



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

A report on

**Treorchy Comprehensive School
Pengelli
Treorchy
Rhondda
Rhondda Cynon Taff
CF42 6UL**

Date of inspection: March 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 20/05/2016

Context

Treorchy Comprehensive School is an 11 to 18 mixed, community school maintained by Rhondda Cynon Taf Borough Council. It is an English medium school with significant Welsh provision. The school enables pupils from Welsh language primary schools to continue to study around half their subjects through the medium of Welsh at key stage 3. There are 1,630 pupils on roll with 363 in the sixth form. At the time of the last inspection, there were 1,580 pupils on roll with 364 in the sixth form. Pupils come from the town of Treorchy and the surrounding valleys.

Around 23.3% of pupils are eligible for free school meals. This is above the average of 17.4% for Wales. The percentage of pupils eligible for free school meals has been around this figure for the last three years. Around 41% pupils live in the 20% most deprived areas in Wales.

Twenty-four per cent of pupils are on the school's additional needs register, which is close to the national average of 25.4%. Less than 1% of pupils have a statement of special educational needs, which is below the national average.

Ninety-eight per cent of pupils are from a white British background. Ten per cent of pupils are fluent in Welsh and 39% can speak Welsh, but not fluently. Around 8% of pupils speak Welsh at home. Less than 1% of pupils have a language other than English as their first language.

The headteacher has been in post since 2011. The senior management team consists of the headteacher, three deputy headteachers and three assistant headteachers.

The school budget per pupil for Treorchy Comprehensive School in 2015-2016 is £4,099. The maximum per pupil in secondary schools in Rhondda Cynon Taf is £4,982 and the minimum is £3,886. Treorchy Comprehensive School is 13th out of the 16 secondary schools 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 current performance is good because:

- There has been an overall improvement in the school's performance in the most important indicators at key stage 4 and most pupils make worthwhile progress from previous key stages
- Performance in the level 2 threshold, including English or Welsh and the capped points score is consistently above modelled outcomes, although performance in English and Welsh first language has been mixed
- Performance in those indicators that include a wide range of qualifications has shown steady improvement for the last four years
- Pupils have positive attitudes to learning and show very high levels of respect for others
- The school provides a wide range of learning experiences that meet the needs of its pupils well
- The extensive provision for the Welsh language allows nearly all pupils, whatever their ability, to achieve a formal qualification in Welsh first or second language
- The school has a very caring, inclusive and supportive ethos and provides high quality care, support and guidance for all pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and the senior leadership team provide strong and purposeful leadership, with a common vision that places the wellbeing and achievement of each child at the heart of the school's work
- Leaders communicate consistently high expectations for staff and pupils and challenge all members of the school community to achieve well
- Line management arrangements at the school are robust and ensure that staff are held properly accountable for their own performance and for that of the teams they manage
- The governing body is well informed and provides effective challenge to the headteacher and the senior leadership team
- The school has robust and well established procedures and a strong culture of self-evaluation and improvement planning
- The school improvement plan is comprehensive, with clear targets, strategies and success criteria

Recommendations

- R1 Improve standards at key stage 4 in English and Welsh first language
- R2 Improve the quality of feedback to pupils in order to eliminate the inconsistency between and within departments
- R3 Improve the consistency of self-evaluation at departmental level
- R4 Improve the process of classroom observations to provide a more accurate evaluation of the quality of teaching

What happens next?

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

Estyn will invite the school to prepare written case studies describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the last four years, performance in the main indicators at key stage 4 has fluctuated. However, there has been an overall improvement in the school's performance in the most important indicators. Most pupils make worthwhile progress from previous key stages.

Performance in the level 2 threshold including English or Welsh and mathematics has fluctuated over the last four years, but is consistently above the average for similar schools. In this indicator, the school has been in top 25% of similar schools based on eligibility for free school meals for two of the past four years and in the lower 50% for one year. Performance in this indicator is consistently above modelled outcomes. The percentage of pupils gaining five A*-A at GCSE has declined over the last three years, but is above that of similar schools.

Performance in the capped points score has improved steadily over the past four years. In 2015, performance is well above modelled outcomes. It places the school in the top 25% of similar schools and is above the average for the family of schools. Performance in those indicators that include a wide range of qualifications has shown steady improvement for the last four years. Performance in these indicators places the school in the top 25% of similar schools.

The percentage of pupils achieving the level 2 threshold in English and in mathematics has fluctuated over the last four years.. For three of the last four years, performance in English has placed the school in the lower 50% of similar schools, and performance in mathematics has placed it in the top 25%. Performance in Welsh first language at the end of key stage 4 has placed the school in the lower 50% of similar schools for three of the last four years.

At key stage 3, performance in the main indicators has shown a gradual increase over the last four years. However, performance in the core subject indicator has been below modelled outcomes for the last two years and below the family average.

At the end of Year 11, all pupils achieved a recognised qualification and almost all continued their education in a school or further education college.

At both key stages, boys do not perform as well as girls. At key stage 4, girls perform significantly better than boys in the capped points score, and in English. A significantly greater proportion of girls than boys achieve five GCSE passes at grade A or A*. However, in many indicators, both boys and girls perform better than the average for those in the family of schools. Pupils eligible for free school meals perform as well as, or better than, these pupils in similar schools in most of the main indicators at key stage 4.

In Year 13, the percentage of pupils achieving the level 3 threshold has been high and consistently above the average for the family of schools and the local authority. Although the average wide points score achieved by pupils has fluctuated over the last four years, it is above the averages for the family and the local authority. The percentage of pupils achieving three A* or A grades at A level has increased over the past four years, and is above the average for the family and local authority. The percentage of pupils achieving three A*-C grades has fallen gradually over the past three years, but remains above the family and local authority averages.

Most pupils make worthwhile progress in their lessons and use their time productively. They listen well in class and follow their teacher's instructions carefully. Most pupils speak clearly when answering questions, taking part in discussions and when reading aloud for the class. Most pupils demonstrate effective writing skills, understand how to structure their writing and use correct spelling and grammar appropriate to their age and ability. Lower ability pupils are less accurate with their sentence construction and spelling. The more able pupils show a deeper understanding of different writing styles and an appreciation of writers' intentions. When writing at greater length, they do so with confidence, using appropriate structures and style for the relevant type of text.

Most pupils develop and use their numeracy skills well across a number of subjects. They are confident in using a range of methods to calculate ratios, percentages and fractions. Many use these skills appropriately to solve meaningful problems. Most pupils collect and display data from a number of sources carefully and clearly. They use a range of appropriate graphs to display this data and the more able pupils identify patterns in the data to reach appropriate conclusions.

Most pupils develop their Welsh language skills well. Most pupils write confidently in Welsh, speak clearly and pronounce words correctly. All pupils entered for the Welsh first language GCSE at the end of key stage 4 attained the qualification with around a third achieving A* to C grades. All pupils entered early for the Welsh second language GCSE at the end of key stage 3 gain the qualification with many achieving A* to B grades. Most pupils entered for the Welsh second language full-course GCSE at the end of key stage 4 gain the qualification.

Wellbeing: Excellent

Pupils' wellbeing is a particularly strong feature of the school. Nearly all pupils feel safe and are confident that the school deals very well with any incidents of bullying. Pupils have positive attitudes to learning and show very high levels of respect for others. They are proud of their school and the contribution they make to the local community. Many older pupils contribute effectively to the wellbeing and progress of younger pupils through the mentoring and buddies initiatives.

During the inspection week, pupils' behaviour in class and around the school was of a very high standard. Most pupils take responsibility for their own actions and nearly all pupils feel that the school encourages them to do things for themselves and to take on responsibility.

Most pupils have a strong understanding of the importance of a healthy lifestyle and many participate beneficially in the very wide range of extra-curricular activities. Many pupils take part in, and contribute valuably towards, community and charitable activities. These include raising money at charity events and running after-school clubs at local primary schools.

Attendance has been consistently above modelled outcomes for the last four years and places the school in the top 25% of similar schools. The number of persistent absences is low.

Many pupils participate effectively in the opportunities available to contribute to the decisions that affect them. In particular, the school council makes an important contribution to the life of the school and to the wider community. Pupils were involved in the decision to provide a zebra crossing on the main road outside the school and the development of a one-way traffic system around the school. Many pupils develop the social and life skills necessary to progress successfully to the next stage in their learning or employment.

Key Question 2: How good is provision?	Excellent
---	------------------

Learning experiences: Excellent

The school provides outstanding learning experiences that meet the needs of all pupils. There is an innovative cross-curricular provision at key stage 3 focusing on developing and strengthening pupils' literacy and information technology and communications skills. At key stage 4, the curriculum provides an extensive range of academic and vocational courses including the integrated Welsh Baccalaureate Qualification. Highly effective, flexible learning pathways coupled with an outstanding extra-curricular learning programme enable nearly all pupils to transfer successfully to the next stage of education or training or employment.

The school has planned effectively to implement the national literacy and numeracy framework across the curriculum. Provision to raise standards in literacy and numeracy is effective across the curriculum. The school plans well to develop pupils' communication, thinking and information and communication technology skills.

The school's provision for the Welsh language and dimension is innovative and sector-leading. The extensive provision provides outstanding opportunities for nearly all pupils, whatever their ability, to achieve a formal qualification in Welsh first or second language. The school's 'Cwrs Carlam' provision enables more able and talented pupils to make rapid progress in the development of their Welsh language skills. The school provides extensive opportunities for pupils to use their Welsh language skills creatively through the comprehensive programme of extra-curricular activities, school Eisteddfod and residential courses.

The school promotes pupils' understanding of the culture, customs and traditions of Wales well.

The school has a wide and varied programme of activities at lunchtime and after school to broaden learners' experiences, including sporting, cultural and linguistic

opportunities. There are extensive programmes of work-focused experiences, including work experience, industry days and working in school with local businesses and entrepreneurs.

The school has a well-developed provision for the promotion of education for sustainable development and global citizenship across the curriculum. There is a rich and varied programme of activities to promote sustainability during learning coach sessions, assemblies and in lessons. The Eco committee is very proactive in raising awareness of issues that affect the school and wider environment and has been involved in the anti-litter campaign. It promotes sustainable living very well and was influential in the school's decision to install solar panels on the roof of the school. The school provides appropriate opportunities for pupils to develop their understanding of global issues and sustainability through the Eco Schools programme, fair trade and links with a school in Uganda.

Teaching: Good

Consistently effective teaching has contributed to high outcomes and pupils' achievements. Nearly all teachers are very good language models and have good subject knowledge. They develop effective working relationships with their pupils. Most teachers manage pupil behaviour very well and organise their classrooms and pupil groups skilfully to support effective learning.

In many lessons, teachers plan well using the school's detailed lesson planning guidance. They plan effectively to develop pupils' literacy skills and numeracy skills where appropriate. In many lessons, teachers organise paired and group work effectively to allow pupils to share their ideas and to support and challenge each other when solving problems. They use questioning effectively to assess pupils' learning and use differentiated tasks and activities well to challenge pupils of all abilities.

In a minority of lessons, pupils make exceptional progress. In these lessons, teachers plan their lessons meticulously. They use a variety of appropriate resources effectively and plan a range of purposeful activities to stimulate pupils' interest. They set very high expectations for all pupils, ensure a challenging pace to learning and use their time very effectively. They develop strong working relationships with their pupils that are very supportive and mutually respectful. They use highly effective questioning throughout their lessons to extend and challenge pupils' understanding and knowledge.

In a very few lessons, pupils do not make enough progress. In these lessons, teachers plan appropriately and develop suitable working relationships. They use a suitable range of resources and activities. However, they do not challenge all pupils well enough and do not set high enough expectations.

Most teachers provide valuable verbal feedback to pupils during their lessons and pupils respond well to the advice given. All teachers mark pupils' work frequently. In a majority of subjects, teachers provide useful written comments to help pupils know how well they have done and what they need to do to improve. However, there is too much variation within and between departments in the quality of written feedback

given to pupils. In a minority of subjects, comments are not specific enough to enable pupils to understand how to improve their work. In many subjects, pupils complete useful self-assessment activities regularly and this helps them to understand how to improve their own learning.

The school sets ambitious targets for pupils and leaders track progress towards these effectively. This allows the school to monitor pupils' current performance and to plan valuable interventions well. Most pupils are aware of their target levels or grades and these are reviewed regularly with their learning coach.

End-of-year reports to parents are thorough and include useful subject-specific targets for improvement, and pupils have the opportunity to comment on their achievements.

Care, support and guidance: Excellent

The school provides very high quality care, support and guidance that enables all pupils to succeed regardless of their ability and background. Effective support systems have contributed very well to high levels of attendance and behaviour.

The school has highly effective arrangements to support pupils' health and wellbeing, including encouraging their active involvement in a wide range of sporting activities in lessons, at lunchtime and after school. There are effective arrangements to promote healthy eating and drinking.

There are well-planned, beneficial arrangements through the curriculum, assemblies, learning coach time and extra-curricular visits to promote pupils' spiritual, moral, social and cultural development. The school's personal and social education programme provides pupils with valuable information about a wide range of issues relevant to them. These include appropriate advice and guidance on personal relationships, substance misuse and sex education.

The school has highly successful strategies for promoting good attendance and behaviour. These include a range of rewards and sanctions that pupils understand well. Effective communication between the attendance officer, heads of learning and skills and learning coaches ensures that pupils receive valuable individual support. This co-ordinated approach has resulted in maintaining high levels of attendance and the consistently respectful behaviour observed during the inspection.

There are highly effective arrangements for identifying, supporting and monitoring pupils' additional learning needs. The school has an extensive range of very effective strategies to support pupils' wellbeing and learning. When a pupil's need is identified, leaders ensure a highly individualised plan of interventions. Support arrangements include the nurture group, social group, paired reading, targeted literacy and numeracy interventions or participating in a residential activity to promote self-esteem. Leaders monitor and evaluate the impact of these interventions very well.

The school works well with a wide range of specialist services, including educational psychologists, occupational therapists and counsellors, who provide beneficial advice and guidance to support individual pupils' wellbeing.

The highly effective transition planning with partner primary schools enables Year 7 pupils to settle quickly and confidently when they join the school. Arrangements are particularly effective for vulnerable new pupils. The school provides pupils and parents with a wide range of high quality advice and guidance at the end of key stage 3, key stage 4 and post 16 to enable them to make suitable subject choices and plan for their further studies and careers.

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

Learning environment: Excellent

The school has a very caring, inclusive and supportive ethos that reflects its core values of mutual respect, high standards of self-discipline and hard work very well. All pupils are respected and valued regardless of their ability and background and are challenged to achieve their full potential.

The school provides all pupils with equal access to valuable opportunities to develop their personal and social skills and to gain qualifications according to their abilities and interests. The school has developed a very respectful and tolerant environment where equality and diversity are encouraged at all times. Pupils and teachers respect each other's views and opinions and work together very productively. These are exceptional features of the school.

Accommodation, including specialist rooms and facilities, is well maintained. The school has an effective, rolling programme of improvement to the physical environment. Classrooms and corridors have stimulating and colourful displays to support pupils' learning. There are excellent information and communication technology facilities and appropriate arrangements for pupils at key stage 4 to purchase and use their own electronic devices in their learning. Learning resources for pupils to use in classrooms and other areas support their learning well.

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

Leadership: Good

The headteacher and his senior leadership team provide strong and purposeful leadership. Together, they have ensured that all staff understand and share a common vision that places the wellbeing and achievement of each child at the heart of the school's work. In particular, they have ensured that the school's core value of respect is understood and embraced by all those connected with the school.

Senior and middle leaders communicate consistently high expectations for staff and pupils. They challenge all members of the school community to achieve well. Roles and responsibilities at all levels are understood clearly and support pupils' learning and wellbeing effectively. There is an appropriate balance of responsibilities in the

roles of senior and middle leaders and this enables them to perform their duties well. The school is particularly effective in the way that it develops the leadership capacity of staff through strategies such as secondments into leadership roles.

Line management arrangements at the school are robust and ensure that staff are held fully accountable for their own performance and for that of the teams they manage. A series of meetings supports these arrangements well. They are held regularly, have appropriate agendas and provide a strong platform for improvement by identifying clear actions and monitoring progress towards them.

Leaders at all levels make productive use of data to analyse performance and to maximise the achievements of pupils. The school sets challenging targets for pupils and, where there is evidence that they might not be met, interventions take place quickly and effectively.

Arrangements for reviewing the performance of staff are strong, including formal performance management arrangements. Where underperformance occurs, it is identified quickly and challenged robustly, and effective action is taken to secure improvement.

The governing body provides dedicated support to the school. It receives very thorough information about the school's performance from the headteacher and senior leaders. It involves pupils well in its deliberations and discharges its responsibilities with integrity. However, whilst it supports the school well, its role in challenging the school to do better is at an early stage of development.

Leadership at the school has secured very strong rates of attendance, high standards of wellbeing and behaviour and a strong learning provision that is broad and balanced and meets the needs of individual learners.

Improving quality: Good

The school has developed a strong culture of self-evaluation and improvement planning. This is based upon robust and well-established procedures that are continuous, reflective and integrated at all levels within the school. These processes have helped leaders to develop a clear understanding of the school's many strengths and areas for further development. They use this information well to plan effective strategies for improvement.

The school self-evaluation report is comprehensive and contains a thorough analysis of performance data as well as other first-hand evidence. Leaders carry out frequent lesson observations and scrutiny of pupils' work to evaluate standards and the quality of teaching and assessment. However, the school's overall judgements of its teaching and of the standards pupils achieve are too generous.

There is a clear emphasis on monitoring pupils' progress against departmental and whole school targets to ensure that support is provided for pupils at risk of underachievement. The school uses this evidence effectively to identify the main strengths and areas they need to improve.

Senior leaders work closely with middle leaders to support their self-evaluation. This includes a very comprehensive and detailed analysis of pupil performance. Many middle leaders' self-evaluation reports provide useful analysis of performance data and identify strengths and areas for improvement in their areas of responsibility. However the reports vary too much in quality.

The senior leadership team uses the information from self-evaluation effectively to inform strategic planning priorities and to set challenging targets. The school has three main strategic priorities, which are pupil outcomes, provision and the development of pupils' independent and interdependent learning skills. These are well understood by the school community. This has enabled the school to plan successfully to secure improvements in most pupil outcomes, in the development of their literacy and numeracy skills, and in their wellbeing.

The school improvement plan, which is drawn up by the senior leadership team, is comprehensive, with clear targets, strategies and success criteria. Middle leaders' plans, which follow the same format, include all three strategic priorities as well as development priorities specific to their area of responsibility. These plans are thorough and of a consistently good standard. Together with the school improvement plan, they provide an effective mechanism to address departmental and whole-school priorities.

Partnership working: Excellent

The school has established extensive and highly effective partnerships, which bring outstanding benefits to pupils and the wider school community. This is a significant strength of the school.

The school has developed very strong partnerships with parents. They are very supportive of the school, and feel that they are able to approach the school with any issues or concerns and are well informed.

There are extremely well-developed and innovative links with cluster primary schools, including staff from the school teaching in the primary school on a timetabled basis. This provides highly effective transition support for pupils and has a very positive impact on their learning and progress, particularly for literacy and Welsh.

The school has long standing collaborative arrangements with other schools in the Rhondda 14-19 Consortia, which provide very valuable learning pathways for pupils. The provision is very well planned, resourced and of high quality.

The school has established very effective links with local and multi-national businesses to secure high-quality work experience placements for key stage 4 and key stage 5 pupils. These partnerships provide pupils with opportunities to develop skills, and to raise their awareness of career pathways, including apprenticeships.

The school works very effectively with a wide range of strategic partners across the region. It takes a leading role in developing effective teaching methodologies and shares these with partner schools. The school provides support to a "Pathway to Success" school and is the lead "Hub" school for the region for the professional development of outstanding teachers. The school is also working effectively with a university partner to develop trainee teacher programmes.

Resource management: Good

The school is well staffed to deliver high quality learning experiences to all of its pupils. Teaching staff are well qualified and, in nearly all cases, are deployed in their subject specialist areas. Support staff are used wisely to enrich pupils' learning experiences.

The school is committed to the development of its staff. There is a strong sense of a professional learning environment in which staff are involved in a range of networks, both within and outside school. These build their capacity to develop, innovate and offer leadership to the wider educational community.

Meaningful performance management arrangements ensure that the development needs of staff are met. These align appropriately with school and national priorities.

The school's budget is very well managed and this ensures that the school is able to meet its development priorities effectively. The governing body monitors the school's expenditure rigorously.

The use of the pupil deprivation grant is suitably planned and monitored. This funding has impacted very positively on the attendance rates and wellbeing of pupils eligible for free school meals.

In view of the good outcomes achieved by pupils, the school provides good value for money.

Appendix 1

6744081 - Treorchy Comprehensive School

Number of pupils on roll	1630
Pupils eligible for free school meals (FSM) - 3 year average	23.9
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	259	259	241	249		
Achieving the core subject indicator (CSI) (%)	72.2	73.0	73.4	76.7	80.7	83.9
Benchmark quartile	1	2	4	4		
English						
Number of pupils in cohort	259	259	241	249		
Achieving level 5+ (%)	77.6	77.6	78.4	80.7	84.8	87.9
Benchmark Quartile	2	3	4	4		
Achieving level 6+ (%)	42.5	38.2	37.8	38.6	41.6	52.6
Benchmark Quartile	1	1	3	3		
Welsh first language						
Number of pupils in cohort	29	35	14	23		
Achieving level 5+ (%)	75.9	74.3	78.6	69.6	69.6	90.9
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	17.2	14.3	42.9	39.1	39.1	56.1
Benchmark Quartile	4	4	4	4		
Mathematics						
Number of pupils in cohort	259	259	241	249		
Achieving level 5+ (%)	76.4	81.5	82.2	83.1	86.8	88.7
Benchmark Quartile	3	2	3	4		
Achieving level 6+ (%)	47.9	47.1	51.9	52.6	52.0	59.5
Benchmark Quartile	1	2	2	2		
Science						
Number of pupils in cohort	259	259	241	249		
Achieving level 5+ (%)	85.7	87.6	88.8	90.4	89.7	91.8
Benchmark Quartile	1	2	3	3		
Achieving level 6+ (%)	42.1	59.8	56.4	56.6	48.7	58.5
Benchmark Quartile	1	1	1	1		

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.

6744081 - Treorchy Comprehensive School

Number of pupils on roll 1630
 Pupils eligible for free school meals (FSM) - 3 year average 23.9
 FSM band 4 (20%<FSM<=30%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	247	260	257	266		
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	43.3	57.7	47.5	56.0	50.2	57.9
Benchmark quartile	2	1	3	1		
Achieved the level 2 threshold	92.7	94.6	94.2	96.2	85.2	84.1
Benchmark quartile	1	1	1	1		
Achieved the level 1 threshold	96.8	97.3	96.9	100.0	96.7	94.4
Benchmark quartile	1	1	2	1		
Achieved the core subject indicator (CSI)	41.7	58.5	47.1	52.3	47.1	54.8
Benchmark quartile	2	1	3	1		
Average capped wider points score per pupil	337.7	354.1	351.9	363.3	346.5	343.5
Benchmark quartile	1	1	1	1		
Average capped wider points score plus per pupil	328.7	345.6	339.6	354.5	339.0	338.7
Benchmark quartile		
Achieved five or more GCSE grades A*-A	10.1	15.8	14.0	12.4	11.4	16.6
Benchmark quartile		
Achieved A*-C in English	48.2	63.1	56.0	61.7	61.2	68.6
Benchmark quartile	3	1	3	3		
Achieved A*-C in mathematics	53.8	68.1	55.3	68.4	57.9	64.4
Benchmark quartile	1	1	3	1		
Achieved A*-C in science	69.2	93.1	92.2	91.0	86.3	84.0
Benchmark quartile	2	1	1	2		
Number of pupils aged 15 who entered Welsh First Language:	13	18	27	35		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	76.9	72.2	48.1	31.4	31.4	75.2
Benchmark quartile	2	3	4	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.

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.

6744081 - Treorchy Comprehensive School

Number of pupils on roll 1630
 Pupils eligible for free school meals (FSM) - 3 year average 23.9
 FSM band 4 (20%<FSM<=30%)

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	52	63	53	61		
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	23.1	28.6	24.5	32.8	29.8	31.6
Achieved the level 2 threshold	88.5	93.7	83.0	95.1	75.6	69.4
Achieved the level 1 threshold	94.2	98.4	90.6	100.0	92.7	89.4
Achieved the core subject indicator (CSI)	21.2	28.6	24.5	31.1	28.0	29.3
Average capped wider points score per pupil	313.5	347.1	320.0	353.2	317.7	303.7
Average capped wider points score plus per pupil	302.5	331.6	301.2	339.1	307.8	296.4
Achieved five or more GCSE grades A*-A	1.9	4.8	7.5	8.2	5.7	4.3
Achieved A*-C in English	30.8	36.5	35.8	37.7	42.0	45.1
Achieved A*-C in mathematics	36.5	49.2	34.0	47.5	38.1	39.2
Achieved A*-C in science	51.9	87.3	81.1	86.9	80.1	74.4
Number of pupils aged 15 who entered Welsh First Language:	*	*	*	*		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	*	*	*	*	*	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.

6744081 - Treorchy Comprehensive School

Number of pupils on roll in sixth form

363

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	145	155	141	168		
Average wider points score per pupil	937.3	862.8	884.1	933.5	788.6	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	128	135	131	157		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	100.0	97.0	99.2	98.7	97.2	97.0
Achieved 3 A*-A at A level or equivalent	7.0	0.7	2.3	3.8	3.0	7.9
Achieved 3 A*-C at A level or equivalent	77.3	67.4	67.2	64.3	55.9	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 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	378	179	183	13	3	Rwy'n teimlo'n ddiogel yn fy ysgol.
		47%	48%	3%	1%	
The school deals well with any bullying	376	83	213	63	17	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		22%	57%	17%	5%	
I have someone to talk to if I am worried	375	147	194	28	6	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		39%	52%	7%	2%	
The school teaches me how to keep healthy	377	85	236	51	5	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	63%	14%	1%	
There are plenty of opportunities at school for me to get regular exercise	378	174	170	30	4	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		46%	45%	8%	1%	
I am doing well at school	377	136	223	17	1	Rwy'n gwneud yn dda yn yr ysgol.
		36%	59%	5%	0%	
The teachers help me to learn and make progress and they help me when I have problems	377	153	201	20	3	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		41%	53%	5%	1%	
My homework helps me to understand and improve my work in school	378	60	215	92	11	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		16%	57%	24%	3%	
I have enough books and equipment, including computers, to do my work	377	223	137	14	3	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		59%	36%	4%	1%	
Pupils behave well and I can get my work done	377	25	197	116	39	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		7%	52%	31%	10%	
Staff treat all pupils fairly and with respect	377	103	189	72	13	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		27%	50%	19%	3%	
		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	377		44 12%	200 53%	98 26%	35 9%	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	378		166 44%	187 49%	19 5%	6 2%	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	377		139 37%	197 52%	31 8%	10 3%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	9%	2%	
The staff respect me and my background	378		155 41%	192 51%	25 7%	6 2%	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	378		162 43%	194 51%	11 3%	11 3%	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	149		50 34%	73 49%	23 15%	3 2%	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	84		36 43%	36 43%	10 12%	2 2%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	203	119 59%	80 39%	4 2%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	202	129 64%	68 34%	5 2%	0 0%	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.	203	124 61%	78 38%	1 0%	0 0%	0	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.	200	127 64%	69 34%	4 2%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	184	60 33%	114 62%	9 5%	1 1%	18	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	194	101 52%	91 47%	2 1%	0 0%	8	Mae'r addysgu yn dda.
		35%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	201	143 71%	57 28%	1 0%	0 0%	2	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.	197	94 48%	92 47%	11 6%	0 0%	6	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.	191	84 44%	93 49%	11 6%	3 2%	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.	196	92 47%	90 46%	12 6%	2 1%	8	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.	201	109 54%	87 43%	4 2%	1 0%	2	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'.	162	82 51%	73 45%	7 4%	0 0%	31	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.	200	88 44%	97 48%	13 6%	2 1%	3	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.	201	94 47%	95 47%	10 5%	2 1%	3	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.	177	60 34%	99 56%	14 8%	4 2%	23	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	200	99 50%	96 48%	5 2%	0 0%	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.	155	54 35%	88 57%	7 5%	6 4%	41	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.	200	110 55%	80 40%	9 4%	1 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	201	121 60%	76 38%	1 0%	3 1%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Huw Collins	Reporting Inspector
Michelle Gosney	Team Inspector
Hugh Davies	Team Inspector
Gareth Kiff	Team Inspector
Deris Williams	Lay Inspector
Greg Dixon	Peer Inspector
Nia Roberts	Peer Inspector
Helen Burgum	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.