, including high standards of teaching and leadership.

The school's budget is managed extremely well, and has resulted in a vibrant learning environment and very strong pupil outcomes. The governing body scrutinises the school's use of resources comprehensively. The school's plans for expenditure of specific grants, including the Pupil Deprivation Grant, are of a very high standard and have led to improved outcomes for pupils from disadvantaged backgrounds. In view of the high quality of teaching and the outstanding outcomes achieved by pupils, the school provides excellent value for money.

# Appendix 1

## 6704072 - Pontarddulais Comprehensive School

Number of pupils on roll	797
Pupils eligible for free school meals (FSM) - 3 year average	13.2
FSM band	2 (10%<FSM<=15%)

### Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils in Year 9 cohort</b>	159	157	161	162		
<b>Achieving the core subject indicator (CSI) (%)</b>	79.9	81.5	93.2	93.2	88.5	83.9
Benchmark quartile	2	3	1	1		
<b>English</b>						
Number of pupils in cohort	159	157	161	162		
Achieving level 5+ (%)	84.9	84.1	93.8	94.4	92.3	87.9
Benchmark Quartile	2	4	1	1		
Achieving level 6+ (%)	45.9	36.9	68.9	62.3	60.9	52.6
Benchmark Quartile	2	4	1	2		
<b>Welsh first language</b>						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	100.0	90.9
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	44.4	56.1
Benchmark Quartile	.	.	.	.		
<b>Mathematics</b>						
Number of pupils in cohort	159	157	161	162		
Achieving level 5+ (%)	84.3	87.9	95.7	95.1	92.2	88.7
Benchmark Quartile	3	3	1	1		
Achieving level 6+ (%)	59.7	56.1	77.6	72.8	64.6	59.5
Benchmark Quartile	1	3	1	1		
<b>Science</b>						
Number of pupils in cohort	159	157	161	162		
Achieving level 5+ (%)	84.9	91.1	95.0	94.4	96.4	91.8
Benchmark Quartile	4	3	2	3		
Achieving level 6+ (%)	54.1	49.0	65.8	61.1	65.0	58.5
Benchmark Quartile	1	3	1	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.

**6704072 - Pontarddulais Comprehensive School**

Number of pupils on roll 797  
Pupils eligible for free school meals (FSM) - 3 year average 13.2  
FSM band 2 (10%<FSM<=15%)

**Key stage 4**

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils aged 15</b>	153	161	153	156		
<b>Percentage of 15-year-old pupils who:</b>						
<b>Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics</b>	61.4	51.6	74.5	76.3	63.0	57.9
Benchmark quartile	2	4	1	1		
<b>Achieved the level 2 threshold</b>	77.8	87.0	94.1	96.2	84.1	84.1
Benchmark quartile	2	2	2	1		
<b>Achieved the level 1 threshold</b>	92.8	94.4	98.0	98.1	98.2	94.4
Benchmark quartile	4	4	3	3		
<b>Achieved the core subject indicator (CSI)</b>	57.5	48.4	73.9	75.0	61.8	54.8
Benchmark quartile	2	4	1	1		
<b>Average capped wider points score per pupil</b>	339.4	347.7	378.3	374.7	352.3	343.5
Benchmark quartile	3	3	1	1		
<b>Average capped wider points score plus per pupil</b>	335.7	342.3	374.0	372.2	348.8	338.7
Benchmark quartile	.	.	.	.		
<b>Achieved five or more GCSE grades A*-A</b>	23.5	18.6	33.3	21.8	17.3	16.6
Benchmark quartile	.	.	.	.		
<b>Achieved A*-C in English</b>	64.7	60.2	84.3	85.3	73.7	68.6
Benchmark quartile	3	4	1	1		
<b>Achieved A*-C in mathematics</b>	71.9	61.5	77.1	82.7	70.6	64.4
Benchmark quartile	1	3	1	1		
<b>Achieved A*-C in science</b>	64.7	81.4	93.5	94.9	90.0	84.0
Benchmark quartile	4	2	2	2		
<b>Number of pupils aged 15 who entered Welsh First Language:</b>	.	.	.	.		
<b>Of those who entered Welsh First Language:</b>						
<b>Achieved A*-C in Welsh</b>	.	.	.	.	75.0	75.2
Benchmark quartile	.	.	.	.		

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.

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**6704072 - Pontarddulais Comprehensive School**

Number of pupils on roll 797  
 Pupils eligible for free school meals (FSM) - 3 year average 13.2  
 FSM band 2 (10%<FSM<=15%)

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

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	18	31	20	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	44.4	16.1	35.0	36.8	34.8	31.6
Achieved the level 2 threshold	55.6	61.3	80.0	89.5	69.1	69.4
Achieved the level 1 threshold	100.0	80.6	95.0	94.7	94.8	89.4
Achieved the core subject indicator (CSI)	27.8	12.9	35.0	36.8	33.9	29.3
Average capped wider points score per pupil	308.5	274.4	329.1	336.2	313.8	303.7
Average capped wider points score plus per pupil	304.6	269.5	321.0	332.5	308.3	296.4
Achieved five or more GCSE grades A*-A	0.0	3.2	10.0	5.3	5.6	4.3
Achieved A*-C in English	50.0	25.8	50.0	47.4	47.2	45.1
Achieved A*-C in mathematics	50.0	32.3	50.0	52.6	43.3	39.2
Achieved A*-C in science	27.8	58.1	85.0	89.5	80.7	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		51.5

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

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

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

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

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

. Denotes the data item is not applicable.

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

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

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



## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

denotes the benchmark - this is a total of all responses 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	206	145 70%	57 28%	3 1%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	205	88 43%	98 48%	12 6%	7 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	204	117 57%	77 38%	8 4%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	203	81 40%	107 53%	14 7%	1 0%	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	202	132 65%	64 32%	6 3%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	202	96 48%	99 49%	7 3%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	202	108 53%	88 44%	5 2%	1 0%	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	205	52 25%	95 46%	42 20%	16 8%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	204	118 58%	78 38%	7 3%	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	206	44 21%	103 50%	51 25%	8 4%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	206	92 45%	80 39%	33 16%	1 0%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		205	77 38%	101 49%	22 11%	5 2%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		205	105 51%	93 45%	7 3%	0 0%	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		206	111 54%	89 43%	6 3%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background		204	126 62%	69 34%	7 3%	2 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		203	110 54%	88 43%	3 1%	2 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		87	38 44%	38 44%	8 9%	3 3%	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		19	6 32%	11 58%	1 5%	1 5%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	7%	

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses 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.	42	22 52%	18 43%	2 5%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	43	22 51%	20 47%	1 2%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	42	28 67%	13 31%	1 2%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	43	22 51%	18 42%	2 5%	1 2%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	41	11 27%	28 68%	1 2%	1 2%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	42	18 43%	21 50%	3 7%	0 0%	1	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	43	24 56%	16 37%	2 5%	1 2%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	38	18 47%	15 39%	4 11%	1 3%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	42	21 50%	17 40%	3 7%	1 2%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		36%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	41	15 37%	25 61%	1 2%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	41	22 54%	18 44%	1 2%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	37	13 35%	20 54%	4 11%	0 0%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	43	17 40%	22 51%	2 5%	2 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		35%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	42	25 60%	14 33%	2 5%	1 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	37	17 46%	18 49%	2 5%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	39	18 46%	17 44%	4 10%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	37	15 41%	16 43%	4 11%	2 5%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	42	19 45%	22 52%	1 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	41	23 56%	16 39%	1 2%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

### Appendix 3

#### The inspection team

Mr Steven William Pringle	Reporting Inspector
Mrs Delyth Lloyd Gray	Team Inspector
Mrs Karen Newby Jones	Team Inspector
Mr Andrew Hurley	Team Inspector
Mr Peter Trevor Lewis	Lay Inspector
Mrs Eleanor Clare Kynaston	Peer Inspector
Mr Gareth Rees (Deputy Head)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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 <sup>1</sup>
- 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.

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<sup>1</sup> This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh <sup>1</sup> and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh <sup>1</sup> 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.