



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

A report on

**Ysgol Gyfun Cwm Rhymni
Heol Gelli Haf
Fleur de Lys
Blackwood
NP12 3JQ**

Date of inspection: April 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	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

Ysgol Gyfun Cwm Rhymni is a designated Welsh-medium community comprehensive school for pupils and students aged 11-18 years. It is maintained by Caerphilly local authority. It has 1,498 pupils, including 269 in the sixth form. These figures have risen since the time of the previous inspection in 2010, when there were 1,324 pupils.

The school is situated on two sites. The Gelli Haf site is situated near the village of Fleur de Lys, and offers provision for pupils aged 11-18 years. The catchment area for this site encompasses the top end of the valley, from Llanbradach to Rhymney. The Gwyndy site is in the town of Caerphilly, close to Caerphilly Castle. Pupils come to this site from the Senghennydd area and the town of Caerphilly itself. At present, provision on this site is for pupils aged 11-14 years but the intention is to expand this provision to pupils aged 11-18 years as numbers grow further.

Nearly all pupils come from a British background and no pupils receive support to learn English as an additional language. Eight per cent of pupils speak Welsh with their families but all of them are fluent in the language and receive their education in all subjects through the medium of Welsh, except for English. Twelve point eight per cent (12.8%) of pupils are eligible for free school meals, which is lower than the national average of 17.7%. About 25% of pupils live in the 20% of most underprivileged areas in Wales.

The school admits pupils from the whole ability range and the percentage of pupils who have special educational needs is approximately 21%, which is lower than the national average, namely 25%. Two per cent of pupils have a statement of special educational needs, which is a little lower than the national average, namely 2.5%.

The headteacher began in the post in September 2008. The senior leadership team includes the headteacher, deputy headteacher, two executive deputy headteachers (one of whom is responsible for the Gwyndy site) and three assistant headteachers.

At present, the school is a 'curriculum pioneer school'. This means that it works with the Welsh Government and other curriculum pioneers to develop and pilot a new curriculum for Wales.

The individual school budget per pupil for Ysgol Gyfun Cwm Rhymni in 2015-2016 is £4,198. The maximum per pupil in secondary schools in Caerphilly is £5,429 and the minimum is £3,846. Ysgol Gyfun Cwm Rhymni is in fifth place of the 14 secondary schools in Caerphilly in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- In three of the last four years, the school's performance in almost all of the main indicators in key stage 4 compares very favourably with those in other similar schools
- Up to and including 2014, performance in the level 2 indicator including English and Welsh and mathematics has been consistently higher than the modelled outcomes. However, in 2015, there was a considerable decline in these outcomes, especially among pupils who are eligible for free school meals
- In many lessons, pupils make beneficial progress in their skills and subject knowledge
- The behaviour of almost all pupils in lessons and around the school is very good. However, attendance is low in comparison with that in other similar schools
- Most pupils have very positive attitudes towards the Welsh language and many of them have a firm grasp of how to express themselves orally and in writing
- Provision for the Welsh dimension and the Welsh language and promoting pupils' awareness of their role as global citizens is especially good
- There is effective teaching in many lessons. However, in a few lessons, teachers do not provide enough of a challenge for pupils

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision, based on innovation, enthusiasm and Welshness, and this is shared appropriately with all staff and pupils
- The headteacher, the deputy headteacher and the remainder of the senior leadership team provide an effective strategic direction for the school
- The school has comprehensive and robust performance management procedures
- The school has thorough and comprehensive self-evaluation processes and, as a result, leaders identify strengths and areas for improvement well
- The school responds quickly and purposefully to aspects that need to be improved
- The school improvement plan arises directly from the self-evaluation report and enables the school to set definite priorities in order to raise standards
- The governing body is experienced and provides valuable support to the school, in addition to an appropriate challenge

Recommendations

- R1 Improve performance in key stage 4, especially among the pupils who are eligible for free school meals
- R2 Improve attendance levels
- R3 Reduce the variation in teaching by continuing to share the best practices that exist in the school

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In three of the last four years, the school's performance in nearly all the main indicators in key stage 4 compare very favourably with that in other similar schools on the basis of eligibility for free school meals. However, in 2015, performance in a few of the indicators fell below that in other similar schools.

Between 2012 and 2014, the school's performance in the level 2 indicator including Welsh or English and mathematics was much higher than the modelled outcomes. However, in 2015, performance in this indicator fell considerably below the modelled outcomes. Since 2012, the school's performance in the capped points score has been consistently higher than it is in other similar schools. Over the same period, the percentage of pupils who achieve five or more GCSE A*-A grades has varied but is consistently higher than the average for other similar schools. Overall, pupils make beneficial progress as they move through the school.

Between 2012 and 2014, the performance of boys and girls in the level 2 indicator including Welsh or English and mathematics was consistently higher than that in other similar schools. However, in 2015, in this indicator, the performance of boys and girls fell considerably below that in other similar schools. The performance of pupils who are eligible for free school meals in the level 2 indicator including Welsh or English and mathematics is mixed. However, in 2015, this group's performance fell considerably below that in other similar schools.

At the end of key stage 4, all pupils gain one or more qualifications and continue in education or training.

In key stage 3, the school's performance in the core subject indicator has dropped since 2013.

In Year 13, since 2012, the proportion of pupils who achieve three A*-C grades or equivalent at A level has varied but is considerably lower than that in other similar schools. Over the same period, the proportion who achieve three A*-A grades or equivalent has varied and is similar to the average for other similar schools. Overall, the school's performance in the average points score and the level 3 indicator is close to that in other similar schools.

In lessons, most pupils demonstrate positive attitudes to their work and listen to each other and to teachers attentively. They are keen to contribute and many, especially boys, are able to express their ideas clearly orally. In many lessons, pupils co-operate effectively and discuss their ideas enthusiastically in pairs or small groups. Most of them demonstrate very positive attitudes towards the Welsh language. A few pupils communicate eloquently and use a wide vocabulary in a sophisticated way. However, a very few lack confidence when communicating orally and have a narrow vocabulary, which limits their ability to elaborate on their ideas.

Most pupils recall previous learning accurately. Many of them build productively on this and demonstrate a firm grasp of subject concepts and subject-specific terms. In many lessons, pupils make beneficial progress in their subject understanding. Many pupils develop their thinking skills effectively by applying subject knowledge when analysing evidence or data.

Many pupils have proficient reading skills and use these effectively when gleaning relevant information from a range of texts. In the majority of subjects, many pupils produce pieces of extended writing of high quality. They demonstrate a firm grasp of syntax and apply grammatical and spelling rules appropriately. However, in a few cases, pupils do not make sufficient progress in their written skills because they are copying rather than producing their own sentences.

In many lessons, pupils develop their independence appropriately, in addition to skills to improve their own work. However, in a few lessons, pupils are too passive and depend too much on teachers' input.

Many pupils develop their numeracy skills appropriately across the subjects. They are confident in addition, subtraction, division and converting fractions into decimals. In an appropriate range of subjects, many of them develop their measuring skills beneficially. Many are able to handle data successfully and produce accurate appropriate graphs to display data.

Wellbeing: Adequate

Most pupils feel safe at school and many think that staff deal effectively with any cases of bullying. Many pupils have a thorough understanding of how to eat healthily and there are high levels of participation in physical and extra-curricular activities. Most pupils' behaviour is very good in lessons and around the school. No pupils have been excluded permanently from the school during the last three years. Most pupils have very positive and enthusiastic attitudes towards their learning.

The percentage of pupils who are absent regularly has fallen and is low in comparison with levels in similar schools. Attendance rates have risen during the last four years. However, attendance continues to be low in comparison with that in other similar schools. These figures have placed the school among the bottom 25% of similar schools for five years and are consistently lower than the modelled outcomes. In 2015, the attendance levels of pupils who are eligible for free school meals had a detrimental effect on their attainment.

Many pupils feel that the school listens to them and makes changes that they suggest. The school council has a positive effect on various aspects around the school, for example the homework system, school uniform and developing a policy of walking on the left in the school's corridors. Many pupils contribute usefully to community, cultural and charity events.

Most pupils show respect, care and concern for each other and for adults, and they have the necessary skills to move on to the next stage in their education or the world of work.

Key Question 2: How good is provision?	Good
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Learning experiences: Excellent

The school provides a very effective curriculum that meets statutory requirements for all pupils. In key stage 4 and in the sixth form, the school provides a wide range of options, which include a range of vocational and general courses, and meet the wishes of pupils and the needs of local employers very well.

The school provides an especially good choice of extra-curricular activities for pupils, which includes specific interest clubs and very creative visits, for example a visit to a Chinese restaurant with a teacher from China to expand their cultural understanding. There are excellent links with the partner primary schools. The school provides very imaginative experiences as pupils transfer to the secondary school. There are schemes of a very high standard, such as 'Cau'r Bwlch' (Closing the Gap) to tailor provision for specific pupils, and the innovative 'Multilingual School' scheme that develops pupils' wider literacy skills.

The way in which the school responds to the requirements of the Literacy and Numeracy Framework is a very strong feature. Through detailed planning and developing purposeful resources, there are regular opportunities for pupils to develop skills and use them at the appropriate level of challenge in their work across the curriculum, especially in terms of developing literacy. Through very effective interventions, the school provides additional support for pupils who have weak literacy and numeracy skills, as well as providing valuable experiences that extend more able and talented pupils.

Provision for the Welsh dimension and the Welsh language is an especially strong element. The school arranges specific activities that increase pupils' awareness of Welsh identity and promote the importance of the Welsh language for them as citizens of Wales very creatively. The 'Siartr Camau Cymreictod' (Steps to Welshness Charter) sets out expectations about the correct use of the Welsh language at the school in a positive learning environment. Pupils are rewarded very effectively through the code system, the '3Cs'; Cymreictod, Cwrteisi a Chyfeillgarwch (Welshness, Courtesy and Friendship).

The school is innovative in its provision for sustainable development and global citizenship. For example, Mandarin is offered as an additional language and the school works very effectively with schools in Brazil to enrich cross-curricular learning experiences. The school council is extremely active and creates a school that aims to act sustainably. The school works especially well with the wider community through specific activities locally, nationally and internationally.

Teaching: Good

In nearly all lessons, teachers maintain a productive working relationship with pupils. Most teachers present a beneficial linguistic model and encourage the use of Welsh by pupils in a positive and sensitive way.

Many teachers plan their lessons thoughtfully to include a series of stimulating activities to gain pupils' interest and reinforce their previous learning. The tasks in these lessons provide an appropriately high challenge and include beneficial opportunities to develop pupils' skills. In the majority of lessons, teachers ensure a lively tempo and move around the classroom watchfully to help and encourage specific pupils to achieve. In many lessons, teachers use open-ended questions effectively to test pupils' ideas and subsequent thoughts to stimulate them to elaborate on their responses.

In a few lessons, pupils make exceptional progress as a result of creative and detailed planning, as well as very high expectations by teachers. In these lessons, teachers question pupils probingly and target their questions to ensure everyone's commitment.

In a few lessons, teachers do not present a sufficient challenge to pupils. These lessons move slowly and teachers do not question pupils effectively. They provide too much help for pupils and introductions last for extended periods. As a result, pupils are too passive and do not make enough progress in their skills or subject understanding.

In many lessons, teachers provide useful and constructive oral feedback for pupils. Most teachers mark pupils' work regularly and provide useful feedback for them on how to improve the quality of their work. Most teachers set beneficial targets and many ensure that pupils respond appropriately by redrafting their work or undertaking relevant additional tasks. In many subjects, pupils have useful opportunities to self-assess or assess their peers' work.

The school has comprehensive procedures for tracking pupils and for addressing any underachievement, which has contributed to robust outcomes in three of the last four years.

Overall, the school provides detailed reports for parents on their children's progress, which include appropriate targets for improvement. However, the quality of comments in the subject reports varies and a few are not useful enough.

Care, support and guidance: Adequate

The school is a caring community in which all pupils are included fully in all aspects of school life. There are comprehensive arrangements for supporting pupils' health and wellbeing, including promoting eating and drinking healthily. The school provides very valuable opportunities to promote fitness and healthy aspects within the school and in extra-curricular activities. As a result, most pupils have a very good awareness of how to stay healthy.

The school has an appropriate strategy for promoting and improving pupils' attendance, which has led to improvement recently. For example, the attendance of many pupils who attend alternative provision has improved over the last two years and the percentage of pupils who are absent from school regularly has reduced considerably over the last three years. However, the school has not planned strategically enough to improve pupils' attendance across the school.

The school promotes pupils' spiritual, moral, cultural and social development effectively by interesting assemblies, registration periods and 'cymell ac ysbrydoli' (motivate and inspire) target groups. The personal and social education programme has been co-ordinated skilfully and provides clear information and guidance for pupils. The school makes very good use of a range of external agencies in order to meet individual pupils' needs.

Provision for pupils who have additional learning needs is very effective and enables these pupils to make good progress. Parents and pupils have a valuable input into the individual education plans. They include a great deal of useful information and strategies in order to meet pupils' learning needs. However, the use of these plans across the school is inconsistent.

Pupils who have emotional and behavioural needs receive high quality support. The 'HAFAN' (the school's specialist provision) and individual timetables for a very few pupils in key stage 4 contribute to developing their social skills and self-confidence effectively. As a result, many pupils who receive this provision improve their attitudes to learning and gain valuable qualifications. The 'Centre' provides beneficial specialist support for pupils who have complex additional needs.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Excellent

Ysgol Gyfun Cwm Rhymni is a community that has an inclusive, friendly, Welsh ethos. It has an extremely strong sense of belonging, co-operation and shared aspirations. There is a spirit of industriousness and enthusiasm, which is fostered by all staff and pupils.

The school's policies and procedures ensure equal opportunities for all pupils, whatever their needs. All pupils have full access to the curriculum and relevant support. The school provides exceptional experiences for all pupils in order to expand their horizons and promote pride in their heritage and culture. The school has an appropriate accessibility policy and plan and it is proactive in challenging any case of stereotyping.

The Gellihaf and Gwyndy sites provide a wide and stimulating learning environment. There is a wide range of resources of a high standard to promote learning. The buildings, including the toilets and the learning rooms, are well-maintained and appreciated by pupils.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear vision that is based on innovation, enthusiasm and Welshness. He is supported skilfully by the deputy headteacher and the remainder of the senior leadership team to provide an effective strategic direction for the school. This vision is conveyed to all staff effectively and they embrace it enthusiastically. As

a result, all staff are supportive of the statement of the school's mission, namely 'At the heart of everything is pupils' progress'. Close co-operation between leaders has led to ensuring robust accountability and to maintaining high standards up until 2015.

Developing leaders at all levels is a strength. The school has comprehensive and robust performance management procedures. These are used to help staff to develop professionally and realise their potential. Senior leaders deal effectively and quickly with any underperformance by providing useful help and support. As a result, staff feel that they are appreciated and challenged appropriately.

Roles and responsibilities have been allocated sensibly and lines of accountability are clear. Middle leaders are held to account effectively through a series of regular meetings with a common agenda. There is a clear focus in these meetings on standards, monitoring progress and curricular matters. As a result, middle leaders have a thorough understanding of the expectations of them and their contribution to the school's success. Most minutes of these meetings identify appropriate action points but a few of them do not identify agreed time limits or allocate responsibilities for delivering the actions clearly enough.

Leaders at all levels have a sound understanding of data on pupils' performance and they use the information appropriately to plan for improvement. However, leadership has not led to sufficient improvement in attendance.

The school responds very positively to national priorities such as literacy, numeracy and curricular developments. By being innovative in developing the Welsh Baccalaureate and providing guidance on curricular aspects, provision for pupils is enriched and staff's professional development is strengthened.

Governors provide valuable support for the school in addition to an appropriate challenge. The governing body fulfils its statutory duties successfully and pays due attention to relevant guidance. Governors are experienced and know the school well. This enables them to make decisions that have a positive influence on standards and the quality of teaching. Through regular meetings with the governing body of another secondary school, governors monitor quality of provision jointly successfully.

Improving quality: Good

The school has thorough self-evaluation processes that are core to improving quality. As a result, the senior leadership team has a comprehensive understanding of the school's strengths and the areas that need to be developed further.

The school's self-evaluation report is a substantial document that includes an extensive presentation of performance data and a full review of all aspects of school life. However, a few parts of the document are too descriptive and there is not a sufficiently incisive and detailed analysis of performance in comparison with that of similar schools.

The senior leadership team organises a comprehensive calendar of departmental and whole-school self-evaluation activities. These include analysing performance data and scrutinising pupils' work regularly, in addition to listening to the views of pupils and parents in order to improve standards in learning, teaching and leadership.

The system of observing lessons is a strong feature of the quality assurance and planning for improvement process. Beneficial guidance is given to teachers on how to evaluate the effect of teaching on pupils' progress. As a result, there is consistency in how leaders report on standards and the quality of teaching and offer suggestions on how to improve. The school presents very useful summative reports to staff, following a cycle of lesson observations. As a result of this process, leaders place a robust focus on the areas that need to be improved in the next cycle of observations.

The school responds quickly and purposefully to areas or arrangements that need to be improved and ensures appropriate improvements quickly. For example, the school has refined and sharpened its processes for tracking the progress of key stage 4 pupils this year.

The role of middle managers in the quality assurance process has been defined clearly. They are aware of their accountability and the effect of their work on the school's standards. The majority of departmental self-evaluation reports identify strengths and areas to be improved appropriately. However, in a minority of departmental self-evaluation reports, evaluations of standards, including standards of groups of pupils, are not thorough enough.

The school improvement plan arises directly from the self-evaluation report and enables the school to set definite priorities in order to raise standards, including detailed and challenging targets for most indicators. The plan refers appropriately to maintaining and raising pupils' standards of learning and wellbeing, providing a modern curriculum and rich experiences from a Welsh and Welsh language perspective and developing leadership at all levels. School and departmental development plans include appropriate actions and success criteria. However, a few departmental plans do not include quantitative targets in order to measure and monitor progress.

Partnership working: Excellent

The school is innovative in co-operating effectively with a wide range of partners and leading a host of projects that expand pupils' educational experiences. These have a very positive effect on pupils' linguistic skills and emotional wellbeing.

The school has very strong links with a variety of agencies and this co-operation produces a climate of trust and effective communication.

The school has especially good links with partner primary schools, which ensure curricular progression in addition to supporting pupils' wellbeing during transition. Notable aspects are the 'Cau'r bwlch' (Closing the Gap) scheme, which helps specific pupils to improve their literacy, and the 'language ambassadors' scheme, which develops pupils' analytical skills and their awareness of the essentials of languages.

The school works imaginatively with the consortium and a local English-medium secondary school in order to develop pupils' multilingual skills. This is innovative practice and has a very positive effect on the numbers who choose modern foreign languages courses in key stage 4 and on writing and reading skills in French and Spanish in key stage 3.

The school has a useful partnership with a nearby Welsh-medium secondary school to expand the choice of courses for pupils in key stage 4 and the sixth form. The relationship with a further education college allows pupils to follow relevant vocational courses through the medium of Welsh.

The school has useful links with local businesses, for example with a local chemistry laboratory and in order to support the annual craft fair. Pupils benefit particularly well from the mock interview sessions that are held with local employers and careers sessions in key stage 4. The school co-operates with creative professional agencies successfully in order to raise specific pupils' confidence and self-image through an imaginative literacy and numeracy scheme.

Co-operation with teacher training colleges is very effective and complements teachers' professional understanding.

The school has a productive relationship with parents. However, the school's web site is not easy to use.

Resource management: Good

The school is extremely effective in planning all staff's development needs. Training is planned well and developing effective leaders is a core part of the school's vision. Sharing good practices among teachers is a strong feature of the school's work. This is done effectively through presentations on contemporary educational issues, observing peers and scrutinising books across the curriculum. The school is innovative in its role of leading other schools and this contributes to developing skilful and contemporary educators in the school. The few staff who teach beyond their specialist subject receive appropriate support to ensure that they have the essential understanding to teach the subject. Support staff make a valuable contribution to many aspects of school life.

Performance management arrangements are thorough and the objectives that are set through the medium of the "Realising Potential" scheme align with the school's vision and priorities.

The school has appropriate plans for spending specific grants, including the Pupil Deprivation Grant. This includes appointing staff to promote pupils' basic skills. However, the action has not had a strong effect on the performance of pupils who are eligible for free school meals in the majority of indicators in key stage 4.

The headteacher, the bursar and governors monitor the school's budget thoroughly, and the school has acted successfully to respond to the recent financial challenges. On the basis of current performance, the school provides good value for money.

Appendix 1

6764103 - Ysgol Gyfun Cwm Rhymni

Number of pupils on roll	1432
Pupils eligible for free school meals (FSM) - 3 year average	12.8
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	236	236	239	207		
Achieving the core subject indicator (CSI) (%)	78.8	85.6	84.1	83.1	88.6	83.9
Benchmark quartile	3	2	4	4		
English						
Number of pupils in cohort	236	236	239	207		
Achieving level 5+ (%)	85.6	89.0	89.1	86.0	91.5	87.9
Benchmark Quartile	2	2	3	4		
Achieving level 6+ (%)	37.7	56.8	53.6	55.1	55.8	52.6
Benchmark Quartile	3	1	3	4		
Welsh first language						
Number of pupils in cohort	236	236	239	207		
Achieving level 5+ (%)	84.3	88.1	89.5	88.9	92.3	90.9
Benchmark Quartile	3	3	3	4		
Achieving level 6+ (%)	33.1	45.8	49.8	50.2	59.4	56.1
Benchmark Quartile	3	2	3	3		
Mathematics						
Number of pupils in cohort	236	236	239	207		
Achieving level 5+ (%)	82.2	87.3	87.9	89.4	91.7	88.7
Benchmark Quartile	4	3	4	4		
Achieving level 6+ (%)	33.5	54.7	54.8	49.8	58.0	59.5
Benchmark Quartile	4	3	4	4		
Science						
Number of pupils in cohort	236	236	239	207		
Achieving level 5+ (%)	89.0	91.1	90.8	90.8	95.8	91.8
Benchmark Quartile	2	3	4	4		
Achieving level 6+ (%)	42.8	53.4	53.6	48.8	58.6	58.5
Benchmark Quartile	3	2	4	4		

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.

6764103 - Ysgol Gyfun Cwm Rhymni

Number of pupils on roll	1432
Pupils eligible for free school meals (FSM) - 3 year average	12.8
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	217	213	234	228		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	61.3	61.5	68.4	53.5	61.9	57.9
Benchmark quartile	2	2	2	4		
Achieved the level 2 threshold	89.4	93.0	90.2	88.6	91.8	84.1
Benchmark quartile	1	1	2	3		
Achieved the level 1 threshold	96.3	98.1	97.4	99.1	99.1	94.4
Benchmark quartile	2	2	3	2		
Achieved the core subject indicator (CSI)	61.3	61.0	67.5	52.6	59.8	54.8
Benchmark quartile	1	2	1	4		
Average capped wider points score per pupil	369.0	374.8	370.1	366.6	362.6	343.5
Benchmark quartile	1	1	1	2		
Average capped wider points score plus per pupil	362.8	368.1	367.1	360.5	356.8	338.7
Benchmark quartile		
Achieved five or more GCSE grades A*-A	23.0	20.2	28.2	18.4	15.1	16.6
Benchmark quartile		
Achieved A*-C in English	62.2	72.8	75.2	61.8	68.3	68.6
Benchmark quartile	3	2	2	4		
Achieved A*-C in mathematics	65.0	68.1	73.5	58.8	66.2	64.4
Benchmark quartile	2	2	2	4		
Achieved A*-C in science	92.6	92.5	94.4	96.5	95.2	84.0
Benchmark quartile	1	1	2	2		
Number of pupils aged 15 who entered Welsh First Language:	208	209	225	225		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	80.3	67.5	73.3	56.0	73.6	75.2
Benchmark quartile	2	3	3	4		

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.

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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.

6764103 - Ysgol Gyfun Cwm Rhywni

Number of pupils on roll 1432
 Pupils eligible for free school meals (FSM) - 3 year average 12.8
 FSM band 2 (10%<FSM<=15%)

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

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	27	31	20	23		
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	33.3	22.6	35.0	13.0	41.8	31.6
Achieved the level 2 threshold	77.8	83.9	70.0	60.9	79.4	69.4
Achieved the level 1 threshold	85.2	96.8	85.0	95.7	97.6	89.4
Achieved the core subject indicator (CSI)	33.3	19.4	35.0	13.0	40.0	29.3
Average capped wider points score per pupil	322.4	348.7	308.4	314.9	336.0	303.7
Average capped wider points score plus per pupil	311.9	338.8	302.9	310.4	328.9	296.4
Achieved five or more GCSE grades A*-A	3.7	3.2	10.0	4.3	4.1	4.3
Achieved A*-C in English	18.5	45.2	45.0	34.8	50.0	45.1
Achieved A*-C in mathematics	33.3	38.7	35.0	26.1	47.1	39.2
Achieved A*-C in science	81.5	77.4	85.0	91.3	90.6	74.4
Number of pupils aged 15 who entered Welsh First Language:	23	30	17	22		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	60.9	40.0	29.4	18.2	56.3	51.5

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

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

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

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

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

. Denotes the data item is not applicable.

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

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	102	92	108	106		
Average wider points score per pupil	822.4	834.1	840.7	822.5	883.0	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	84	75	93	91		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	96.4	98.7	97.8	100.0	99.0	97.0
Achieved 3 A*-A at A level or equivalent	0.0	6.7	9.7	6.6	4.8	7.9
Achieved 3 A*-C at A level or equivalent	54.8	61.3	71.0	63.7	75.3	68.1

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 to date 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	427	186 44%	220 52%	16 4%	5 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	426	85 20%	227 53%	99 23%	15 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	15%	3%	
I have someone to talk to if I am worried	425	174 41%	201 47%	41 10%	9 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	426	152 36%	224 53%	43 10%	7 2%	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	426	223 52%	184 43%	17 4%	2 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	424	129 30%	260 61%	31 7%	4 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	424	159 38%	238 56%	25 6%	2 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	421	68 16%	200 48%	117 28%	36 9%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	426	182 43%	205 48%	36 8%	3 1%	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	425	38 9%	233 55%	122 29%	32 8%	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	424	119 28%	206 49%	82 19%	17 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		425	63 15%	236 56%	102 24%	24 6%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		423	147 35%	255 60%	20 5%	1 0%	Rwy'n cael fy annog i wneud pethau drosaf 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		424	162 38%	212 50%	42 10%	8 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	2%	
The staff respect me and my background		426	153 36%	236 55%	32 8%	5 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		418	163 39%	233 56%	19 5%	3 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		131	28 21%	75 57%	23 18%	5 4%	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		43	14 33%	22 51%	4 9%	3 7%	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 to date 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.	50	13 26%	30 60%	6 12%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	49	20 41%	24 49%	3 6%	2 4%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	48	20 42%	22 46%	5 10%	1 2%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	47	15 32%	27 57%	4 9%	1 2%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	41	10 24%	23 56%	6 15%	2 5%	9	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	40	12 30%	25 62%	2 5%	1 2%	10	Mae'r addysgu yn dda.
		35%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	46	22 48%	21 46%	2 4%	1 2%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	46	9 20%	28 61%	6 13%	3 7%	4	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%	9%	2%		
Staff treat all children fairly and with respect.	37	17 46%	13 35%	6 16%	1 3%	12	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.	44	16 36%	19 43%	7 16%	2 5%	5	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.	45	17 38%	26 58%	1 2%	1 2%	5	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	12 35%	16 47%	5 15%	1 3%	12	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	48	8 17%	21 44%	14 29%	5 10%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		34%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	50	20 40%	21 42%	7 14%	2 4%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	44	8 18%	19 43%	14 32%	3 7%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	55%	11%	2%		
The school helps my child to become more mature and take on responsibility.	47	15 32%	29 62%	1 2%	2 4%	3	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	31	9 29%	18 58%	2 6%	2 6%	17	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	47	10 21%	27 57%	8 17%	2 4%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	46	13 28%	29 63%	1 2%	3 7%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Ceri Jones	Reporting Inspector
Gareth Kiff	Team Inspector
Margaret Elisabeth Davies	Team Inspector
Elwyn Vaughan Williams	Team Inspector
Delyth Gray	Team Inspector
Jeffrey Wyn Davies	Lay Inspector
Aranwen Thomas	Peer Inspector
Menai Jones	Peer Inspector
Catrin Jones Hughes	Peer Inspector
Catrin Mathias	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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 ¹
- 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.

¹ This indicator does not include Welsh second language qualifications.

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