



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

**A report on**

**Llantwit Major School  
Ham Lane East  
Llantwit Major  
CF61 1TQ**

**Date of inspection: March 2017**

**by**

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

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

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

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

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

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

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

<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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## Context

Llantwit Major School is an English-medium 11-18 mixed comprehensive school, in the Vale of Glamorgan. It has 901 pupils on roll, including 170 in the sixth form. This is considerably fewer than at the time of the last inspection when there were 1,184 including 205 in the sixth form. Pupils are drawn from the town itself and the large rural surrounding area. Less than 1% of pupils live in the 20% most deprived areas of Wales. Just less than 15% of pupils are eligible for free school meals, which is below the Welsh average of 17.4% for secondary schools. About 1% of pupils come from Welsh-speaking homes. Nearly all pupils are from white British backgrounds with very few from ethnic minority groups. The percentage of pupils with special educational needs is around 24% which is close to the national average of 25.1%. The percentage of pupils who have a statement of special educational needs is 1%, which is below the national average of 2.5%.

The current senior leadership team consists of the headteacher, who is currently working across two schools, an acting headteacher, an acting deputy headteacher and two assistant headteachers.

The individual school budget per pupil for Llantwit Major School in 2016-2017 is £4,434 per pupil. The maximum per pupil in the secondary schools in the Vale of Glamorgan is £4,836 and the minimum is £3,889. Llantwit Major School is fourth out of the seven secondary schools in the Vale of Glamorgan in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is judged to be good because:

- Over the last three years, performance at key stage 4 has improved significantly and compares well with that of similar schools in many indicators
- Pupils eligible for free school meals mostly perform better than the same group of pupils in similar schools and in schools nationally
- Many pupils make more progress than expected from previous key stages
- Pupils' attendance has improved in each of the last three years, is above modelled outcomes and compares favourably with that in similar schools
- In most lessons, many pupils make at least suitable progress in their knowledge and understanding
- Most pupils are courteous and respectful, and they behave well
- The school has a caring and supportive ethos that encourages pupils to be the best they can

However:

- The performance of more able pupils is lower than expected as is pupils' performance in Welsh at key stage 4

### Prospects for improvement

Prospects for improvement are judged to be good because:

- The headteacher and acting headteacher provide strong strategic leadership
- Leadership has secured very good levels of pupil wellbeing and improved outcomes that are mostly above those of similar schools
- There is a clear culture of accountability, although there is too much variability in the quality and consistency of middle leadership
- Governors play an important role in setting the school's strategic direction, and support the school effectively
- The school has an established cycle of quality assurance processes, although monitoring does not always focus well enough on the impact that teaching and assessment have on pupils' progress and the development of their skills
- A wide range of highly valuable partnerships have a positive impact on pupils' standards, attendance and wellbeing
- The school monitors its finances robustly and has responded skilfully to the financial challenges of a falling roll

## Recommendations

- R1 Improve the performance of more able pupils
- R2 Improve provision for, and pupil outcomes in, Welsh at key stage 4
- R3 Improve the consistency and quality of middle leadership
- R4 Ensure that all monitoring processes focus well upon the progress that pupils make, including the development of their skills

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Pupils' performance at key stage 4 has improved very well over the last four years and in 2016 it compares very favourably with that in similar schools in many indicators. Over this same period of time, many pupils have made more progress than expected from previous key stages.

Performance in the level 2 threshold including English and mathematics remains above modelled outcomes for the third year running and compares very favourably with that in similar schools.

Performance in the capped points score improved slightly in 2016, but has been consistently a little lower than in similar schools in each of the last four years. The proportion of pupils achieving five GCSE grades at A\*-A also improved slightly in 2016. However, over the last few years this too has mostly been below the average in similar schools and in schools nationally.

Over the last few years, the performance at key stage 4 of boys and of girls has generally been slightly better than that of boys and of girls respectively in similar schools. In 2016, the performance of pupils eligible for free school meals remains above the average for the same group of pupils in similar schools in all indicators.

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

In 2016, at key stage 3, the proportion of pupils achieving the core subject indicator increased slightly, and continues to compare very favourably with levels in similar schools.

Performance in the sixth form has consistently been strong in the average wider points score. However, over the last four years, performance in all other indicators has mostly been below the average in similar schools and in schools nationally.

At key stage 3, in 2016, pupils' performance in Welsh dipped very slightly, but continues to compare very well with the average for similar schools. At key stage 4, over the last few years, many pupils have achieved a level 2 pass. However, in 2016 the school did not enter over a quarter of pupils for any qualification in Welsh. In 2016, performance in the full course was very strong but in the short course was well below the national average.

In most lessons, many pupils make suitable progress. In a few lessons, pupils make strong progress. Many pupils demonstrate secure recall of previous learning and apply their knowledge and understanding well in different contexts.

Nearly all pupils have good listening skills. Many are happy to share their ideas and to provide brief verbal responses to the teachers' questions. Around half use a wider vocabulary, including that which is subject-specific, and provide more developed verbal responses. In addition, a minority of pupils provide sophisticated and frequently interesting verbal responses on topics ranging from Shakespeare's creation of tension in 'Romeo and Juliet' to the devastation of people's lives in America caused by the Great Depression.

Most pupils read a suitable variety of literary and non-literary texts ranging from Golding's 'Lord of the Flies' to reports on the Rugby World Cup. Many use an appropriate range of reading strategies well to support their learning, including skimming and scanning usefully to identify relevant information. A majority use inference and deduction well to enhance their understanding of different literary texts, such as the poetry of Gillian Clarke and Maya Angelou and the presentation of rebellion in 'The Hunger Games', together with non-literary texts including speeches by recent American presidents.

Many pupils produce writing that is technically secure and suitably structured. A minority produce writing of greater ambition that is well crafted and engages the reader well. This includes offering opinions on topics such as whether or not the internet broadens people's understanding, gun crime in America and the benefits, or otherwise, of nuclear power. However, a minority of pupils do not take enough responsibility for improving the content and technical accuracy of their work before they hand it to the teacher.

Many pupils of different abilities present data on a range of graphs, although a minority do not pay sufficient attention to accuracy. In key stage 4, a majority of pupils extract data appropriately from graphs and charts to make calculations about volume, density and mass. The most able pupils make accurate calculations on composition of atmosphere and are able to translate their findings accurately into a pie chart.

Many pupils make appropriate use of a suitable range of information and communication technology (ICT) skills in a few subjects in key stage 3. At key stage 4, a few pupils develop their digital presentational skills appropriately while others develop their digital composition skills in music suitably.

### **Wellbeing: Good**

Almost all pupils feel safe and most consider that the school deals well with any incidents of bullying. Most pupils have a secure understanding of the importance of healthy eating and the need for regular exercise.

High rates of pupil attendance are a strong feature of the school and compare very favourably with levels in similar schools. Similarly, persistent absence, which remains low, also compares favourably to levels in similar schools.

Most pupils are courteous and respectful. They behave well and have positive attitudes to their learning, although a few occasionally disrupt the learning of others. Fixed term exclusions have reduced significantly and are low.

The school council is involved suitably in working to improve pupils' wellbeing and in discussing potential changes to uniform and increased healthy eating. However, communication between the school council and the wider pupil population is underdeveloped. As a result, pupils are not always aware of the impact their views have on developments in the school.

Many pupils participate enthusiastically in worthwhile community events, such as raising money for local and national charities and taking part in voluntary activities to improve the ecology of local beaches and gardens. Most pupils demonstrate strong social and life skills.

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

The school provides a broad and balanced curriculum that builds well on pupils' learning from previous key stages. A beneficial range of courses at key stage 4, including relevant vocational pathways, provide valuable progression opportunities into the sixth form, further education and employment.

There are useful opportunities for pupils to develop their literacy skills across the curriculum, for example the inclusion of carefully planned reading strategies in religious studies. However, worthwhile opportunities for pupils to develop their numeracy skills in subjects other than mathematics are too limited. The school supports pupils with weaker literacy and numeracy skills suitably through targeted and beneficial intervention programmes. Opportunities for pupils to develop their ICT skills across the curriculum are limited. The provision for more able pupils includes valuable opportunities for them to engage with enrichment experiences beyond their normal lessons to broaden their knowledge and understanding.

Pupils have opportunities to participate in and celebrate the culture of Wales in the annual Eisteddfod. However, overall, the status and profile of Welsh heritage and culture are underdeveloped and opportunities for pupils to develop and practise their Welsh language skills outside of Welsh lessons are limited. The school offers an appropriate range of music, drama and sporting extra-curricular activities.

The school has exemplary provision to promote the importance of sustainable development and global citizenship. Annual enterprise and community events enable all pupils to take part in valuable activities that improve the school environment and that of the wider community. Well-established links with international organisations and other countries ensure that pupils develop a good understanding of global citizenship.

### **Teaching: Good**

Nearly all teachers have very secure subject knowledge and foster purposeful and productive working relationships with pupils.

In the few lessons where teaching is most effective, teachers have consistently high expectations of their pupils. They match tasks and resources to the needs of all

pupils very well, and ensure a brisk pace to learning. Teachers use incisive and well-focused questions that create a high level of challenge and require pupils to develop their thinking skills and verbal responses accordingly. In these lessons, pupils make strong progress.

Many teachers plan lessons well and this helps pupils to make suitable progress. They use a varied and useful range of teaching strategies that provide a suitable level of challenge for pupils of all abilities. This engages pupils' interest, develops their knowledge and skills, most commonly literacy, successfully, and ensures an appropriate pace to learning. Teachers monitor and assess pupils' progress carefully through an interesting range of questioning that determines their knowledge and probes their understanding well.

In a few lessons, pupils do not make enough progress in their knowledge or understanding, or in the development of their skills. This is because teachers' expectations of what pupils can do are too low. They ask too many closed questions and do not ensure that pupils have consolidated their learning. Pupils spend too much time on undemanding tasks and the pace of their learning is too slow.

Many teachers provide pupils with useful diagnostic feedback and clear guidance on how to improve their work. However, there is too much variability in the quality of teachers' written feedback. A minority of teachers do not indicate how pupils can improve their work, or the advice they offer on how to improve is not precise enough. The majority of pupils respond well to feedback and make suitable amendments to their work.

A few pupils benefit from having the opportunity to assess their own work and that of others. However, the majority of peer and self-assessment is a basic marking exercise and not sufficiently supportive of learning.

Whole-school tracking and monitoring procedures are effective, although the monitoring and assessment, in different subjects, of pupils' literacy and numeracy skills are underdeveloped. Twice a year, parents and carers receive useful reports about their children's progress and wellbeing.

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

The school provides beneficial support for pupils' wellbeing and encourages successfully their involvement in the life of the school and of the wider community.

The school promotes pupils' spiritual, moral, cultural and social development well through assemblies, tutor periods and an appropriate personal and social education programme. The school has suitable provision for promoting healthy eating and drinking.

Teachers, support staff and progress leaders have a positive impact on pupils' wellbeing. There are helpful working relationships with a wide range of external agencies, such as the police, youth service and social services, which ensure that pupils have access to relevant professional support when needed.

The school deals well with the few instances of poor behaviour and bullying. There are suitable systems in place for rewards and sanctions that support high levels of attendance and low numbers of fixed term exclusions. However, a few teachers do not apply policies consistently enough and the poor behaviour of a few pupils impedes the learning in a few lessons.

The school provides pupils with suitable guidance about their options when moving from key stage 3 to key stage 4 or into the sixth form, for example through option evenings, careers lessons and interviews.

There are robust procedures to identify and support vulnerable pupils and those with additional learning needs. The individual education plans are useful documents that include targets for improvement and appropriate ideas for staff. Most teachers have sound knowledge of these plans and use this effectively to produce learning activities that meet pupils' needs well.

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

### **Learning environment: Good**

The school has a caring and supportive ethos that encourages pupils to be the best they can be and to work hard.

Useful anti-bullying initiatives help to ensure that nearly all pupils feel safe and secure. All pupils receive equal access to academic opportunities, pastoral care and extra-curricular activities that the school provides. There is, however, less clear emphasis within the school on recognising, respecting and celebrating diversity amongst pupils.

The school site is safe and maintained well. The new accommodation has had a beneficial impact on learning with improved pupil attitudes, concentration and pride in their new surroundings. The school has enough classrooms of an appropriate size to meet the needs of pupils and a wide range of resources that it uses well.

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

Through a strong focus on continual development and high expectations, senior leaders have been successful in achieving clear improvements to important areas of the school's work.

The headteacher and acting headteacher provide a shared sense of direction, based on clearly expressed, high expectations of both staff and pupils. Their joint vision acknowledges that 'people are our greatest asset' and that by knowing every member of the school community well they strive to achieve the best outcomes for all. The whole-school community is aware of this vision and supports it readily.

The headteacher, and acting headteacher, provide strong strategic leadership and are supported well by the senior leadership team. Leadership responsibilities are equitable, defined clearly and understood well.

Leaders at all levels have a strong understanding of pupils' performance and they use data well. However, a minority of key stage 4 performance targets are unrealistically ambitious.

Communication between senior leaders and staff is clear and line managers hold middle leaders to account suitably for standards in their areas of responsibility. However, senior leaders do not always record formally the action points from these meetings. This makes it difficult for them to monitor progress towards agreed goals.

Most middle leaders understand their roles and responsibilities well. Many provide effective leadership of their department or pastoral team and have an accurate understanding of the strengths and weaknesses in their areas of responsibility. However overall, there is too much variability in the quality of middle leadership.

Job descriptions focus suitably on raising standards and ensure appropriate levels of accountability for all staff. Senior leaders address underperformance in a timely and robust manner. Staff are both challenged and supported.

The school responds appropriately to national and local priorities, particularly in ensuring that no vulnerable pupils are disadvantaged. As a result, pupils eligible for free school meals achieve very well.

Governors support the school well and have an accurate understanding of the school's performance. They play a valuable role in setting the strategic direction of the school, including involvement in the self-evaluation and improvement planning process. However, their role in challenging the school is underdeveloped.

### **Improving quality: Good**

The school has a well-understood and established cycle of quality assurance processes that have led to clear improvements in the attendance of pupils and the standards they achieve.

The whole-school self-evaluation report includes a detailed analysis of pupil performance data and provides a mostly accurate assessment of the school's strengths and areas for improvement. However, in a few instances it is too descriptive and insufficiently evaluative.

Most departments analyse well the wide range of data available to them and make sound judgements on standards. The school and departmental self-evaluation reports draw on a suitable and extensive range of first hand evidence to inform their judgements. This includes a cycle of lesson observations and scrutiny of pupils' work. However, neither process focuses well enough on the impact that teaching has on pupils' progress or the standards they achieve. Consequently, this limits the school's ability always to identify precisely enough aspects of teaching and learning that require improvement.

The school takes suitable account of pupils' views through the school council, and pupil reviews on teaching and learning. It seeks successfully the opinions of parents through questionnaires and the valuable parents' forum. Governors also contribute usefully to whole-school self-evaluation and planning. In addition, the school makes appropriate use of the views of other external educational support services.

There is a clear link between the school self-evaluation report and improvement plan. The plan includes clear success criteria, reasonable time scales and suitably robust actions to bring about the improvements required.

The half-termly one page update on school and departmental priorities is a valuable part of the quality assurance process. This working document ensures that the school monitors progress continually against plans and responds suitably to any aspects that require attention.

Most departmental improvement plans are generally sound with worthwhile actions to secure the improvements needed. However, in a majority of plans, the monitoring procedures lack sufficient rigour.

### **Partnership working: Good**

The school's working relationships with a wide range of partners make a valuable contribution to promoting pupils' wellbeing, enhancing their learning experiences and improving the standards they achieve.

The school engages well with parents providing them with frequent opportunities to give their views on many aspects of the work of the school. For example, the parent forum carried out an evaluation of the school's provision for family and community engagement and developed a useful improvement plan based on its findings.

Strong links with partner primary schools help pupils to settle in the school quickly. The school supports all pupils requiring additional help well, and teachers plan suitably for continuity in the learning experiences of pupils when they move from their primary schools.

The school has a very productive partnership with the military services based in the area. This enables the school to provide focused support for the children of service personnel, which impacts positively on their progress and achievement. The partnership also provides valuable opportunities for service children and other pupils to develop personal and social skills, for example in leadership and teamwork.

Collaborative arrangements with a local college of further education and a training provider extend usefully the range of vocational courses available to pupils in key stage 4. The school quality assures these courses carefully.

### **Resource management: Good**

The school manages its resources very well and deploys teachers effectively to provide valuable learning opportunities for all pupils.

There are well-organised arrangements for managing the performance of all staff. These include challenging, mainly measurable targets that address both individual and school improvement priorities well. Nearly all staff are involved in collaborative working, either within or beyond the school, to enhance their professional learning experiences. The school identifies and supports well the development needs of all staff. The sharing of good practice is a regular feature of senior leadership and whole staff meetings.

The headteacher, finance manager and governors manage the school budget robustly and there is meticulous allocation of funding to meet pupils' needs. The school has responded skilfully to the financial challenges of a falling roll.

There is a clear, detailed plan for use of the Pupil Deprivation Grant. This includes robust tracking and support for disadvantaged pupils and removing barriers to their learning. The innovative 'Contract to Success' enables pupils to choose from a beneficial range of resources to create personalised support for their learning, such as one to one tutoring for mathematics and English. This has contributed well to the improved attendance of these pupils and the strong outcomes that they achieve at the end of key stage 4.

In view of the standards achieved by pupils, the school offers good value for money.

# Appendix 1

## 6734060 - LLANTWIT MAJOR SCHOOL

Number of pupils on roll	879
Pupils eligible for free school meals (FSM) - 3 year average	15.3
FSM band	3 (15%<FSM<=20%)

### Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
<b>Number of pupils in Year 9 cohort</b>	150	167	143	119		
<b>Achieving the core subject indicator (CSI) (%)</b>	91.3	91.6	90.9	91.6	91.7	85.9
Benchmark quartile	1	1	1	1		
<b>English</b>						
Number of pupils in cohort	150	167	143	119		
Achieving level 5+ (%)	94.7	95.2	93.7	95.8	94.3	89.2
Benchmark Quartile	1	1	1	1		
Achieving level 6+ (%)	45.3	53.3	54.5	57.1	66.7	56.2
Benchmark Quartile	3	3	2	3		
<b>Welsh first language</b>						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	86.9	92.0
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	28.6	57.2
Benchmark Quartile	.	.	.	.		
<b>Mathematics</b>						
Number of pupils in cohort	150	167	143	119		
Achieving level 5+ (%)	94.7	92.8	93.0	94.1	94.4	90.1
Benchmark Quartile	1	1	1	1		
Achieving level 6+ (%)	60.0	69.5	66.4	73.9	71.2	62.7
Benchmark Quartile	2	1	1	1		
<b>Science</b>						
Number of pupils in cohort	150	167	143	119		
Achieving level 5+ (%)	97.3	98.2	94.4	99.2	96.8	92.8
Benchmark Quartile	1	1	2	1		
Achieving level 6+ (%)	50.7	59.9	58.0	60.5	72.6	62.9
Benchmark Quartile	3	2	2	3		

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

. Denotes the data item is not applicable.

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

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

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

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

6734060 - LLANTWIT MAJOR SCHOOL

Number of pupils on roll 879  
Pupils eligible for free school meals (FSM) - 3 year average 15.3  
FSM band 3 (15%<FSM<=20%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
<b>Number of pupils aged 15</b>	167	155	140	165		
<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>	52.1	65.2	79.3	70.9	68.3	60.2
Benchmark quartile	4	2	1	1		
<b>Achieved the level 2 threshold</b>	82.0	95.5	93.6	92.1	88.1	83.6
Benchmark quartile	3	2	2	2		
<b>Achieved the level 1 threshold</b>	99.4	98.1	99.3	100.0	98.0	95.3
Benchmark quartile	1	3	1	1		
<b>Achieved the core subject indicator (CSI)</b>	52.1	65.2	79.3	72.7	65.9	57.5
Benchmark quartile	3	2	1	1		
<b>Average capped wider points score per pupil</b>	341.6	356.2	350.1	354.8	358.7	344.2
Benchmark quartile	3	3	3	3		
<b>Average capped wider points score plus per pupil</b>	339.4	351.7	349.4	353.7	356.0	340.3
Benchmark quartile	.	.	.	.		
<b>Achieved five or more GCSE grades A*-A</b>	15.6	14.2	12.1	17.0	19.6	15.8
Benchmark quartile	.	.	.	.		
<b>Achieved A*-C in English</b>	59.9	71.0	85.7	78.2	78.0	69.3
Benchmark quartile	4	3	1	1		
<b>Achieved A*-C in mathematics</b>	62.9	71.6	86.4	75.8	74.6	66.9
Benchmark quartile	3	2	1	1		
<b>Achieved A*-C in science</b>	99.4	100.0	99.3	100.0	89.2	82.3
Benchmark quartile	1	1	1	1		
<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>	.	.	.	.	61.4	75.1
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.

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.

6734060 - LLANTWIT MAJOR SCHOOL

Number of pupils on roll 879  
 Pupils eligible for free school meals (FSM) - 3 year average 15.3  
 FSM band 3 (15%<FSM<=20%)

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

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	20	24	15	20		
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	25.0	33.3	66.7	60.0	39.6	35.5
Achieved the level 2 threshold	65.0	100.0	93.3	80.0	71.7	70.9
Achieved the level 1 threshold	100.0	100.0	100.0	100.0	93.0	92.1
Achieved the core subject indicator (CSI)	25.0	33.3	66.7	60.0	37.4	32.7
Average capped wider points score per pupil	307.9	355.1	333.5	324.1	315.4	311.1
Average capped wider points score plus per pupil	302.3	341.2	333.3	323.8	311.7	305.2
Achieved five or more GCSE grades A*-A	10.0	16.7	6.7	0.0	5.3	4.5
Achieved A*-C in English	30.0	41.7	86.7	65.0	52.4	47.1
Achieved A*-C in mathematics	40.0	37.5	73.3	70.0	51.3	43.6
Achieved A*-C in science	95.0	100.0	100.0	100.0	80.7	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.	40.0	50.9

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

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

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

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

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

. 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.

**Key stage 5**

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
<b>Number of pupils aged 17</b>	83	66	64	75		
<b>Average wider points score per pupil</b>	968.6	899.9	915.5	907.8	834.6	824.9
<b>Number of pupils aged 17 entering a volume equivalent to 2 A levels:</b>	82	61	63	70		
<b>Of those who entered a volume equivalent to 2 A levels:</b>						
<b>Achieved the level 3 threshold</b>	95.1	96.7	95.2	95.7	98.2	98.0
<b>Achieved 3 A*-A at A level or equivalent</b>	6.1	4.9	4.8	5.7	6.5	6.6
<b>Achieved 3 A*-C at A level or equivalent</b>	68.3	55.7	65.1	52.9	67.7	70.9

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. 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	223	108 48%	113 51%	1 0%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	221	31 14%	128 58%	59 27%	3 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	223	70 31%	136 61%	15 7%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	9%	2%	
The school teaches me how to keep healthy	222	48 22%	126 57%	46 21%	2 1%	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	222	85 38%	109 49%	26 12%	2 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	221	80 36%	127 57%	9 4%	5 2%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	6%	1%	
The teachers help me to learn and make progress and they help me when I have problems	222	93 42%	118 53%	11 5%	0 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	223	57 26%	117 52%	37 17%	12 5%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	6%	
I have enough books and equipment, including computers, to do my work	221	90 41%	100 45%	30 14%	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	221	21 10%	122 55%	67 30%	11 5%	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	221	62 28%	114 52%	41 19%	4 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	221		46 21%	123 56%	44 20%	8 4%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	219		97 44%	111 51%	9 4%	2 1%	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	220		77 35%	119 54%	21 10%	3 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	10%	2%	
The staff respect me and my background	221		72 33%	131 59%	15 7%	3 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds	219		81 37%	125 57%	13 6%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	55%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	67		16 24%	39 58%	10 15%	2 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	40		8 20%	28 70%	3 8%	1 2%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

## Responses to parent questionnaires

Denotes the benchmark - this is 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.	224	73 33%	130 58%	15 7%	3 1%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	224	72 32%	125 56%	21 9%	3 1%	3	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	225	116 52%	94 42%	7 3%	3 1%	5	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	4%	1%		
My child is making good progress at school.	225	81 36%	114 51%	17 8%	7 3%	6	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	225	21 9%	123 55%	41 18%	16 7%	24	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	4%		
Teaching is good.	225	45 20%	152 68%	14 6%	3 1%	11	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	224	94 42%	117 52%	11 5%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	223	41 18%	130 58%	22 10%	12 5%	18	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	10%	3%		
Staff treat all children fairly and with respect.	225	47 21%	110 49%	26 12%	13 6%	29	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	223	50 22%	122 55%	25 11%	4 2%	22	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	224	62 28%	128 57%	15 7%	7 3%	12	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	219	51 23%	97 44%	32 15%	6 3%	33	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	9%	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 am kept well informed about my child's progress.	224	69 31%	123 55%	23 10%	8 4%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	13%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	224	79 35%	105 47%	29 13%	4 2%	7	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	225	59 26%	109 48%	28 12%	4 2%	25	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	55%	12%	3%		
The school helps my child to become more mature and take on responsibility.	224	57 25%	132 59%	20 9%	4 2%	11	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	222	40 18%	105 47%	24 11%	4 2%	49	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	3%		
There is a good range of activities including trips or visits.	224	50 22%	122 54%	26 12%	5 2%	21	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	225	59 26%	131 58%	12 5%	4 2%	19	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

## Appendix 3

### The inspection team

Tony Sparks	Reporting Inspector
Jayne Edwards	Team Inspector
Michelle Gosney	Team Inspector
Bethan Whittall	Team Inspector
Alan Lowndes	Team Inspector
Catherine Jenkins	Lay Inspector
James Retallick	Peer Inspector
Fiona Greville	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.