



# ANNUAL REPORT TO PARENTS 2013-2014

*Ysgol Gyfun Cwm Rhymni is a very good school with many outstanding features. Pupils' standards of achievement are excellent and teaching standards are exceptional; the curricular provision meets pupils' needs in an outstanding manner and the support, care and guidance pupils receive is of a very high standard. The outstanding quality of the head teacher's leadership, and that of his management team, is central to the success of the school.*

*ESTYN 210*

Ysgol Gyfun Cwm Rhymni is a Green School in accordance with the national categorisation system for 2014

## Page

2	Introduction
3	Significant growth in the size of the school
3	The whole school development plan
4	Transition curriculum plan
4	Registration classes
4	Banding or Setting Principles
5	Basic skills Strategy
7	Support for 'Cynnal Department' (incorporating Additional Learning Needs)
8	'Y Ganolfan'
9	The Governing Body
9	Toilets
10	Finance committee

Appendix 1 : Development of Caerphilly site – Y Gwyndy

Appendix 2 : ESTYN : Literacy at key stage 3 : Interim Report (January 2015)

Appendix 3 : Categorisation of Schools

Appendix 4 : External examination results

Appendix 5 : Cwm Rhymni cluster co-operation plan

Appendix 6 : The National Curriculum in Cwm Rhymni

## **Introduction**

The schools' standard number is 1448. At present we have 1432 pupils but we expect this number to increase to 1500 by September 2015. It is expected that there will be over 2000 pupils at Ysgol Gyfun Cwm Rhymni by 2020.

Ysgol Gyfun Cwm Rhymni is the only school in Caerphilly which has the capacity to teach the key stage three (KS3) curriculum and develop 14-19 Learning Pathways through the medium of Welsh. We therefore teach a very wide variety of subjects in order that we may satisfy the National Curriculum and the Skills Measure with all these subjects being taught through the medium of the Welsh language. Many of these subjects are taught through collaboration with Ysgol Gyfun Gwynllyw as part of "Partneriaeth 6".

All pupils are expected to have the opportunity to achieve their potential and to develop as full members of society through Welsh medium education. To achieve this we must develop the individual in the context of our national culture, which takes its place in the European and world culture.

It is the quality of the pupils' experiences that define the success of the school. If we can ensure that every pupil receives educational experiences of the highest standard we will be achieving excellent Welsh medium education. We concentrate on strategies that aim to achieve improvement in pupils' progress and outstanding standards in teaching and learning.

The school training strategy has proven to be very effective as we have linked it directly to the school development plan and performance management. Sharing good practice amongst our staff has proven to be popular and effective. We respect the expertise and progressiveness of all our staff by giving them a voice in the way the school develops.

The school's ethos ensures that our young staff can see that it is possible to develop by showing progressiveness within a team culture. By good teaching and learning in the classroom and developing the extended pastoral and curricular activities they can gain greater professional satisfaction. The school's systems for performance management, middle management and senior management concentrate on the need for continuous praise of very good teachers in the classroom.

We do not see the various key stage curricula as independent elements within the school. We expect every teacher to be keen to teach across all key stages and across the range of academic abilities. We encourage flexibility in the use of teaching methods and strategies. We welcome mental flexibility and a collaborative approach to all aspects of school life. Even though we appoint specialist teachers to teach specific subjects our educational strategy emphasises the need for very good teachers to be flexible and to teach the extended curriculum including some subjects they may not specialise in.

Every classroom teacher is expected to register and mentor a group of pupils thus contributing towards the school's pastoral and progress monitoring strategy. We appoint very good, enthusiastic and progressive teachers who are keen to contribute towards all elements of school life. We prioritise the development of the individual and therefore we expect the staff as well as the pupils to achieve their potential.

## **School growth**

The following table shows expected growth for the school;

	Gellihaf	Gwyndy	
2014	1256	181	1437
2015	1272	293	1565
2016	1256	392	1648
2017	1252	516	1768
2018	1334	577	1911
2019	1430	621	2051
2020	1496	646	2142
2021	1568	695	2263
2022	1589	718	2307

## **The School Development Plan**

There are three dimensions to the plan;

-  Standards
-  Teaching
-  Ethos

The main focus from the plan is the standards of Teaching and Learning. The Departmental Development Plans are integrated into the School Development Plan. This framework enables all members of staff to achieve the aims and objectives of the school.

## **Curriculum transition plan**

Cwm Rhymni works in co-operation with our cluster schools, offering a transition curriculum for KS 2 - 3. The plan is an effective and successful one and has been praised by Estyn on several occasions. The plan provides for pupils' well-being and progression, academically, socially and emotionally.

Six Cwm Rhymni teachers have been timetabled to teach for half a day each week throughout the year, in specific primary schools. Teaching assistants are also timetabled by the secondary school to assist and to co-operate with the teachers.

The focus of the plan is the Welsh Baccalaureate (Life-long life learning and citizenship) and literacy). Literacy is fully developed through these activities, including Geography, Religious Education and History lessons. Where possible we ask Welsh teachers to act as Transition Curriculum teachers. Much work has been planned and produced to be used by the transition curriculum teachers in the primary schools. The primary teachers have also contributed towards planning the work that is being taught, along with Cwm Rhymni Heads of Departments. The work is consistently evaluated by year 6 pupils, year 6 teachers and secondary teachers.

## **Registration Classes**

The registration classes are defined by the school's houses. There are 4 houses, Cadog, Mabon, Sannan and Tudful. Pupils join a particular house in year 7 and are placed in a registration class defined by the house (e.g Cadog 1 or Cadog 2) according to information received from the feeder school outlining academic ability and individual friendship groups. Pupils remain as members of the house whilst they are pupils at Cwm Rhymini.

## **Principles of Banding and Setting**

By banding and setting we are making decisions about the pupils' attainment and place them in groups of similar ability. We do this in order that we may offer an effective education to the pupils.

- **Banding** is where we place pupils into groups according to general academic ability.

Pupils are placed into one of four educational bands;

✚ **Cadog/Mabon:** Mixed ability teaching groups

✚ **Sannan/Tudful:** Mixed ability teaching groups

✚ **Sgiliau Sylfaenol:** Teaching groups consisting of children who would benefit from additional support as they develop their basic language and numeracy skills.

✚ **Cynnal:** Pupils who have specific educational needs

- **Setting** is where we place pupils into a specific teaching class according to their academic ability in a specific core subject.

At Key Stage Three (KS 3) we set pupils in specific streams according to their ability in Literacy or Numeracy. Some pupils can be in a different class for STEM based lessons and Literacy based lessons. This enables us to target and develop literacy and numeracy abilities of specific groups at the most appropriate level and speed for the individual pupils, It also ensures that the teachers can standardise and moderate the pupils’ progress effectively. Teachers of specific STEM or literacy groups meet on a regular basis to discuss the development of individual pupils (See Appendix 2 : ESTYN : Literacy in key stage 3 : Interim Report (January 2015))

50	<b>CM1</b>	<b>STEM</b>				<b>CM1</b>	<b>Llythrennedd</b>						<b>Ymarferol</b>	
		Ma	Gw	Da	Tn		C	Sa	Bac	Hn	Ys	Ff	Ce/Cf/Dr	YC
		6	6	2	4		6	6	4	2	2	4	4	4
50	<b>CM2</b>	<b>STEM</b>				<b>CM2</b>	<b>Llythrennedd</b>						<b>Ymarferol</b>	
		Ma	Gw	Da	Tn		C	Sa	Bac	Hn	Ys	Ff	Ce/Cf/Dr	YC
		6	6	2	4		6	6	4	2	2	4	4	4
50	<b>CMb</b>	<b>STEM</b>				<b>CMb</b>	<b>Llythrennedd</b>						<b>Ymarferol</b>	
		Ma	Gw	Da	Tn		C	Sa	Bac	Hn	Ys	Ff	Ce/Cf/Dr	YC
		6	6	2	4		6	6	4	2	2	4	4	4
50	<b>ST1</b>	<b>STEM</b>				<b>ST1</b>	<b>Llythrennedd</b>						<b>Ymarferol</b>	
		Ma	Gw	Da	Tn		C	Sa	Bac	Hn	Ys	Ff	Ce/Cf/Dr	YC
		6	6	2	4		6	6	4	2	2	4	4	4
50	<b>ST2</b>	<b>STEM</b>				<b>ST2</b>	<b>Llythrennedd</b>						<b>Ymarferol</b>	
		Ma	Gw	Da	Tn		C	Sa	Bac	Hn	Ys	Ff	Ce/Cf/Dr	YC
		6	6	2	4		6	6	4	2	2	4	4	4
50	<b>STb</b>	<b>STEM</b>				<b>STb</b>	<b>Llythrennedd</b>						<b>Ymarferol</b>	
		Ma	Gw	Da	Tn		C	Sa	Bac	Hn	Ys	Ff	Ce/Cf/Dr	YC
		6	6	2	4		6	6	4	2	2	4	4	4
50	<b>S</b>	<b>STEM</b>				<b>S</b>	<b>Llythrennedd</b>						<b>Ymarferol</b>	
		Ma	Gw	Tn			C	Sa	Ff				Ce/Cf/Dr	YC
		8	6	4			10	10	4				4	4
50	<b>E</b>	<b>STEM</b>				<b>E</b>	<b>Llythrennedd</b>						<b>Ymarferol</b>	
		Ma	Gw	Tn			C	Sa	Ff				Ce/Cf/Dr	YC
		8	6	4			10	10	4				4	4
50	<b>R</b>	<b>STEM</b>				<b>R</b>	<b>Llythrennedd</b>						<b>Ymarferol</b>	
		Ma	Gw	Tn			C	Sa	Ff				Ce/Cf/Dr	YC
		8	6	4			10	10	4				4	4

### Basic Skills Strategy

The main aim of the school’s basic skills strategy is to promote and develop the pupil’s literacy skills. We do this by offering a wider curriculum made up of activities encompassing the History, Geography and Religious Studies curriculum and concentrating on refining their language skills. A variety of assessment tasks are carried out to ensure that the statutory requirements of the National Curriculum are met. We have no doubt that the course strengthens the pupil’s oral and written communication skills. The pupils become aware of the importance of specific features of language like punctuation and paragraphs, not only in regards to Welsh and English, but also in respect of the individual subjects. The pupils recognised that every subject requires the same level of language skills.

We have developed Basic Skills groups across key stage three. We call these groups “SER”.

The basic skills groups receive 20 basic skills language lessons (Welsh (10) and English (10)). The basic skills classes do not receive formal lessons in the noncore humanities (Religious Studies, History and Geography).

Science and Mathematics also participate in the basic skills strategy at key stage three.

The “Cynnal” groups (7L1 and 8/9L1) also follow the basic skills strategy and therefore the pupils receive the basic skills curriculum in language and numeracy.

## **Pupil Support – “Cynnal” (Incorporating Special Educational Needs)**

This has been a rewarding year for the Special Needs Department, which monitors the structures for support and inclusion of all pupils.

The facilities of the Special Needs department comprises of two teaching rooms, one of which is designated as an Autistic Spectrum Disorder friendly room. They provide us with an excellent basis for consolidating our pupil support arrangements.

The school receives additional funding to meet identified special educational needs. The additional funding enables us to provide 12 learning support assistants. Their role includes:

- ✚ supporting students in the classroom
- ✚ providing extra-curricular support
- ✚ working with small groups and individuals
- ✚ preparing resources
- ✚ monitoring, reviewing and evaluating progress

We also have access to educational psychology assessments and support, behaviour support, an advisory teacher, a specific learning difficulties teacher, a speech and language therapist, as well as other services. We also maintain and develop a wide range of resources. Buildings are accessible for young people with disabilities and we seek to improve our facilities at every opportunity.

We meet the additional needs of students with statements of special educational needs in class and in extra-curricular activities; these students also receive regular monitoring, review and support with targets set for improvement. Other students who have identified additional needs, are monitored regularly and receive support as appropriate.

The Key Stage 3 Basic Skills work, linking with the overall Key Stage 3 strategy has focused on a wide range of developments. These included the withdrawal of Year 7, 8, and 9 students for additional literacy and/or numeracy work. Year 10 mentors regularly helped Year 7 pupils to develop their reading skills. The Year 10 pupils involved are following a BTEC vocational course in Health and Social Care. They have received peer mentoring training through our involvement, and have the opportunity to achieve OCN Level 2 accreditation.

Learning support staff have also been working with year 8 pupils on further improving their reading skills. Pupils have access to the *Success Maker* computer programme, as well as to several others, on computers in one of the support classrooms and in one of the mathematics classrooms, in order to work on improving their basic skills. Many Year 7 pupils attended the Computer Club, Art and Craft Club and homework club, which have been held during the lunch hour.

Key Stage 4 pupils have followed a variety of vocational courses, enabling them to participate within the national framework of qualifications. Pupils in Year 11 gained worthwhile experience on work placements. We maintain close links with Careers Wales and with post-16 education providers. Several of our pupils attended a Link course at Ystrad Mynach College, thus having the opportunity to experience college life.

Again this year several Year 8 and 9 pupils were involved in a successful reading event in the school library. They confidently read stories which they had worked on in their English lessons to an audience of governors, teachers and peers.

A number of our pupils from Years 7, 8, 9 10 and 11 took part in a cross-curricular activities day at the Ynys Hywel Countryside Centre, as well as a visit to Big Pit. The experiences gained formed the basis for subsequent interesting classroom activities.

The computerised SENCO system, which was set up initially as a result of a joint project with other schools and funded by a General Teaching Council grant, continues to facilitate the writing of Individual Education Plans, which are accessible to all teachers on the internal computer network system.

## **The Ganolfan**

The Ganolfan has been set up to help the pupils with complex needs. The purpose of the Ganolfan is to offer a differentiated and more suitable curriculum to those pupils who cannot access the main curriculum, and to provide them with a safe and happy place to learn. The main aims of the Ganolfan are to develop the pupils' independent skills, social skills, and to improve the pupils' self esteem. The Ganolfan is a quiet room, with the emphasis being on rewarding pupils for their achievements.

The Ganolfan also runs the 'Social Use of Language Programme' for those pupils who need to improve their communication skills.

This year, we have eleven pupils under the supervision of the Ganolfan with two of those pupils receiving 50% of their lessons in the Ganolfan, with the remainder of the pupils spending between 1-4 hours a week receiving additional support in the Ganolfan.

The Ganolfan staff consist of one teacher and a team of 4 teaching assistants.

## **THE GOVERNING BODY**

**Parent governors:** Ms Leanne Griffith, Ms Phillipa Marsden, Mr Conrad Lucas, Ms Alison Price, Ms Maggie Mc Crann, Mrs Ruth Treharne

**Community Governors:** Mr Kevin Viney, Mr Richard Parsons, Mrs Jayne Jones, Mrs Anne Jones, Mr Anthony Martin, Mrs Christine Chater

**Teacher Governors:** Mrs Ceri Griffiths, Ms Lisa Williams

**Support Governor :** Mrs Sian Walsh

**Clerk to the Governing Body:** Ms Elizabeth Everson

**LEA Governors :**Councillor Phil Bevan, Councillor Ray Davies, Councillor Colin Mann, Dr Caroline Turner.

**Associate Members:** Mr Iwan Brooks-Jones

**Headteacher Governor:** Mr Owain ap Dafydd

The present Chair of Governors is Councillor Phil Bevan 75 Pontygwindy Road, Caerphilly  
The present Vice Chair of Governors is Mrs Anne Jones

### **School Toilet Provision**

There should be 1 toilet for every 20 pupils in the school

	<b>Number of toilets</b>	
	<b>Gwyndy</b>	<b>Gellihaf</b>
<b>Male</b>	9	39
<b>Female</b>	6	34
<b>Disabled</b>	4	3
<b>Total</b>	19	76

The cleaning of the toilets is undertaken by MITIE. The toilets are regularly inspected and cleaned several times during the day.

## **The School Finance Committee**

The members of the Finance Committee are: Mr. Kevin Viney (Chairman), Mr Owain ap Dafydd (Head teacher), Councillor Phil Bevan, Councillor Colin Mann, Dr Caroline Turner, Mr Conrad Lucas and Ms Leanne Griffiths. The committee accepts advice from Mrs Catrin Mathias (Deputy Head Teacher) and Mr Steffan Phillips (School Bursar).

As in previous years, the committee has kept a close eye on the school's finances. This has been an exceptional year due to the national cuts in funding. There will be significant pressure placed on school budgets in the years to come and we will have to develop a clear strategy to overcome the inevitable cuts.

Approximately 10% of the school's funding is kept by the Local Authority and it is transferred to the PFI consortium under the headline 'Unitary Pay'. In practice this means that there are greater restrictions on the schools true budget than there are under the public system. As a result the Headteacher must carefully plan future spending. This has been successfully managed in collaboration between the Headteacher and the bursar. Here are the key themes of this years spending plan.

The total of the finance delegated to us for the 2013-2014 financial year was £6,546,438 - £632,260 (the Unitary Pay). In light of these figures it was possible for us to shoulder comparative smooth bridging from the old financial supervision to the new one.

A balanced finance was ensured. Also an account was kept of about £104, 672.

Generally, the financial order is further compounded by teachers' increasing salaries. This is how things should be; but these expenses will not be financially sufficient; and this makes each school's circumstances difficult, and in some cases, dangerously unstable. Our school, however, has managed to overcome this particular storm, and this is because of good financial planning. Our commitment, certainly, continues to stay firm to the principle of ensuring the teacher-pupil ratio as best as possible.

The school received £1,026,735 last year for their sixth formers. Whilst creating a curriculum, the school has co-operated with Ysgol Gyfun Gwynllyw to create new courses in Key Stage Four and in the Sixth Form dependent on financial sponsorship of £294,491 for 2013-2014. The same amount was requested for 2014-15. We heard during the 2014 summer term that our application had been successful.

As well as this the Gwyndy site was opened in September 2013. The site is located in Caerphilly and pupils from that area attend this school. The site has created a financial challenge as we have two different finances through the county's formula. Indeed, it has put extra pressure on the school's finance as we need more staff to run both sites and, therefore, some teachers need to travel between both sites.

## Appendix 1 : Site Development in Caerphilly – The Gwyndy

Ysgol Gyfun Cwm Rhymni has embarked on an exciting time in our history. We are developing a pioneering Welsh medium education model where we will run two educational sites under the leadership of one governing body and one senior leadership team. The central site (Gellihaf) is in Fleur de Lys with the second site (The Gwyndy) in Caerphilly. There are 7 miles between both sites.

We are developing the Gwyndy as a ‘School’ which operates independently of Gellihaf but within a highly effective partnership. Cwm Rhymni expects to continue to practice pioneering leadership strategies. This gives us a unique opportunity to develop extensive leadership across all of our school’s stakeholders.

An Acting Deputy Head is responsible for leading and managing the site daily with a core team of teachers permanently on the Gwyndy site, with some teachers travelling between the two sites at specific times. By September 2015 the core team is expected to include about 17 teachers with the number increasing to over 30 by 2018.

Both schools will operate under the federal organisation and will be led by one governing body. There will be one Senior Leadership Team responsible for the federation’s strategic leadership and it will be responsible for both sites.

### Y Gwyndy

	Year 7	Year 8	Year 9	CA3	Year 10	Year 11	CA4
<b>2020</b>	143	145	152	440	132	109	241
<b>2019</b>	145	152	132	429	109	120	229
<b>2018</b>	152	132	109	393	120	97	217
<b>2017</b>	132	109	120	361	97	85	182
<b>2016</b>	109	120	97	326	85		85
<b>2015</b>	120	97	85	302			
<b>2014</b>	97	85		182			
<b>2013</b>	85			85			

A leadership structure of this kind will ensure consistency in leadership and effective administration. It is expected that federal financial planning will lead to effective expenditure across both sites.

Federal leadership will ensure a consistent vision across both sites and Welsh education of the highest standard will be provided so that each pupil can fulfil its potential. We will ensure that effective pedagogy strategies develop the individual. Individuals develop in a more effective way if we can understand their needs and develop a curriculum that is suitable for them. The most effective way of doing this is using resources in a federal manner.

The federal co-operation will ensure a consistency across the curriculum and across the key stages. It will also develop to be a highly efficient tool whilst bridging across the key stages and stakeholders.

If the 14-19 learning pathway proves to be sustainable we must ensure that there are a sufficient number of suitable courses with appropriate staff, resources and facilities. A united, federal structure will enable us to build upon our pioneering partnership with Ysgol Gwynllyw. This will ensure that the partnership will continue to be known as a 14-19 centre of excellence for all the students of an extended Gwent.

The 14-16 core curriculum will be available on both sites with specific specialist subjects available on one site or appropriate college.

Gelli Haf site will be the main centre for the 16-19 curriculum.

The core 14-19 curriculum will be available on both of the sites with special subjects available for one site or in a college where appropriate.

Gellihaf site will be the main centre for 16-19 curriculum.

## **Appendix 2 : ESTYN : Literacy in key stage 3 : Interim Report (January 2015)**

### **Context**

Ysgol Gyfun Cwm Rhymni is a large Welsh-medium secondary school in Caerphilly. There are 1,439 pupils on roll, of whom 5% of pupils speak Welsh at home. Around 13% of pupils are eligible for free school meals, which is below the national average of 17.5%. Nearly 8% of pupils live within the 20% most deprived areas of Wales. It is estimated that around a third of adults living in the area need help with basic literacy and numeracy.

### **Strategy**

The development of dual literacy is a means of ensuring high levels of performance in Welsh and English and in other subjects across the curriculum. The main aim is to develop a coherent approach to developing writing skills, including drafting and technical accuracy, and to provide appropriately challenging reading tasks. The strategy is led by the Welsh and English departments in response to the introduction of the LNF.

### **Action**

#### **Guidance and provision**

The school's core-literacy team refined schemes of work to map existing writing tasks and then planned opportunities for more extended writing, following different text types, and introduced richer reading opportunities. They identified and removed less challenging tasks from schemes of work. Suitably challenging dual literacy tasks are now evident across the curriculum. In one example, Year 9 pupils read detailed scientific information about the structure of an atom in English and are then required to answer a series of questions in the form of 'two truths and a misconception' in Welsh. This ensures that they re-visit the scientific information several times, deepening their understanding of what can prove to be a difficult topic. This technique has proved effective when teaching a chemistry unit, based on the periodic table and the elements, and is easily adapted to suit pupils of all abilities. In geography, pupils read about the effects of climate change in different countries from several challenging sources (a different country for each group), both on paper and on screen, in English and in Welsh. They report to each other in Welsh before selecting an appropriate form for an extended writing task.

Curriculum leaders from humanities and science lead staff training sessions to share practical examples of literacy-rich tasks from their subject areas. These examples are shared with other schools in Wales and England. In addition, language policies were revised in light of the LNF and a user-friendly version of the LNF produced. This is used by staff and pupils and by partner primary schools. There is an extensive peer observation programme and teachers from Cwm Rhymni teach literacy to Year 6 pupils once a week. Furthermore, more able pupils from the feeder schools visit Cwm Rhymni for triple/quadruple literacy (French, Italian, English and Welsh) extension tasks that develop thinking skills well.

#### **Evaluation**

Termly literacy progress meetings, chaired by Welsh and English teachers, together with a traffic-light system, inform assessment. The school considers National Reading Test outcomes, and English and Welsh National Curriculum levels, on an individual pupil basis. Effective methodology, including for the more able pupils, is then identified and shared.

#### **Outcomes**

The subject links, important in planning for progression, are well developed. Teachers from the respective Welsh and English departments provide practical advice that is based on successful outcomes. There is a far greater understanding of, and consistency in approaches to, the important issue of extended writing and to the writing process. This is already leading to higher standards of work as evidenced through lesson observations and work scrutiny.

### **Appendix 3 : Categorisation**

The schools category for 2014 was published in January 2015

There are three elements to School Categorisation.

#### **Step 1**

The Challenge Advisor visits the school to discuss with the Head and Leadership team concentrating on the following;

-  Standards
-  Teaching and learning
-  Leadership

#### **Step 2**

WAG announced the school's standards category (1-4) in December 2014.

-  **Level 2** Threshold including Welsh/English and Mathematics
-  **5 grades (A\*-A)** including Welsh/English and Mathematics
-  **Capped score** including Welsh/English and Mathematics
-  Attendance

#### **Step 3**

The Challenge Advisor comes to a decision regarding the School's category by considering the Standards Category and also the Leadership grade and comparing these with specific standards.

The categorisation for Ysgol Gyfun Cwm Rhymni for all 3 steps have now been agreed with the Director of Education.

<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>
<b>A</b>	<b>1</b>	<b>Green</b>

## Appendix 4: External examination results

### A Level Results

	A*-A	A*-B	A*-C	A*-D	A*-E
<b>2014</b>	<b>19.67%</b>	<b>54.10%</b>	<b>83.61%</b>	<b>95.63%</b>	<b>98.91%</b>
<b>2005-2014</b>	<b>17.42%</b>	<b>42.69%</b>	<b>69.02%</b>	<b>86.77%</b>	<b>95.21%</b>
<b>2012-2014</b>	15.08%	42.06%	71.03%	89.88%	99.99%
<b>2011-2013</b>	15.93%	40.93%	67.72%	87.09%	99.59%
<b>2010-2012</b>	15.81%	42.10%	68.38%	87.11%	98.80%
<b>2009-2011</b>	16.52%	45.55%	74.23%	90.38%	98.00%
<b>2008-2010</b>	17.97%	47.42%	74.57%	89.48%	95.98%
<b>2007-2009</b>	18.12%	46.76%	75.62%	90.38%	95.53%
<b>2006-2008</b>	20.18%	43.90%	69.18%	87.14%	94.24%
<b>2005-2007</b>	20.13%	41.54%	65.31%	85.44%	93.36%

	Column A	Column B		Column A	Column B		Column A	Column B
School 2013/14	98	841	LEA 2013/14	97	784	Wales 2013/14	97	804
School 2012/13	99	834	LEA 2012/13	96	756	Wales 2012/13	96	807
School 2011/12	96	822	LEA 2011/12	96	724	Wales 2011/12	97	773
School 2010/11	94	800	LEA 2010/11	98	815	Wales 2010/11	96	792
School 2009/10	96	789	LEA 2009/10	95	802	Wales 2009/10	95	748
School 2008/09	100	583	LEA 2008/09	98	723	Wales 2008/09	96	688
School 2007/08	96	658	LEA 2007/08	96	589	Wales 2007/08	94	621

**Column A:** Percentage of 17 year olds registered for a volume of learning equivalent to 2 A levels and gaining the level 3 threshold  
**Column B:** Average points score for every pupils over 17 years old

A Level		BTEC		BTEC A Level	BTEC/A Level Baccalaureate
	183		97	280	364
A*	3	D*	44	47	47
A	33	D	8	41	125
B	63	M	21	84	84
C	54	P	23	77	77
D	22			22	22
E	6			6	6
U	2		1	3	3
A*-A	19.67%	D*-D	53.61%	31.43%	47.25%
A*-B	54.10%	D*-M	75.26%	61.43%	70.33%
A*-C	83.61%	D*-P	98.97%	88.93%	91.48%
A*-E	98.91%		98.97%	98.93%	99.18%
A*-U	100.00%		100.00%	100.00%	100.00%

## Key Stage Four Results (KS4)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Welsh</b>	58	55	55	68	60	73	73	77	66	73
<b>English</b>	60	56	57	68	59	68	68	50	73	75
<b>Welsh or English</b>				<b>77</b>	<b>64</b>	<b>76</b>	<b>78</b>	<b>78</b>	<b>77</b>	<b>78</b>
<b>Mathematics</b>	36	44	48	57	51	57	63	65	68	74
<b>Science</b>	48	46	52	63	61	84	88	92	85	94
<b>Level 2 Threshold inclusive</b>				<b>53</b>	<b>45</b>	<b>54</b>	<b>61</b>	<b>62</b>	<b>61</b>	<b>68</b>
<b>Core Subject Indicator</b>	33	37	38.3	50	48	53	61	62	61	67
<b>Welsh, English or Mathematics</b>				<b>78</b>	<b>67</b>	<b>79</b>	<b>79</b>	<b>81</b>	<b>84</b>	<b>83</b>

Number of 15 year old pupils on the register January 2014 :

234

Percentage of 15 year olds gaining:

	Registered for at least one qualification	Gained Level 1 threshold	Gained Level 2 threshold	Gained the level 2 threshold inclusive of GCSE English or Welsh First Language and Mathematics	Core Subject Indicator	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2013/14	<b>100</b>	<b>97</b>	<b>90</b>	<b>68</b>	<b>68</b>	<b>370</b>	<b>590</b>
LEA 2013/14	99	94	74	50	48	326	467
Wales 2013/14	99	94	82	55	53	341	524
School 12/13/14	100	97	91	64	63	371	623
School 11/12/13	100	97	90	62	61	366	633

Number of 15 year old pupils on the register January 2014 : 234

Percentage of 15 year olds gaining:

	Gained A *-C in :					Average pupil points score :		
	English/Welsh	English	Welsh	Mathematics	Science	English/Welsh	Mathematics	Science
School 2013/14	<b>78</b>	<b>75</b>	<b>73</b>	<b>74</b>	<b>94</b>	<b>42</b>	<b>40</b>	<b>81</b>
LEA 2013/14	61	61	73	56	80	37	35	53
Wales 2013/14	67	66	74	62	82	39	36	47
School 12/13/14	78	70	74	69	93	42	39	82
School 11/12/13	78	68	74	66	91	41	39	74

	Registered for at least one qualification	Gained Level 1 threshold	Gained Level 2 threshold	Gained the level 2 threshold inclusive of GCSE English or Welsh First Language and Mathematics	Core Subject Indicator	Average capped wider points score per pupil	Average wider points score per pupil
<b>School 2012/13</b>	100	98	93	<b>62</b>	<b>61</b>	375	655
<b>School 2011/12</b>	100	96	89	<b>61</b>	<b>61</b>	369	629
<b>School 2010/11</b>	99	95	88	<b>62</b>	<b>62</b>	352	604
<b>School 2009/10</b>	100	95	81	54	53	340	551
<b>School 2008/09</b>	97	93	68	51	50	430	
<b>Caerphilly 2011/12</b>	99	91	64	45	44	311	430
<b>Caerphilly 2012/13</b>	100	92	69	46	43	319	455
<b>Caerphilly 2010/11</b>	99	89	62	43	42	299	393
<b>Caerphilly 2009/10</b>	99	90	61	45	44	297	382
<b>Caerphilly 2008/09</b>	98	87	54	42	40	352	
<b>Wales 2012/13</b>	100	93	78	53	49	333	501
<b>Wales 2011/12</b>	99	92	73	51	49	324	465
<b>Wales 2010/11</b>	100	90	67	50	48	310	414
<b>Wales 2009/10</b>	99	90	64	49	48	305	394
<b>Wales 2008/09</b>	99	88	61	47	46	379	

### **Pupils that receive Free School Meals**

There is a significant gap between the achievement of pupils who receive Free School Meals and those who do not in Ysgol Gyfun Cwm Rhymini.

On average pupils who receive Free School Meals at Cwm Rhymini achieve higher grades than those who also receive Free School Meals across the authority and Wales in the key indicators.

## **Appendix 5: Ysgol Gyfun Cwm Rhymini's Cluster Collaboration Plan**

11 primary schools contribute to the collaboration within Ysgol Gyfun Cwm Rhymini's cluster of schools.

- Ysgol Gymraeg Caerffili
- Ysgol Gymraeg Penalltau
- Ysgol Gymraeg y Lawnt
- Ysgol Gymraeg y Castell
- Ysgol Gymraeg Cwm Gwyddon
- Ysgol Gymraeg Bro Sannan
- Ysgol Gymraeg Ifor Bach
- Ysgol Gymraeg Cwm Derwen
- Ysgol Gymraeg Gilfach
- Ysgol Gymraeg Bro Allta
- Ysgol Gymraeg Trelyn

The collaboration between the schools is a significant strength which contributes to the success and very high standards achieved by these schools. The Cwm Rhymini cluster is acknowledged as a highly successful pioneering partnership where a good practice is consistently shared on each level across the cluster.

The collaboration aims to ensure that each pupil who attends a Welsh medium school within the Caerphilly Council Authority receives educational opportunities which will enable them to reach their potential.

### **THE PUPILS' PROGRESS IS AT THE HEART OF EVERYTHING**

Because of this collaboration it is possible to offer a variety of opportunities and activities in the primary school or in Cwm Rhymini to promote the development of individual or groups of pupils.

#### **Cwm Rhymini's Transition Plan**

We aim to ensure that each pupil who starts in Cwm Rhymini is keen to further develop and build upon the progress previously made during their period at the primary school. Cwm Rhymini and the primary schools work together closely by sharing information and developing plans in order to ensure that the pupils' initial period in Cwm Rhymini is a happy and successful one.

#### **Transition Curriculum**

Teachers from Cwm Rhymini visit each Welsh primary school for half a day once a week to teach year 6 pupils. They teach a curriculum which the pupils will continue to study in year 7 in Cwm Rhymini. The primary school teachers have planned the curriculum in collaboration with Cwm Rhymini teachers. The pupils come to know a teacher from Cwm Rhymini and receive an experience of the school's systems so that they can enjoy a smooth transition to their new school.

#### **Transition Day**

During the summer's second half term (June/July) in year 6 the pupils visit Cwm Rhymini for a day. The pupils receive a timetable for the day enabling them to experience activities as year 7 classes. The activities are planned so that the pupils have experiences they would not normally receive in the primary school but will be available for them in year 7 in Cwm Rhymini.

#### **Transition Evenings**

Two evenings are held during a pupil's period in year 6.

During the Christmas second term in year 6, parents are invited to Cwm Rhymni for an evening of introduction for the school and building. The parents meet the school leaders and the Curriculum Transition Teachers who teach the pupils in year 6. A central presentation is held in the school hall at the beginning of the evening where the school's organisation is explained. Following this there is a tour around the school under the guidance of a teacher and one of the school's senior leadership team. This is an opportunity for parents to get to know the site and ask about any matter of particular interest or worry to them.

At the end of the transition day during the second part of summer half term (June/July) a year 6 transition evening is held for the parents. Subject-based activities are held around the school so that the parents can get a taste of the kinds of subjects that the pupils study in year 7. There is also a chance to buy a school uniform and to pay for the year 7 Llangrannog trip.

### **Science in year 6**

Cwm Rhymni's Science department collaborates with year 6 teachers to introduce a unit of science work in year 6. Cwm Rhymni teachers visit the school primary to hold science lessons and year 6 pupils visit Cwm Rhymni to gain experience from performing experiments in a laboratory.

### **Chwil Chwarae Days**

Musical days are held in Cwm Rhymni where pupils who have a specific musical talent have the opportunity to meet with music teachers and other talented pupils and to perform in front of an audience.

### **Urdd competitions**

A variety of competitions are held across the cluster on the Cwm Rhymni site. Cwm Rhymni enables this to happen as this is an additional tool, in our agreed plan, for effective transition between the primary schools and Cwm Rhymni. The pupils will settle in quickly and smoothly if they are used to being on the school site.

### **Joint mentoring Plan**

We operate a mentoring plan across all of the Cwm Rhymni cluster primary schools.

Each school has different plans for supporting and guiding pupils who need additional or different forms of assistance in order to develop their abilities, specifically in literacy and numeracy. Individual pupils' intervention plans vary according to the school and pupils' needs and they have proved to be effective over a period of time.

We aim to ensure that we co-operate effectively across the cluster so that we are aware of the good practice and are able to share ideas in order to ensure our pupils' progress.

The Cwm Rhymni teachers will visit each primary school regularly to discuss intervention plans and to discuss individual pupils and groups of pupils in year 5 and 6. By providing an effective mentoring system across the cluster, individual pupils and groups of pupils will benefit from planned activities across the cluster in order to develop according to their talent, ability or personal needs.

### **Extended Activities Days**

In each primary school, there will be individuals who benefit from taking part in extended activities. Maybe these individuals have a special abilities or a strong awareness and understanding in specific fields.

These pupils will benefit by co-operating with a group of pupils of similar interests and abilities on extended activities provided for them within the primary school.

We will plan a series of days to be held at Cwm Rhymni which will give theyear 6 pupils an opportunity to develop their understanding or extended ability in a field or specific fields .

### **Additional Activities Day**

In each primary school there are pupils who appear unable to take advantage of all the opportunities which are available within the school. There are a number of reasons which contribute towards this, but we must recognise if the pupils are not able to make use of the opportunities to develop early on in their school life or it will be very difficult to succeed in reaching their potential in the long term.

These pupils often benefit from the school plans to support and guide pupils who need additional assistance. The joint mentoring plan will reinforce this work and enable us to develop additional opportunities across the cluster in order to promote the ambition and confidence of our children.

We intend to plan a series of days to be held in Cwm Rhymni which will provide pupils in year 5 and year 6 with an opportunity to develop their ambition and confidence whilst also enhancing understanding of topics that are not necessarily available in the primary school.

## **Appendix 6 : The National Curriculum in Cwm Rhymni**

The National Curriculum in Wales is a Government framework that sets out what must be taught to children in school, and at what age. It is designed to provide a good grounding in language, mathematics and science and is divided into separate Key Stages for secondary school pupils:

- Key Stage 3: ages 11 - 14
- Key Stage 4: ages 14 - 16.

### **Key Stage Four**

Children at the age range of 14-16 will follow the Key Stage Four (KS4) curriculum.

The KS4 Curriculum outlines the subjects that every child is expected to study including what range of subjects must be available for pupils to choose to study. Key Stage Four (KS4) is the first opportunity for pupils to choose subjects they wish to study. This is the beginning of the child's **14-19 Learning Pathway**.

The curriculum at KS4 is divided into three distinct groups of subjects;

- Core Subjects
- Statutory Subjects
- Optional Subjects

### **Core Subjects**

The core subjects are those subjects that every pupil has to study between the ages of 11-16. The core curriculum covers approximately 70% of a child's lessons. Core Subjects in National Curriculum at Key stage Four (KS4) are English, Welsh, mathematics and science. Every pupil is not only expected to follow a curriculum in the core subjects they are also expected to achieve a recognised qualification in each core subject at the end of KS4.

In Cwm Rhymni we consider the Welsh Baccalaureate to be a core subject. Every pupil follows the Baccalaureate and is expected to achieve a qualification in the Baccalaureate at the end of KS4.

### **KS4 Science**

Pupils in the set 1 a 2 classes in year 10 are generally expected to follow the triple science course, whereby they will study chemistry, physics and biology separately. These pupils have already started studying work from this course and by the end of year 11 they will have had the opportunity to earn three separate GCSE grades in the subject. Pupils in set 3 have also started by studying the same work, and dependant on their progress in the subject over the next few months, there is the possibility of following the triple science course.

All other of pupils have started studying the chemistry, physics and biology 1 modules, with the intention of sitting examinations in each of these during the summer of year 10. During year 11, these pupils will be expected to follow the Additional Applied Science (GCSE) course which will also provide them with the opportunity of attaining two separate GCSE's in the subject.

There is a growing national emphasis on the core subjects. **Children’s academic success is measured in their ability to achieve the Welsh Baccalaureate and good grades in the core subjects at the end of KS4.**

### **The Welsh Baccalaureate**

As at Key Stage 3, all of our pupils are required to follow the Welsh BAC at Key Stage 4. They will either follow the Welsh BAC National, or the Welsh BAC Foundation. There is no examination at the end of the Welsh BAC course.

Our year 10 pupils in September will be following the new look Welsh BAC. They will work their way through a series of challenges focussing on:

- Enterprise
- Education and the world of work
- Global Citizenship

As they complete each challenge, they will develop their wider, employability skills which will be monitored and assessed. Each pupil will also be required to complete an Individual Investigation, which is an extended research project on an area of personal interest. Pupils will have to pass their Welsh or English and Maths GCSE’s, along with another 3 GCSE’s/BTEC’s to be awarded the qualification.

The Welsh BAC National will be the equivalent of 1 GCSE.

**Employers expect that good candidates for employment have achieved good grades in the core subjects.**

### **Statutory Subjects**

Children must also experience the statutory subjects which include physical education, religious education, and some education in personal and social skills, sex education, work-related learning and careers advice. It is not compulsory for students to achieve a recognised qualification in these statutory subjects.

### **Optional Subjects**

These are the subjects that children can choose to study at KS4. The optional subjects are non-core subjects that will not only be taught at KS4 but will normally be offered for post 16 study.

Art and Design	Drama	Information Technology
Art and Design (Textiles)	Economics	Music
Business	French	Physical Education
Childcare	Geography	Psychology
Construction	Health and Social Care	Religious Studies
D&T Graphics	History	Spanish
D&T Product Design	Hospitality	Travel

The optional subjects count for approximately 24% of a child’s lessons.

## **14-19 Learning Pathways**

The 14-19 Learning Pathway of a child is the start of the journey they decide to take towards a future career. The school has an obligation to ensure that there is a clear 14-19 curriculum pathway for every child.

The school has to offer suitable 14-19 Learning Pathways to the children in order that they can make informed choices according to their individual needs, expectations and ambition. We must ensure that an individual child's pathway offers a suitable range of future career pathways.

**The core subjects are key elements of every child's learning pathway.** Success in the core subjects at KS4 offer a foundation for most career pathways and further post 16 studies of the core subjects offer an academic pathway suitable for a wide range of career development.

The 14-19 Learning Pathway leads into lifelong learning. Some pupils will leave school at 16 and continue with their education in college, employment or training. The majority of our pupils remain in school to continue their Welsh medium education at post 16. It is advisable for children who are considering their options in year 9 to consider what their long term ambitions or desires are.

Most children will not have a clearly defined pathway mapped out at the age of 14, however they may have a general ambition (e.g. a desire to go to university). Children should consider their future ambitions for academic study when choosing their subjects for KS4.

Certain universities consider attainment at KS4 as well as attainment at post 16. They may well expect candidates to have chosen subjects at KS4 which are more likely to set an academic foundation for future studies (i.e. Core subjects and Academic GCSE's). However, most universities encourage a breadth of study and welcome a wide range of subjects including core, academic, practical and vocational.