

**YSGOL GYFUN GYMRAEG
GLANTAF**



**ANNUAL REPORT OF THE
GOVERNING BODY
2015-16**

**MEMBERSHIP OF THE GOVERNING BODY
YSGOL GYFUN GYMRAEG GLANTAF**

GOVERNORS:

NAME	STATUS	
EXPIRY		
MR AG Davies	Headteacher	n/a
Dr TH Jones	LEA (Chairman)	2018
Mrs E Patchell	LEA	2016
Mrs S Hughes	LEA	2017
Mrs M Wynne	LEA	2016
Mr C James	LEA	2016
Ms C Lewis	Parent	2015
Mr S Williams	Parent	2017
Mrs I Edwards	Parent	2017
Mrs S Wynn	Parent	2018
Dr S Clyburn	Parent	2016
Vacancy	Parent	
Mr G Cynan	Community	2015
Rev A Tudur	Community	2017
Mr H James	Community	2018
Mrs E Morgan	Community	2017
Mr M Jones	Community	2016
Dr A Williams	Teacher	2017
Mr A Jones	Teacher	2015
Vacancy	Staff	

CLERK TO THE GOVERNORS:

Mr GD Jones,
029 20838803

Gareth.Jones7@Cardiff.gov.uk

Introduction

2015-16 has proven to be another extremely busy year in the school's history. A large number of pupils produced exceptional academic performances in the summer term, especially in the sixth form and in terms of our A*-A percentages in Year 11. Nevertheless, the performance of a number of boys in the Year 11 cohort was comparatively disappointing and the school is confident that we will see an improvement in the summer of 2017.

The loss of Year 11 pupil, Emily Stickells in May, 2016 was a great sadness. The condolences of the whole school community were extended to her family and our young people were seen at their best as they came to terms with such a loss. We continued with a rich programme of activities for pupils throughout the past year, doing that in the face of financial challenges posed by changes to the catchment areas of the city's Welsh schools. Many successes were celebrated throughout the year as you will recall, having received the termly school newsletter School Newyddion Glantaf and we are well placed to build on these achievements in the coming academic year.

SCHOOL INFORMATION

Number on roll:

Year 7: 176

Year 8: 169

Year 9: 171

Year 10: 146

Year 11: 205

Year 12: 152

Year 13: 142

Total : 1,161

STAFFING

Number of full time equivalent teachers: 79

Other staff : 16

Staffing 2015 -16

During the summer of 2015, we lost Mrs Lowri Gruffydd. Her sudden and unexpected death brought great sorrow. We remember her for her loyalty to the school, her care and her professionalism.

We saw the retirement of Mr Phil Davies, DT, Mr Steve Davies, Head of Art, Mrs Shân Osborne, English and Mrs Olga Fenner. Mrs Brenda Goodfellow and Mrs Gaynor Jones also retired from the P.E. department at Christmas. Other staff left to pursue the next stages of their careers. Mr Arwel Jones joined Bro Edern as an Assistant Headteacher at the beginning of September 2015 and Mrs Helen Fureedon, Drama, and Ms Catrin Griffiths, R.E., also departed. A number of teaching assistants left to pursue further career development – Mr Jack Rees, Ms Catrin Davies, Mr Rhodri Brown and Mr Rhodri Jones.

We wish them all well and the Governing Body is thanks them all for their dedication and their contribution to the success of Welsh medium education at Ysgol Gyfun Gymraeg Glantaf.

New Appointments for 2015-16

Miss Lowri Rees was appointed as Head of Art and Mrs Megan Rumming as Head of English. Mr Andy Walpole was appointed as Head of Progress for Year 7. Ms Gwennan Harries and Mr Geraint Davies joined the P.E. Department, Ms Bethan Walkling the Drama Department and Mrs Catrin Morgan the French Department. Ms Siân O' Reagan was appointed Head of French. Ms Nia Davies and Mrs Alison Manley covered maternity leave for Mrs Meleri Davies, History, and Mrs Meleri Light, Welsh.

Ms Leanne Thomas was appointed Senior Teaching Assistant and Ms Lois Williams, Mr Jake Conway, Mrs Annest John and Mrs Fiona Evans as new Teaching assistants for 2015-16.

Heartiest congratulations to each of them and a warm welcome to all new staff.

Child Protection

Mrs Janet Burnhill, Assistant Head, is our Child Protection Officer. Staff are provided with annual training on related matters. The link governor for this area is Mrs Iona Edwards

Staff Professional Development and Performance Management.

In service training days were arranged for all staff, in accordance with the statutory arrangements. Amongst the main areas which received attention in these sessions were the following:-

- Safeguarding
- Analysis of Achievement Data
- Use of Epi-pens
- Transition Arrangements between Key Stages
- Differentiation
- Additional Learning Needs
- Developing the utilisation of Classroom Assistants
- Behaviour Management and consistency of Approach
- Development and needs of the Pupils of the Special Resource Base.

- Child Protection issues
- Radicalisation
- New GCSE and Advanced Level courses and the development of the 14-19 Curriculum
- Assessment, standardisation and moderation
- Subject specific training for all teachers in conjunction with the 12 South East Wales Welsh medium comprehensive schools
- Training on e-safety in conjunction with the Glantaf cluster primary schools

The performance management process was undertaken by convening meetings with senior managers and by visits to colleagues' lessons.

Individual targets were set for all teachers, members of the Senior Management Team and the support staff.

Governing Body Committees

Some 22 Governing Body and Committee meetings were held during the year. Governor attendance in meetings was consistently high and Governing Body and Committee meetings were, almost without exception, quorate. Arrangements were made to maintain a register of governor attendance, in accordance with the guidance of the external auditors.

Governing Body members provided assistance in the following areas:-

- appointing new staff and implementing the staffing structure
- responding to internal and Local Authority policies
- visits in connection with 14-19 vocational and curricular developments
- visits and discussions around health and safety issues
- responding to proposals by Cardiff Council to modify the development of Welsh medium schools as a consequence of the enormous and ongoing growth in demand for Welsh medium education
- visits and meetings with members of the Leadership Team as part of the process of self-evaluation. Discussion were held and input was provided to the school's cycle of planning and self-evaluation
- attending meetings with the Local Authority and governor training sessions
- discussing and responding to the school's contextualised performance data
- Performance management processes and staffing matters
- Planning for improvement and financial management.

The Headteacher and the school wishes to sincerely thank Governors for giving so generously of their time and for their unfailing support.

The School's Medium of Instruction and the Status of the Welsh Language

Ysgol Gyfun Gymraeg Glantaf is a Welsh medium school. Welsh is the medium of all lessons, with the exception of English lessons and some Modern Language lessons wherein is used a combination of Welsh and the Modern Language being taught. Given that there is an essential link between a positive attitude towards Welsh and effective use of the language, every effort is made to promote respect for the Welsh language. Emphasis is placed on the history and culture of Wales and Welsh is the social language of the school. Pupils are encouraged to take every opportunity to use it in all aspects of their lives. This is deemed to be of critical importance, particularly for pupils who come from non-Welsh speaking homes.

Curricular Developments 2015-2016

The focus this year was on maintaining a broad curriculum and developing the vocational 14-19 Learning Pathways provision in accordance with the agenda of the Welsh Assembly Government. In September 2015, new courses were introduced in accordance with Welsh Assembly guidance, including:

- Double GCSE Mathematics for all
- The Welsh Baccalaureate in KS4 and KS5

The broad academic curriculum was safeguarded, including Latin, two Modern Languages and triple Science. The school continues to meet the Assembly Government target – namely 30 courses in KS4 and KS5, with 5 courses across 2 domains being vocational. In Glantaf, 47 post-16 courses are offered which lead to formal level 3 qualifications (Advanced Level or equivalent) and 38 courses between 14 and 16 (GCSE or equivalent). In addition to this, 5 courses are offered to pupils between 14 and 16 which do not lead to formal qualifications, namely Duke of Edinburgh Bronze Award, Sports Leadership Level 1 with a further 15 similar courses are available to pupils between 16 and 18 such as Nutrition and the Community, Sports Leadership Level 2 and Duke of Edinburgh. The total of courses on offer are as follow:-

14-16 : 38 courses

16-18 : 47 courses

Once again this year, Car Mechanics was offered (in partnership with the College) The school has introduced a Level 3 Applied Science course in KS5, progression upon the course in KS4. For the 2015-16 academic year, the vocational curriculum provision for 14-19 pupils included:

- Motor Mechanics (Pre Apprenticeship Foundation Course);
- Public Services in conjunction with Ysgol Plasmawr;
- Music Technology (two year BTEC) in conjunction with Ysgol Plasmawr;
- CACHE Childcare Level 2 and Level 3;
- CISCO (IT Technicians) Level 2 and 3;(No uptake in 2015-16)
- Tourism L2 and L3;
- Business Studies;
- Hairdressing, Beauty and Salon Services;
- Health and social Care.
- French for Business NVQ L1
- Physical Education BTEC

Literacy and numeracy sessions were provided once every fortnight to all pupils in Years 7, 8 and 9.

School Results – please see appendix 1 for performance data and comparative information for 2015-16

School Targets for 2016-2017:

Key Stage 3	% level 5 or above in KS3
Welsh	94%
English	93.5
Mathematics	92.9
Science	98.8
Core Subject Indicator	92.3
Key Stage 4	% of students:
Achieving 5 grade A* - C GCSE's or their equivalent	87.8
Achieving 5 grade A* - G GCSE's or their equivalent	98
Achieving the Core Subject Indicator	71.2
Leaving without a recognised qualification	0
Post 16	% of students:
Registered for at least one examination	100
Achieving 2 Level 3 Advanced Level Qualifications or their equivalent	98.7

Self-evaluation

This year, the focus was on revising the self-evaluation in the areas of the three key questions of the Schools Inspection Framework, in order to create a balanced and broad whole school self-evaluation:

- The School Development Plan was assessed;
- A self-evaluation was undertaken by each individual department within the school considering levels of attainment and achievement, the quality of teaching, learning and assessment, departmental leadership and its effectiveness. These reports were discussed with the Line Managers and the expectations and presentation of all of these reports were standardised.
- The cycle of appraisal of the work of departments by members of the Senior Leadership Team has continued, in accordance with the school's self-evaluation strategy.
- Aiming for Excellence sessions were held, with excellence in the classroom defined in line with recent Estyn reports. Differentiated teaching methods and the quality of feedback to learners was inspected and discussed. Cross curricular samples were taken and examples of staff feedback were discussed. On the basis of feedback and self-evaluation discussions, the school will continue with its focus on feedback and pupil participation in lessons throughout 2016-17
- Departmental development plans and self-evaluation plans were developed by all departments between October and January.
- A broad spectrum of value-added and benchmarking data were evaluated in order to highlight strengths and weaknesses
- The Governing Body contributed to the self-evaluation process and this was incorporated into the school's line management procedures.
- Governing Body members contributed to the internal self-evaluation process in the following ways:
 - By joining the Senior Leadership Team in meetings to discuss the school self-evaluation across the areas of focus
 - By working with staff members in key areas such as safeguarding and Additional Educational Needs.
 - By discussing and responding to self-evaluation plans and the school improvement plan as described above.

Based upon the self-evaluation, the following:

1. Planning focus areas for the 2016-18 School Improvement Plan
2. Drafting 2016-17 Departmental Development Plans;
3. Identifying key priorities for attention during the next few years;
4. Drafting a plan to promote literacy, numeracy and digital competency in the classroom and the process of standardisation and moderation in the core subjects.
5. Considering in detail, in the face of priorities for improvement, the school budget, staffing levels and departmental budgets for 2016/17.

Premises

Toilets

The new toilets for boys and girls installed by the Local Authority as part of the extensions to the premises in 2011 have proven to be fit for purpose. The school has adequate provision of toilets, based upon pupil numbers. Toilets are located in most of the school's main teaching blocks. The school also has adequate toilets for the use of staff. Toilets are cleaned daily by external contractors. The condition of the toilets is monitored daily by cleaners and premises staff. The school's toilets use electric hand dryers. The school has disabled facilities.

Repairs and Maintenance

An extensive programme of improvements and additions to our premises was implemented during the past year. The changes included:-

1. Solar Panels

The work of installing solar panels on the roof of E Block was completed with 200 panels now generating clean energy.

2. External Lights

A number of new, more energy efficient lights were installed around the site and the Astroturf lights were changed in order to resolve problems and comply with requests from the community.

3. Computer Suite Security

Steps were taken to improve the security of the rooms and the equipment.

4. CCTV

New cameras were installed to replace those which had failed. A new control and recording system was introduced.

5. Phones

A new, digital phone system was installed throughout the school.

6. Waste Management

New waste management arrangements were introduced in order to avoid giving vehicles access to the playground to collect waste..

7. Painting

A planned programme is in place.

8. Maintenance

Throughout the year, contractors were called to site to undertake maintenance of electrical systems, boilers, lifts, kitchen equipment, laboratory equipment, P.E. Department equipment and D.T. equipment amongst a host of other day to day tasks.

Extracurricular activities and Successes

The school's extracurricular activities are an essential aspect of our pupils' experiences; promoting linguistic, social and cultural development while strengthening Welshness and citizenship. The school continues to offer excellent opportunities for pupils to expand and develop their talents by means of activities outside of the formal curriculum. These, together with the individual successes, are too numerous to list but you will have read about them on the pages of Y Dinesydd, on the school website and on the termly reports in Newyddion Glantaf.

Throughout the year, numerous lunchtime clubs have continued including choirs, cerdd dant group, jazz band, christian society, eco society, homework club, computer club, Seren, SNAG (healthy eating), debating society, library, school sports team practices, school council and Sixth Form committees.

Sincere thanks to all Glantaf teachers for ensuring provision of a wealth of opportunities, all in addition to the normal lessons provided to pupils.

On numerous occasions the school hall has been packed to the rafters for important meetings. Amongst these were the successful evening encouraging students to return to the Sixth Form and the evening for new year 6 parents.

Community Links

The school supported local and national charities again this year, raising more than **£9,000**. See below:-

Beat	£2,000
Breast Cancer	£ 300
Noah's Ark	£ 292
George Thomas	£ 260
Poppy Appeal	£ 90
Children in Need	£ 878
Felindre Cancer Centre	£2,574
Amber Project	£1,000
Macmillan	£ 289

In addition to this, the Sixth form have held a range activities and have raised £1,000 for Cardiff Womens Aid.

The school council will nominate charities for 2016-17 in the autumn.

Links with Primary Schools

Meetings were held throughout the year with the headteachers of the feeder primary schools. Sessions were held to facilitate joint standardisation and moderation, in-service training was shared and teachers moved between schools, involved in a range of transition activities.

Regular meetings were held to discuss pupils with additional learning needs, literacy and numeracy transition strategies, e-safety and to improve and implement the Transition Plan. A group was established between the schools to create guidance on online safety which will appear on school websites in 2016-17. The Head of Progress for Year 7 undertook a number of visits to primary schools and the future of the PESS Scheme was secured. Climbing sessions for primary school pupils were held in the new Sports Hall.

A very successful meeting was held for new parents / guardians. Sixth Form members and staff guided attendees around the premises before the formal meeting. The school hall was packed, with over 200 parents in attendance and the Head and the Head of Progress for Year 7 addressed parents and responded to their questions.

Year 6 pupil visits to the school were extremely successful and data transfer was completed in a timely manner. Noted successes once again were the Llangrannog week in the autumn, primary school visits to our Sioe Gerdd and the two days spent by Year 6 pupils in lessons in Glantaf.

Cyfeillion Glantaf – The Parent Teacher Association

A range of fundraising activities were arranged by the PTA during the year, including the Christmas Fair, a shopping trip to Bath, a raffle and sales of book tokens. The supermarket voucher scheme, the pound a month and 'The Giving Machine', a method of contributing to the school while shopping online all continue. For more information about this scheme, contact Cyfeillion Glantaf.

Sufficient funds were raised to contribute towards the purchase of lights and a new sound system for the school hall, assets which will ensure the success of shows and social evenings. There is a warm welcome for any parents who wishes to support the efforts of Cyfeillion Glantaf to raise funds via activities or through joining the supermarket voucher scheme, the pound a month and the 'The Giving Machine'.

We are extremely grateful to the members of the PTA for their enthusiasm and hard work throughout the year. We would also like to express our appreciation of the parents and families who have been so very supportive throughout the years.,

Provision for Pupils with Additional Learning Needs

The numbers of learners recognised as having Additional Learning Needs (ALN) are as follow:

	SA	SA+	Statement	Total
Yr 7	19 (10.9%)	9 (5.1%)	0 (0.0%)	28 (16.0%)
Yr 8	30 (17.8%)	12 (7.1%)	2 (1.2%)	45 (26.6%)
Yr 9	17 (9.9%)	9 (5.3%)	3 (1.8%)	29 (17.0%)
Yr 10	21 (14.3%)	12 (8.2%)	1 (0.7%)	34 (23.3%)
Yr 11	27 (13.1%)	6 (2.9%)	2 (1.0%)	35 (17.1%)
Total	114 (13.2%)	48 (5.5%)	8 (0.9%)	171 (19.7%)

	SA	SA+	Statement	Total
Yr 12	8 (5.8%)	12 (8.6%)	0 (0.0%)	17 (12.2%)
Yr 13	9 (6.5%)	3 (2.2%)	1 (+2 Yr14) (2.2%)	13 (9.4%)

There are 10 learners in the Special Resource Base, including one from out of county.

1 main stream pupil has a Statement (Yr11)

Key Staff

Mrs Helen Sharkey (Head of Inclusion Department / ALN Coordinator)

Mrs Claire Wilson (Teacher with responsibility for the Special Resource Base)

Teaching Assistants (TA's):

Teaching Assistants (TA's):

	Main Stream	Special Resource Base (LA Funded)
Grade 3	4	0
Grade 4	2.5	4
Grade 5	1	1
Grade 6	1	1
Total	8.5	6

4 new members of staff were appointed to the department in September and an internal appointment (Grade 6) was made to the role of Main Stream Team Leader. Two weeks of induction continue to be retained for new staff to the department.

Interventions

The following interventions were provided to learners this year by departmental staff:

- **anelu@** - small group literacy to target L4 – 8 weeks (21 learners)
- **Upskil** – small group literacy to target L3 – Yr 7 and 8 (12 learners)
- **STARS Unigol** – individual, intensive literacy (2 learners)
- **Rainbow Readers** - Individual English reading (8 learners)
- **T@rgedu Rhifedd** – small group numeracy – 10 weeks (71 learners)
- **Maths Factor** – small group, long term numeracy (4 learners)
- Weekly specialist dyslexia input (12 learners)
- Weekly revision skills input for Years 12 and 13
- **ELSA** – emotional literacy – over a period of 6 weeks (30 learners)
- **Talkabout** – developing social skills – Yr 7 and 8 (18 learners)
- Various specialist programmes for pupils with significant needs connected with the Special Resource Base (10 learners)
- Individual, specialist speech and language programmes (2 learners)

Transition

Significant time continues to be invested in collating data about learners before they transition to us. Strong links continue with the feeder primary schools. The work at the moment includes adopting a joint response to the new ALN Code of Practice which is expected in September 2017.

Training

Individual

- ELSA for 3 new staff members (5 staff members qualified)
- A range of interventions: Talkabout, Rainbow Readers, Secondary Language Link, Llywio Darllen, SAIL, BSquared
- Courses: Autism, Numicon (numeracy resources), Down's Syndrome
- Training for Senior TA's on observation and on Work Experience Risk Assessment.
- Meetings and conferences in connection with the new Code of Practice.
- Strengthening Families (3 staff members qualified)
- Opportunities arranged for staff to view best practice in other schools and to provide feedback.
- Departmental – Excellence in Classroom Support – with a focus on consistency.
- Multi-sensory teaching techniques for all staff, within the context of the whole school focus on differentiation.
-

Developments 2015-16

- Changing the name of the department to the Inclusion Department and a new definition of Inclusion:

Removing educational and social barriers in order to ensure that every learner is able to gain access to an appropriate education and to all of the community's activities. This is achieved by responding flexibly to the needs of individual learners © Glantaf 2015

- Completion of the task of creating a Learner Profile for every ALN learner from Yr7 to Yr13.
- The pupil voice within their individual profiles was strengthened and, by now, one can see graduated input to the pupils' voices as they progress through the school.
- Rainbow Readers – new English reading intervention
- Total redrafting of the ALN Policy and the creation of a Personal Care Policy.
- An annual staff questionnaire on ALN matters in order to facilitate more effective self-evaluation.

The Special Resource Base

- Planning in conjunction with the Local Authority for the forecast increase in learner numbers in the Ganolfan. It was agreed that a specialist teacher would be provided if numbers exceeded 10 with a T.A. staffing ratio of 1:2. Some 16 learners are expected in the Ganolfan by September 2017.
- A portfolio was created to market the Ganolfan
- At Glantaf's request, a County forum was established for Secondary Special Resource Bases.
- Use of the assessment software BSquared to track learner progress
- New links were forged with further education colleges in order to plan for transition.

Next Steps

- Speech and Language – Screening in the Autumn Term (IT issues have caused delays)
- Complete and establish the response of the cluster to the new ALN Code of Practice.
- Modify departmental staff responsibilities to facilitate the response expected by the new Code.
- Ensure appropriate staffing to administer assessments for access arrangements to examinations as noted by the examination boards under the new regime.
- Provide appropriate rooms for learners to work independently or in small groups.
- Planning in conjunction with the Local Authority for the changes to the facilities of the Ganolfan to accommodate the forecast growth.

Attendance

Presented below are the % absences and attendances for Glantaf over the last 10 years. Attendance can be seen to vary from year to year but, over the period, significant improvement has been made.

	% Unauth Abs	% Auth Abs.	% Presenoldeb
2006-7	1.3	6.0	92.7%
2007-8	1.0	6.0	93.0%
2008-9	0.9	6.4	92.7%
<i>Schoolcomms introduced</i>			
2009-10	0.63	6.12	93.25%
2010-11	0.89	5.78	93.33%
2011-12	1.73	4.67	93.6%
2012-13	1.2	4.2	94.6%
2013-14	1.2	3.7	95.10%
2014-15	1.32	3.46	95.22%
2015-16	1.23	3.32	95.45%

The way forward:

- Continue and increase the use of Schoolcomms by support staff.
- Class teachers to monitor absences closely in order to reduce unofficial absences with close cooperation between the Progress Leaders, the Attendance Officer and the family
- Consistent use of Defnyddio "lesson monitor" by all with it being expanded to be used by the P.E. Department.

Temporary / Permanent Exclusions

No pupil was permanently excluded in 2015-16.

The total of Fixed Term Exclusions for the period from September 2015 to July 2016 was 18 (11 pupils). This compares favourably with 2009 -10 where there were 73 exclusions and shows only a slight increase on 2014-15 where there were 13 fixed term exclusions. The improvements in maintaining and improving behaviour bode well for a significant reduction in 2016-17.

FINANCIAL REPORT APRIL 2015 – MARCH 2016

Staff costs

£4,988,064

Premises Costs

£479,949

Educational Resources

£549,891

Supplies and Services

£75,369

School Grants

- £115,450

TOTAL EXPENDITURE

£5,977,823

The result of the school's last Estyn report was a "Good" grade across the three key questions central to the work of a school. "Good" is defined as performance which evidences:-

'Many strengths and no important areas which require significant improvement'

Parents can read the most recently published full report by following the link below or by contacting the school to request a hard copy.

<http://www.estyn.gov.uk/cymraeg/darparwr/6814071/>

The school expects to be inspected next during 2017.

Appendix 1 – Data Performance Data

Overview

Ysgol Gyfun Gymraeg Glantaf - Data Cymharol/Comparative Data								
Cyfnod Allweddol 3 DPC / KS3 - Core Subject Indicator								
Dangosydd Pynciau Craidd (Core Subject Indicator)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Caerdydd / Cardiff	64.35%	65.31%	69.62%	74.24%	77.80%	81.51%	83%	83%
Cymru / Wales	61.35%	63.72%	68.00%	72.53%	77.04%	81.00%	84%	84%
Ysgol / School	74.74%	73.02%	78.37%	80.89%	84.79%	91.26%	91.20%	93.00%
Cyfnod Allweddol 4 L2+ / Key Stage 4 - L2+ inc E/W&M								
Trothwy Lefel 2 gan gynnwys Iaith a Mathemateg (Level 2 threshold including English/Welsh and Maths)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Caerdydd / Cardiff	44.34%	47.56%	48.42%	49.29%	49.86%	53.59%	59%	62%
Cymru / Wales	47.19%	49.41%	50.10%	51.08%	52.73%	55.10%	58%	60%
Ysgol / School	69.78%	67.78%	65.98%	64.17%	67.15%	73.21%	70%	70%
CA4 Trothwy Lefel 2 / KS 4 Level 2 Threshold								
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Caerdydd / Cardiff	58.59%	61.43%	63.89%	68.34%	73.00%	74.99%	81%	83%
Cymru / Wales	60.66%	63.76%	67.29%	72.60%	77.78%	82.00%	83%	84%
Ysgol / School	80.22%	76.67%	77.84%	76.47%	80.68%	85.27%	83%	77%
CA4 Trothwy Lefel 1 /KS4 Level 1 Threshold								
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Caerdydd / Cardiff	86.91%	87.77%	89.32%	91.16%	91.74%	92.79%	92%	94%
Cymru / Wales	88.20%	89.66%	90.32%	91.77%	93.17%	93.80%	94%	95%
Ysgol / School	93.96%	98.33%	97.94%	97.33%	97.58%	98.21%	98%	98%
CA5 - L3 / Key Stage 5 - L3								
Disgyblion yn Cyrraedd Trothwy Lefel 3 - 2 Safon Uwch + (pupils entering a volume equivalent to 2 A levels attaining the Level 3 threshold)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Caerdydd / Cardiff	96.20%	95.00%	96.00%	96.90%	96.00%	97.17%	97%	98%
Cymru / Wales	96.00%	94.80%	96.30%	96.90%	96.50%	97%	97%	97%
Ysgol / School					95%	96%	99%	99%

National Reading and Numeracy Tests 2016

Ysgol Gyfun Gymraeg Glantaf
 LA / School code 881/4071
 LA name Cardiff

School Comparative Report: National Reading and Numeracy Tests

Age-standardised score

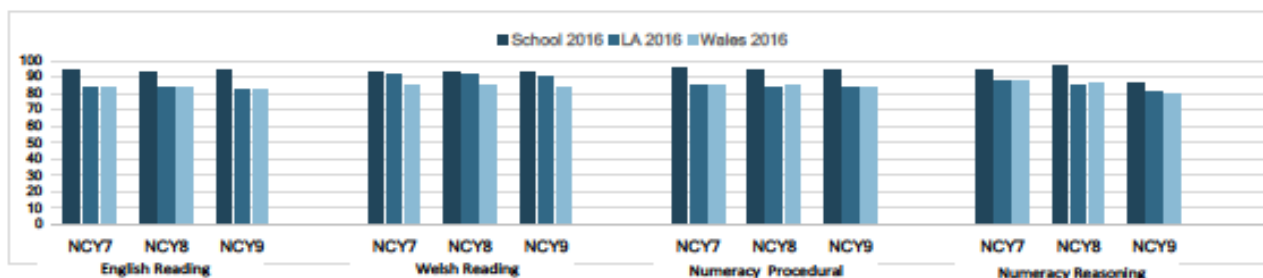
Age-standardised scores enable you to compare each pupil to all other pupils in Wales of the same age (in years and months) who took the same tests in April and May 2016.

The tables and charts below summarise the age standardised-scores for each year group in your school, along with your local authority and Wales for comparison.

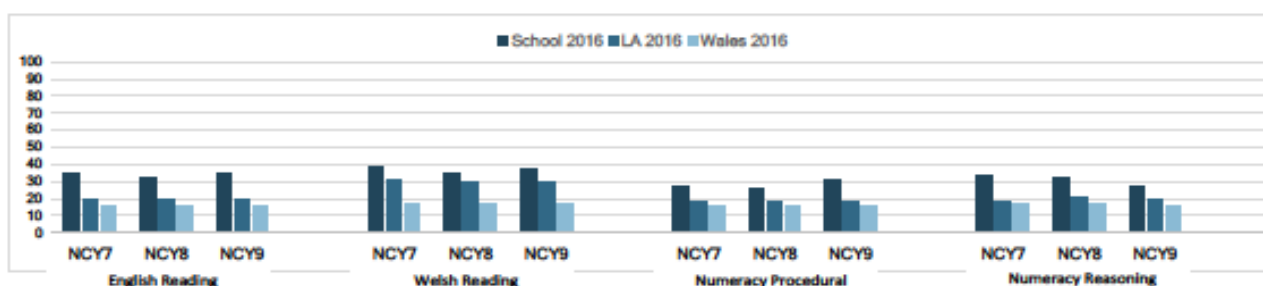
Percentage of pupils within each range of scores:

NCY	English Reading			Welsh Reading			Numeracy Procedural			Numeracy Reasoning			
	School	LA	Wales	School	LA	Wales	School	LA	Wales	School	LA	Wales	
	2016	2016	2016	2016	2016	2016	2016	2016	2016	2016	2016	2016	
7	<85	6	17	17	7	9	16	4	15	16	6	12	13
	Between 85 - 115	59	64	67	54	61	68	69	67	69	60	69	71
	>115	34	19	16	39	30	17	27	18	16	34	18	17
8	<85	8	17	16	7	9	15	5	16	16	4	15	13
	Between 85 - 115	60	64	68	58	61	68	69	66	69	65	65	70
	>115	32	19	16	35	30	17	26	18	16	32	20	16
9	<85	6	18	17	6	9	16	6	16	17	14	20	20
	Between 85 - 115	59	63	67	56	61	67	63	65	68	59	61	64
	>115	35	19	16	38	30	17	31	18	16	27	19	15

Percentage of pupils achieving a score of 85 and above:



Percentage of pupils achieving a score of 115 and above:



Progress Measure

The progress measure enables you to compare the performance of your own pupils with all pupils who took the same test in the same year group. The progress measure makes it possible to track relative performance over time.

The tables below summarise the progress measure for your school, along with your local authority and Wales for comparison. You can:

- compare the relative performance of different cohorts of pupils at a given point in time (read the table horizontally);
- compare the relative performance of a single cohort of pupils at different time points (read the table diagonally);
- compare the relative performance of different cohorts of pupils in your school to your LA and Wales.

Percentage of pupils achieving an average or above average progress measure:

NCY	English Reading					Welsh Reading					Numeracy Procedural					Numeracy Reasoning				
	School	School	School	LA	Wales	School	School	School	LA	Wales	School	School	School	LA	Wales	School	School	School	LA	Wales
	2014	2015	2016	2016	2016	2014	2015	2016	2016	2016	2014	2015	2016	2016	2015	2014	2015	2016	2016	2016
7	78	93	94	83	83	91	92	95	92	85	95	95	96	85	84	92	95	94	88	88
8	71	94	90	82	83	89	93	92	90	84	91	92	94	82	83	94	97	96	85	87
9	86	96	93	81	81	85	90	94	91	84	90	96	94	83	83	91	97	86	80	80

Mean progress measure (excludes disapplied or absent pupils):

NCY	English Reading					Welsh Reading					Numeracy Procedural					Numeracy Reasoning				
	School	School	School	LA	Wales	School	School	School	LA	Wales	School	School	School	LA	Wales	School	School	School	LA	Wales
	2014	2015	2016	2016	2016	2014	2015	2016	2016	2016	2014	2015	2016	2016	2016	2014	2015	2016	2016	2016
7	1012	1009	1012	1003	1011	1011	1011	1012	1009	1009	1009	1006	1009	1003	1006	1009	1010	1004	1004	1004
8	1011	1013	1009	1002	1011	1011	1014	1011	1008	1007	1008	1008	1002	1002	1008	1011	1011	1004	1004	1004
9	1007	1013	1012	1002	1006	1009	1014	1014	1009	1009	1010	1011	1003	1004	1011	1010	1005	1005	1005	1005

This report uses data for 2016 for LA and Wales comparative information

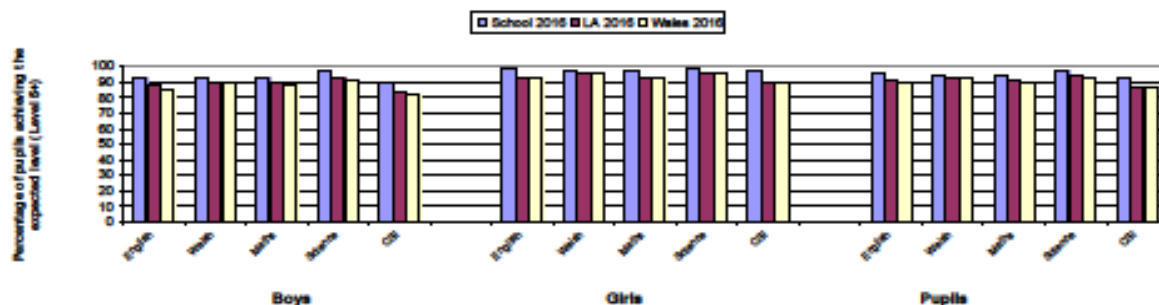
Ysgol Gyfun Gymraeg Glantaf
Cardiff

LA/School no: 681/4071

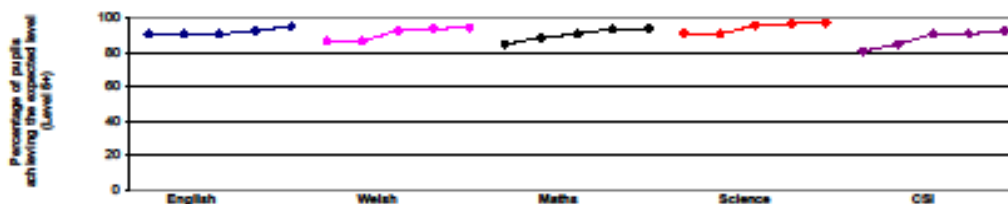
**School comparative information: National Curriculum Assessments 2016 with benchmarking
Key Stage 3**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016
English	92	88	85	99	93	93	95	91	89
Welsh	92	90	89	98	96	95	95	93	92
Maths	92	89	88	96	92	92	94	91	90
Science	97	92	91	99	96	95	98	94	93
CSI	90	84	82	96	90	90	93	87	86



School Performance over time (2012 - 2016)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quarter 1 School is in the top 25 per cent.

Quarter 2 School is in the top 50 per cent but not the top 25 per cent.

Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quarter 4 School is in the bottom 25 per cent.

Free School Meal Group

Less than 10 percent eligible for FSM

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
English		94	95	96		97	
Welsh		90		93	95		96
Maths		94	94	96		97	
Science		96	98	98		99	
CSI		92	93	94		95	

The benchmarks have been calculated using a three-year average for Free School Meal data.

Note:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2016 for LA and Wales comparative information

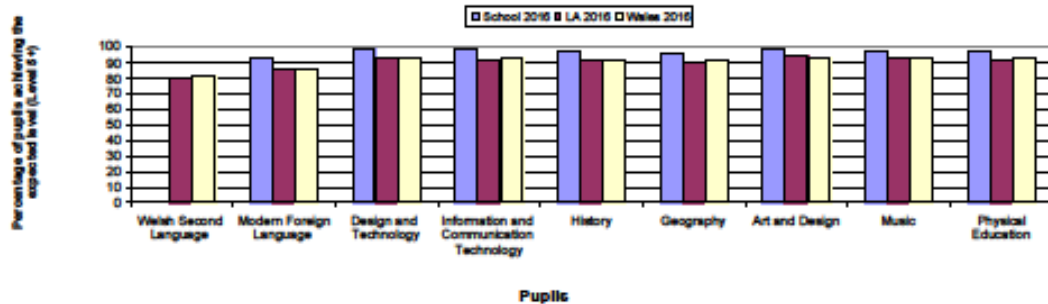
Ysgol Gyfun Gymraeg Glantaf
Cardiff

LA/School no: 681/4071

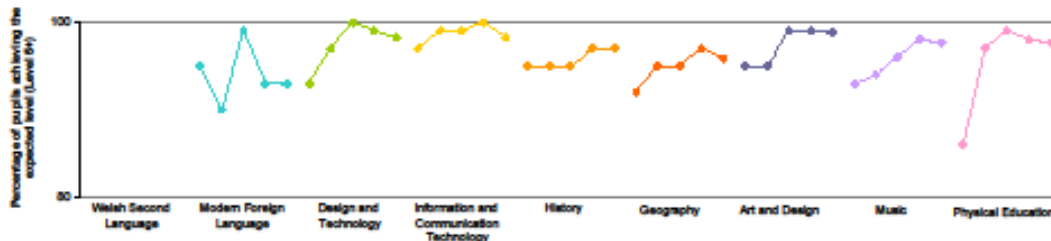
School comparative information: National Curriculum Assessments 2016 with benchmarking
Key Stage 3

Percentage of pupils achieving the expected level (Level 5+)

	Boys			Girls			Pupils		
	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016
Welsh Second Language	0	74	76	0	87	89	0	80	82
Modern Foreign Language	90	82	81	96	89	90	93	86	86
Design and Technology	97	90	90	100	96	96	98	93	93
Information and Communication Technology	97	90	91	100	94	95	98	92	93
History	96	89	88	99	94	94	97	91	91
Geography	93	87	88	99	94	94	96	90	91
Art and Design	98	91	90	100	97	97	99	94	93
Music	97	91	90	99	95	96	98	93	93
Physical Education	97	92	92	99	92	94	98	92	93



School Performance over time (2012 - 2016)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quarter 1 School is in the top 25 per cent.
- Quarter 2 School is in the top 50 per cent but not the top 25 per cent.
- Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quarter 4 School is in the bottom 25 per cent.

Free School Meal Group

Less than 10 percent eligible for FSM

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
Welsh Second Language		90		92		94	
Modern Foreign Language		92	89	94		97	
Design and Technology		97	98	99		99	
Information and Communication Technology		98	98	99		100	
History		96	97	98		99	
Geography		96	96	97		99	
Art and Design		97	99	99		100	
Music		98	98	99		100	
Physical Education		97	98	98		99	

The benchmarks have been calculated using a three-year average for Free School Meal data.

Notes:

1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Key Stage 4

					SSSP 2016		
Summary of School Performance (1)					LA/School No. 681 / 4071		
Pupils in Year 11							
Number of pupils in Year 11 who were on roll in January 2016 :					205		
Percentage of pupils in Year 11 who:							
	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2015/16	100	98	77	70	66	356	554
LA Area 2015/16	98	94	83	62	60	344	512
Wales 2015/16	99	95	84	60	58	346	544
School 14/15/16	100	98	82	71	68	361	561
School 13/14/15	100	98	83	70	68	361	548
Number of boys in Year 11 who were on roll in January 2016 :					94		
Percentage of boys in Year 11 who:							
	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2015/16	100	95	68	64	63	342	528
LA Area 2015/16	98	93	81	57	56	335	491
Wales 2015/16	99	94	80	56	54	334	518
School 14/15/16	100	97	79	69	67	350	540
School 13/14/15	100	97	82	71	68	351	530
Number of girls in Year 11 who were on roll in January 2016 :					111		
Percentage of girls in Year 11 who:							
	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2015/16	100	100	85	75	68	367	577
LA Area 2015/16	99	94	86	67	64	354	533
Wales 2015/16	100	97	87	65	62	358	572
School 14/15/16	100	99	85	72	69	369	578
School 13/14/15	100	98	84	69	68	369	561
<p>(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QiW) at https://www.qiw.wales/</p> <p>(2) For information about which syllabuses are included in each subject area see Notes for Guidance.</p> <p>(3) Average capped wider point scores are calculated using the best 8 results.</p> <p>.. Data not available.</p>							

Advanced Level Examinations

Great success was achieved again this year with the Post 16 ALPS system quantifying value-added for the cohort as “Excellent on the whole”. Refer to the Performance Overview above for comparative data.

Key Stage 4

Notwithstanding the successes mentioned above, the school is seeking to make further progress in Summer 2017 in respect of the Level 2 Threshold and the Level 2 including a language and Mathematics in KS4.

Appendix 2

School term Dates 2016 – 2017

Autumn Term 2016

Start: Monday 01/09/16

Half term: Monday 24/10/16 – Friday 28/10/16

End: Friday 16/12/16

Spring Term 2017

Start: Tuesday 03/01/17

Half term: Monday 20/02/17 – Friday 24/02/17

End: Friday 07/04/17

Summer term 2017

Start: Monday 24/04/17

Half term: Monday 29/05/17 – Friday 02/06/17

End: Friday 21/07/17

Appendix 3

Your right to request a meeting with the school's governing body

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them.

If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

1. Parents will need to raise a petition in support of holding a meeting.

The parents of at least 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

2. The meeting must be called to discuss matters which affect the school

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.

The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

3. A maximum of 3 meetings can be held during the school year

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

4. There must be at least 25 school days left in the school year

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.

A “school day” means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The address for service of a petition requesting a meeting with this school’s governing body is:

*Mr Gareth Jones
Clerk to the Governing Body
Ysgol Gyfun Gymraeg Glantaf
Heol y Bont
Ystum Taf
Caerdydd
CF142JL*

Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government’s website at:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>

October 2016