



YSGOL GYMUNEDOL
CWMTAWE
COMMUNITY SCHOOL



Prospectus Supplement
Autumn 2016

Introduction

Schools are required to provide parents with information on certain aspects of their 'performance' during the previous year. This supplement provides the relevant information under the headings listed below.

- 1 Summary Report of Achievements of Pupils in Public Examinations at 16+ (Summer 2016)
- 2 School Commentary on the Results of Examinations
- 3 Summary of Year 9 Pupil Assessment at Key Stage 3 (Summer 2016)
- 4 Information on the destination of School Leavers (Summer 2016)
- 5 Target Setting for School Improvement in 2016/2017
- 6 Information on pupils' attendance during 2015/2016

The following additional information may also be of interest to parents.

- 1 Security, Health & Safety and arrangements for pupils with disabilities
- 2 Equal Opportunities Policy
- 3 Home School Agreement
- 4 'XL@Cwmtawe' Policy
- 5 Target Setting & Monitoring of Pupil Progress
- 6 School Inspection (October 2012) - The Main Findings
- 7 Summary of Secondary School Performance

Results in External Examinations

Our pupils excelled themselves in the GCSE examinations and Key Stage 3 Assessments again last summer. In several important respects we achieved our best results ever and maintained Cwmtawe as a top performing school.

Each year the results in examinations at 16+ are analysed in detail and summarised in the form of a table by the Welsh Government. The summary is reproduced on page 7 of this booklet. The 'figures' are expressed as percentages of the total number of pupils in Year 11. The table enables the results of the school to be compared with both the local authority and all Wales averages and also shows the trends in the results over the past 4 years by way of 3 year 'rolling averages'.

Parents will appreciate that the quality of teaching will, of course, have a big influence on the results. But two other factors are also important: first, the school's examination entry policies, and, second, and more important, the potential of pupils when they join the school.

Cwmtawe's pupils are encouraged to sit external

examinations in all the subjects they study including those in which they are only capable of achieving the lowest grades. Pupils' performance in relation to their potential is commented on below.

Note that taking the latter factor into account the performance of our pupils at 16+ has placed Cwmtawe in the top 5% of schools in Wales in each of the past 5 years.

GCSE Results

A study of the figures on the SSSP Form (see page 7) illustrates that the results were above the National norms in all the 'performance indicators', and in most cases well above.

Some of these figures are highlighted below:

Year 11 pupils achieving Level 2 (5 or more grades A* - C) 96%

The corresponding figures for the local authority and Wales were 90% and 84% respectively. No fewer than 218 out of 268 candidates achieved these higher grade passes in 9 or more subjects.

Year 11 pupils achieving Level 1 (5 or more grades A* - G) 99%

This is an indication of achievement across the ability range. The figure is well above both the local authority (96%) and Wales (95%) norms and shows that the school's policy of encouraging all pupils to aim high, through entering as many pupils as possible for GCSEs in as many subjects as possible, is succeeding.

The capped GCSE points score per pupil 368

This figure is again well above the local authority (354) and national (346) norms and like the previous statistic provides a measure of the achievement of the Year Group as a whole.

The core subject indicator (English/Maths/Science) 65%

This figure is well above the local authority (57%) and Wales (58%).

Unqualified Leavers

No pupil in last year's Year 11 left without any qualification in an external examination at 16+.

Value Added Analysis

We carry out a 'value added' analysis of the results of Year 11 pupils each year. That is, their results at 16+ are compared with their potential on entry at Year 7 and the corresponding results achieved on average by pupils of similar abilities across the local authority and nationally. It has been possible to show each year that the performance of Cwmtawe's pupils, in terms of the percentage of pupils achieving the higher GCSE grades A* - C, is better than the local authority and national norms for pupils of similar abilities.

The school's 'value added' analysis has been supported by more sophisticated analyses carried out by the Welsh Examinations Database at the WJEC.

Each year we also use 'benchmarking data' made available by the Welsh Government to compare Cwmtawe's results at 16+ with those of schools across Wales with similar pupil intakes. This comparison confirms that Cwmtawe is amongst the highest performing schools in its category.

The challenge for 2017 is to continue to build on the success achieved to date.



Results Day 2016

Key Stage 3 Results

The progress of Year 9 pupils in English, Mathematics and Science as they reach the end of Key Stage 3 is shown by their results in Key Stage 3 Teacher Assessments.

The assessments are intended to measure a pupil's progress against the standards set in the National Curriculum. The levels in each subject are described on a common national scale and get steadily more challenging as children get older and learn more.

The following table summarises the percentage of pupils achieving level 5 or above in 2016 for all our core and non-core subjects. These results are shown compared with those achieved across Neath Port Talbot and nationally in core subjects.

Core		2012	2013	2014	2015	2016
English	Sch	81%	83%	85%	90%	90%
	LA	76%	79%	81%	84%	84%
	Nat	79%	83%	83%	88%	89%
Maths	Sch	79%	84%	85%	91%	92%
	LA	77%	79%	80%	83%	83%
	Nat	81%	84%	84%	89%	90%
Science	Sch	85%	92%	93%	98%	97%
	LA	79%	83%	84%	88%	89%
	Nat	84%	87%	87%	92%	93%
Core Subject Indicator (CSI)	Sch	72%	79%	80%	86%	87%
	LA	69%	73%	73%	78%	78%
	Nat	72%	77%	77%	84%	86%
Non Core		2012	2013	2014	2015	2016
Art		86%	87%	84%	86%	87%
Design Technology		85%	89%	91%	93%	96%
Geography		79%	81%	82%	82%	85%
History		82%	89%	90%	96%	95%
ICT		91%	91%	91%	96%	96%
MFL		79%	74%	79%	90%	88%
Music		74%	91%	90%	95%	96%
PE		75%	81%	84%	88%	91%
Welsh 2nd Lang		74%	72%	81%	79%	87%

The percentage of pupils achieving level 5 or above in 2016 in comparison with targets were as follows.

	Target 2016	Actual 2016
English	87%	90%
Maths	87%	92%
Science	93%	97%
CSI—all	82%	87%

The core subject indicator (CSI) is the percentage of pupils achieving level 5 or above in English, Maths and Science combined. The results overall were excellent.

Comparison with benchmarking data

When compared with the Welsh Government’s benchmarking data the performance of our pupils at 14+ in 2016 was at the top end for schools with similar intakes.

Destination of School Leavers

There were 273 pupils in Year 11 in 2014/2015. Around 90% of our pupils continue their education after leaving Cwmtawe.

Destination	%	No. of Pupils
EC – FT Ed – FE College	87.2%	238
EF – FT Ed – 6 th Form	2.2%	6
EP – PT Education	-	-
ES – FT Ed – School up to Y11	-	-
EU – FT Ed – Higher Ed	-	-
JS – Employed	2.9%	8
NA – Unable to enter EET	0.4%	1
UA – NEET 19+	-	-
UN – NEET – New Deal	-	-
UR – NEET – registered	1.5%	4
UU – NEET – unregistered	-	-
WA – Vocational Training 19+	-	-
WE – WBT Employed	2.2%	6
WN – WBT Non-employed	2.9%	8
WP – WBT NVQ Level 1	-	-
WS – WBT Prep Training	-	-
Repeating Year 11 at school	-	-
Moved Away	-	-
No Response as yet	0.7%	2
	100%	273

Targets for School Improvement

In keeping with the expectations of the Welsh Government the school has set targets to maintain and improve outcomes in a number of key areas. These are summarised briefly below:

Key Stage 3	2017	2018	2019
% of pupils in Year 9 with level 5 or above in English, Maths and Science combined	82%	82%	82%

Performance at 16+	2017	2018	2019
% entered for at least 5 GCSEs or equivalent	100%	100%	100%
% achieving Level 2 Threshold (5A*-C)	95%	95%	95%
% achieving Level 2 Threshold (5A*-C) with English/Maths	63%	63%	63%
% achieving Level 1 Threshold (5A*-G)	98%	98%	98%
% achieving Core Subject Indicator (Level 2 in English/Maths/Science combined)	60%	60%	60%

Attendance	2017	2018	2019
% of total pupil absenteeism	5.6%	5.5%	5.5%

Attendance Data 2015/2016

Overall attendance rate for pupils in Years 7-11 = 94.5%

- Percentage of half-day sessions missed due to authorised absences = 4.7%
- Percentage of half-day sessions missed due to unauthorised absences = 0.8%

An unauthorised absence is one for which no acceptable explanation has been received by the school. Unauthorised absences include truancy and term-time holidays but also absences for which pupils have failed to produce notes from parents. Nearly all unauthorised absences are explained by the latter.

The figure of 94.5% is above the County and national norms.

Security, Health & Safety and Arrangements for Pupils with Disabilities

Considerable thought continues to figure in ensuring the **security** of pupils and staff during the working day and the security of the premises outside normal school hours.

Closed circuit TV cameras and electronic timed locks cover the exterior of the building, including the main entrances and the corridors throughout the school. Moreover, visitors are directed to the main reception area where they are required to ‘sign in’ and are then given an identification badge to wear while in the building.

The Governing Body is committed to ensuring that the school provides a safe and healthy environment for pupils, staff, and anyone else working at or visiting the school. To this end a **Health and Safety Policy** has been drawn up in which the duties and responsibilities of the Governing Body, Headteacher, and all members of staff are clearly defined, and arrangements are outlined for making the policy effective. These include reference to and guidance on such issues as pupils' routines, including movement of pupils around the school, supervision, fire drill, health and safety within departments, medical care, use of minibuses, arrangements for visits and so on.

The building is designed to be accessible with features such as lifts, ramps and specially adapted toilets to help cater for the needs of pupils with disabilities.

Equal Opportunities

The school is committed to providing equality of opportunity to all regardless of race, colour, gender, creed, or personal circumstances.

Every pupil is regarded as being of equal value. The school makes every effort to help **every pupil** succeed in academic and other aspects of school life. Our approach is reflected in our mission statement which applies to everyone:

"We can and we will succeed by working together and giving of our best"

To help **all** pupils achieve their academic potential for example, **each** is given an **individual** target grade which is based on previous attainment and enhanced to raise his/her expectation. The progress of each individual is then monitored and assessed in relation to this grade.

The underlying principle of 'equal opportunity for all' has been borne in mind in establishing the structure and organisation of the school, is embodied in the planned curriculum at all levels, and is reflected in the general ethos of the school.

The National Curriculum helps to eliminate discrimination in 'what' is taught. However, the way in which the curriculum is delivered is also crucial in providing all pupils with equality of opportunity.

Thus, for example, care is taken to avoid bias in the way option choices are presented and taken up. Wherever possible textbooks are chosen to reflect our multicultural society and to avoid suggestions of traditional stereotyping. Teachers have high expectations of all pupils, as reflected in the ambitious target grades set for them. Teachers encourage participation by all pupils in class activities etc.

With reference to public examinations, all pupils are encouraged to sit examinations in all the subjects studied.

Extra-curricular activities made available are wide ranging and are generally accessible to all pupils.

Home School Agreement

In keeping with the school's mission statement, the Governing Body has drawn up a Home-School Agreement, in consultation with parents and staff, which outlines the ways in which the school and parents can work closely together to help our pupils succeed. A copy of the Home School Agreement is in the Pupil Planner which all pupils have.

Governors strongly believe that the close involvement of parents in the work of the school is very important because young people achieve more when parents know what the school is trying to achieve and they work closely with staff towards a common purpose. The agreement outlines the responsibilities of the school, parents and pupils.

The agreement makes clear that the school will, for example, make every effort to

- encourage pupils to do their best at all times
- provide a broad and balanced curriculum to meet the needs of children of all abilities
- maintain a safe and caring environment
- provide high standards of teaching
- monitor pupils' progress and keep parents informed
- provide a range of opportunities for pupils to take part in extracurricular activities

Within the agreement parents are asked, for example, to make every effort to

- ensure that their child attends school regularly
- make sure that pupils are fully equipped for lessons and are in full school uniform at all times
- fully support school policies relating to work and behaviour
- attend parents' evenings and maintain close contact with the school

The commitments expected of pupils are also similarly outlined.

XL@Cwmtawe

A whole school policy on pupil conduct, entitled XL@Cwmtawe is intrinsic to the school's efforts to raise individual pupil achievement.

The purpose of the policy is to make clear to pupils the school's high expectations of them, both in their behaviour and in their approach to their work, and to introduce procedures aimed at increasing their motivation and improving academic achievements. The XL@Cwmtawe policy is made up of three elements: Classroom and General School

Rules, rewards for consistently fulfilling the requirements of the codes, and ‘consequences’ for pupils who choose to break the codes.

The RULES:

These are the school’s clearly defined expectations of all pupils. They are simple, common-sense rules to govern pupils’ work and behaviour in the classroom and general behaviour around the school. The classroom codes are guidelines to encourage each and every pupil to give of his/her best and to enable teaching and learning to be as effective as possible for the whole class.

The REWARDS:

A most important part of the new policy is a well defined procedure for rewarding pupils for their attitude and effort and, in particular, for showing improvements in the work they produce – lesson by lesson and over each half-term period. The rewards range from liberal praise in the classroom to praise by senior staff, award of ‘certificates of commendation’ within subjects, award of merits, letter home, award of vouchers and award of certificates of commendation by the school at the Annual Presentation Evening.

The CONSEQUENCES:

When introducing the policy pupils are made very much aware of the school’s expectations of them, as defined in the Classroom and General School Rules. They are also reminded of how important these are and that, for everyone’s benefit, they are expected to respond positively and responsibly to the codes. Again, and this is a most important point, as they have control over their own behaviour, when they break a rule they are deemed to **choose** to do so and must therefore understand that they also automatically **choose** a consequence. The graded consequences range from a warning to a written task to be completed at home, a lunch time detention, being placed on daily report, being referred to the Deputy Headteacher or the Headteacher and being sent home.

The rules are briefly summarised below. Taken point by point there is very little that is new under any one of these headings. However, what is new is the fact that the school’s expectations and related rewards and consequences are very clearly defined and clearly understood by pupils so that they know where they stand. Moreover, within the new approach the emphasis is intended to be very much on recognizing achievement by praising and rewarding rather than on issuing consequences.

CLASSROOM RULES

- C1** Come equipped.
- C2** Complete all classwork to the best of your ability.
- C3** Complete all homework and hand it in on time.
- C4** Concentrate on your work and don’t disturb others.
- C5** Respect your teacher, classmates and school property.

GENERAL SCHOOL RULES

- G1** Arrive on time.
- G2** Dress in correct uniform.
- G3** Listen carefully and follow instructions immediately.
- G4** Be polite to others.
- G5** Within the building eat and drink only in the Hall/Canteen.
- G6** Bin all litter.
- G7** No chewing gum.
- G8** Move quietly around the school and keep to the left.
- G9** Keep away from ‘out of bounds’ areas.
- G10** No mobile phones/MP3 Players etc.
- G11** Follow all school routines and rules.

Target Setting & Monitoring of Pupil Progress

The **XL@CWMTAWE** policy, as described above, has been extended and linked with a scheme for monitoring pupils’ progress. This extension is a very important aspect of the school’s efforts aimed at raising pupils’ attainments.

Each pupil’s continuing academic progress is formally assessed and recorded by all his/her subject teachers several times during the year. When making an assessment a subject teacher looks critically at the standard of work produced by the pupil during the previous 6 or 7 weeks and judges whether it is in line with a target set for the pupil by the school. The target, in turn, is influenced by the pupil’s previous academic achievement as shown, for example, in a National Curriculum assessment, but it is set at a level so as to encourage the pupil to aim higher so that he/she fulfils his/her potential.

The subject teacher awards merits if the standard of the pupil’s work is assessed to be in line with or above the target set. For each pupil the assessment in all subjects is then summarised and his/her overall progress is looked at in detail both by the Form Tutor and the Head of Year. Merits are totalled and count towards vouchers. However, underachievement also results in actions by one or more of the Form Tutor, Head of Year or Heads of Departments. Contact is also made with parents if the underachievement gives cause for concern. Some underachievers may also be allocated a Learning Coach who will monitor their progress closely and guide and counsel them week by week.

School Inspection 2012

During the 2012 inspection, ESTYN reported that Cwmtawe Community School is an excellent school because:

- Pupils make very good progress and achieve high standards;
- There is a very strong ethos that places the needs of pupils at the centre of all aspects of school life;
- The quality of teaching is very high and has a considerable impact on sustaining standards that are well above expectations;
- The leadership of the Headteacher and senior managers is outstanding; and
- There are very good procedures to promote pupils' wellbeing.

The prospects for improvement are excellent because:

- there are strong management systems and very effective processes for self-evaluation, monitoring learners' performance and improving quality;
- the school has an excellent track record in securing improvement;
- there is a very strong team working across the school and an effective programme of staff development; and
- there are very good initiatives in place that focus effectively on continuously improving teaching and learning.

School Banding & Categorisation

The Welsh Government assess the performance of all secondary schools on an annual basis, taking into account a wide range of performance measures.

Schools are placed into one of five bands, with band one denoting the highest performing schools and band five denoting the lowest performing. Additional funding is provided to band four and band five schools to drive school improvements.

Since the introduction of banding in 2011, Cwmtawe has been placed in band one.

2011	Band 1
2012	Band 1
2013	Band 1

More information on School Banding can be found on the Welsh Government's website <http://wales.gov.uk/topics/educationandskills/schoolshome/raisingstandards/schoolbanding/>

In 2014, the Welsh Government moved from School Banding to School Categorisation as a model for measuring overall school performance. Schools are categorised as green, yellow, amber or red depending on their performance and the levels of support required to improve.

Cwmtawe's categorisation profile is shown below:

2014	Green
2015	Green

SSSP—Summary of Secondary School Performance

Our main key performance indicators for the past six years are published within the table below for comparison.

	2011	2012	2013	2014	2015	2016
Level 2 threshold	93%	95%	99%	99%	98%	96%
Level 1 threshold	98%	99%	99%	99%	99%	99%
Level 2 threshold inc Eng/Ma	54%	60%	68%	66%	67%	66%
Pupils achieving 1 or more A*-G	98%	100%	100%	100%	100%	100%
English Level 2	68%	68%	76%	75%	77%	74%
Maths Level 2	61%	69%	75%	71%	73%	72%
Science Level 2	79%	72%	72%	96%	94%	85%
Core Subject Indicator (CSI)	53%	59%	63%	66%	66%	65%
Average Point Score	506	504	546	559	565	538
Pupils leaving with no recognised qualifications	0%	0%	0%	0%	0%	0%

The full provisional 'Summary of Secondary School Performance' as published by the Welsh Government is printed overleaf. It provides key performance statistics to aid comparison between schools.

Parents are advised that updated School Performance statistics on all schools and local education authorities in Wales are published on the Welsh Government's website <http://mylocalschool.wales.gov.uk/>

SSSP—Summary of Secondary School Performance

Pupils In Year 11

Number of pupils in Year 11 who were on roll in January 2016 : 268

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	99	96	66	65	368	538
LA Area 2015/16	99	96	90	62	57	354	573
Wales 2015/16	99	95	84	60	58	346	544
School 14/15/16	100	99	98	66	65	370	554
School 13/14/15	100	99	99	67	65	371	555

Number of boys in Year 11 who were on roll in January 2016 : 143

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	99	97	59	58	365	534
LA Area 2015/16	99	95	89	60	57	347	557
Wales 2015/16	99	94	80	56	54	334	518
School 14/15/16	100	99	97	61	60	363	542
School 13/14/15	100	99	98	62	61	363	541

Number of girls in Year 11 who were on roll in January 2016 : 125

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	99	99	94	74	72	371	542
LA Area 2015/16	100	97	91	63	58	361	590
Wales 2015/16	100	97	87	65	62	358	572
School 14/15/16	100	100	98	73	72	378	568
School 13/14/15	100	100	100	72	69	380	570

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QIW) at <https://www.qiw.wales/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 results.

.. Data not available.