A report on

**Cyfarthfa High School
Cae Mari Dwn
Queen's Road
Merthyr Tydfil
CF47 0LS**

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.

Publication date: 20/05/2016

Context

Cyfarthfa High School is an 11-16 mixed English-medium community comprehensive school in Merthyr Tydfil. The school moved to a single site as a result of post-16 re-organisation in 2014. Currently there are 1,158 pupils on roll, compared with 1,446 at the time of the last inspection when the school was an 11-18 school and included a sixth form. The school draws pupils from seven catchment schools but attracts pupils from out of catchment primaries. Sixty-three per cent of pupils live in the 20% most deprived parts of Wales. Nearly all pupils come from homes where English is the dominant language. A very few pupils speak Welsh as a first language, and around 10% speak Welsh, but not fluently or at home. The proportion of pupils who come from minority ethnic groups is around 3%. Twenty-eight pupils have English as an additional language.

The rolling three-year average of pupils eligible for free school meals is 17.3%, and this is in line with the Welsh average of 17.4%.

Current figures place the total proportion of pupils on the special educational needs register at around 30.6% compared with 25.4% nationally. Around 1% of pupils have statements of educational needs, compared with 2.5% nationally.

The leadership of the school comprises the headteacher, who has been in post since 2012, one deputy headteacher, five assistant headteachers and a director of finance.

The individual school budget per pupil for Cyfarthfa High School in 2015-2016 means that the budget is £4,283 per pupil. The maximum per pupil in the secondary schools in Merthyr Tydfil is £5,365 and the minimum is £4283. Cyfarthfa High School is fourth out of the four secondary schools in Merthyr Tydfil in terms of its school budget per pupil.

Summary

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

Current performance

Current performance is **adequate** because:

- In 2015, pupils' performance in many indicators places the school in the upper half of similar schools based on levels of free-school-meal eligibility
- Performance of pupils eligible for free school meals has improved in the last three years and is well above the family and national averages in the level 2 indicator including English and mathematics in 2015
- Pupils attend well and nearly all pupils are courteous and respectful around school; they are punctual and behave very well in lessons
- In many lessons, teachers plan a wide range of engaging activities that interest and motivate pupils and meet their needs well
- The school makes extremely effective use of a wide range of professional support to cater well for individual social, emotional and additional learning needs
- The school is successful in reengaging vulnerable groups of pupils

However:

- Boys' performance in indicators that include English and mathematics has been below the national average for the last four years
- The performance of more able pupils is better than the family average in 2015, but has been below the family for the previous three years
- In a minority of lessons, teachers' expectations of pupils are too low
- In a minority of cases, marking does not provide pupils clear enough guidance on how to improve
- A few whole school targets and a majority of pupils' targets are not sufficiently ambitious

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior leadership team provide the school with committed and purposeful leadership that has successfully created a cohesive school community with a shared sense of purpose and direction
- Strengthened quality assurance arrangements have impacted positively on the school's upward trend of performance over the last two years
- The school's tracking system is detailed and allows the precise and effective targeting of underperformance; this has contributed effectively to much improved pupil outcomes in many key indicators at key stage 4 in 2015

- The school makes particularly effective use of external agencies and
- school-to-school support groups to strengthen its self-evaluation process
- Leaders have successfully developed a culture within the school of a strong professional learning community, with staff showing considerable willingness to contribute to and develop new and different aspects of their role

Recommendations

R1 Raise standards at key stage 4, particularly in English and that of boys

R2 Address shortcomings identified in teaching and improve the quality and consistency of marking and assessment

R3 Ensure that performance management arrangements identify individual needs and whole-school priorities clearly, and address these fully

What happens next?

Cyfarthfa High School will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.

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Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

At key stage 4, in 2015 pupils' performance in many indicators places the school in the upper half of similar schools based on levels of free-school-meal eligibility. However, it has been in the lower half of similar schools in all indicators in the previous two years.

Performance in the level 2 threshold including English and mathematics dipped in 2012 and 2013 but has shown steady improvement since. In 2015, performance in this indicator is above modelled outcomes and places the school in the upper half of similar schools based on free-school-meal eligibility after placing it in the lower half or bottom quarter between 2012 and 2014. Performance has been above the family of schools' average but below the average for Wales in two of the last three years.

Performance in the level 2 threshold shows a consistent trend of improvement, and has been above the average for the family and Wales for the last two years. Performance in this indicator has placed the school in the lower half of similar schools in 2013 and 2014 and in the upper half in 2015. Performance in the capped point score and the level 1 indicator has also improved. Performance in these indicators places the school in the top quarter of similar schools in 2015 after placing it in the lower half previously. While the proportion of pupils who gain five A* to A grades at GCSE is slightly above the average for the family in 2015, between 2012 and 2014 it has been below the family and Wales averages.

The school's performance in mathematics at level 2 has also shown strong improvement, particularly in 2015. This places the school in the top quarter of similar schools, although it has been below the median in the previous three years. Performance in English and science at level 2 has been more variable. In English, performance at level 2 has declined slightly in 2015, and places the school in the bottom quarter of similar schools where it has been in three of the last four years. It has been below the averages for the family and Wales in three of the last four years.

At key stage 3, at level 5 or above, there has been an upward trend in the proportion of pupils that achieve the core subject indicator. It has been consistently above the average for the family for the last three years and above the average for Wales in 2015.

Over the last two years, girls and boys perform well compared with similar pupils in the family and nationally in English and mathematics at key stage 3. However, while boys' performance in science has improved in 2015 and is above the average for the family, it remains below the national average for the third consecutive year.

At key stage 4, girls' performance is much stronger than boys. In 2015, girls have performed much better than girls in similar schools and nationally in all indicators. However, their performance was at or below the national average for the previous

two years in many indicators during that time. Boys' performance has been more variable. In general, boys' performance has also shown steady improvement in many indicators and, in 2015, they have performed better than the average for boys in the family of similar schools in these indicators. However, boys' performance in English and science has been below the average for boys nationally and the family in the last four years. As a result, their performance in indicators that include English and mathematics has also been below the national average for the last four years.

At key stage 3 and key stage 4, the performance of pupils eligible for free school meals has improved in the last three years. In particular at key stage 4, the performance of these pupils in the level 2 indicator that includes English and mathematics has improved significantly in 2015 and is well above family and Wales' averages for similar pupils.

Pupils with additional learning needs in general make suitable progress relative to their starting points.

At the end of Year 11, nearly all pupils remain in education, or enter training or employment. No pupils left the school without a recognised qualification in 2015.

In 2015, pupils make sound progress in many indicators and very good progress in around half of indicators from previous key stages.

Pupils make good progress in a majority of lessons and in a few they make very rapid progress from their starting points. Many pupils are enthusiastic about learning and are able to sustain their concentration well. Many pupils recall prior knowledge suitably well and, in a majority of lessons, they apply this competently to new situations. A few pupils apply their knowledge very well to increasingly complex situations. However, in a few lessons, pupils do not have a secure enough grasp of basic concepts and prior learning to secure sound progress.

Most pupils listen attentively to their teachers and peers. Many discuss ideas maturely to reach consensus or explore different views. A minority speak confidently when expressing themselves in extended responses to teachers' questions. However, too often pupils' answers are brief and undeveloped or they do not express their ideas clearly.

Many pupils read fluently, show reasonable understanding of text and extract key information competently. A majority are able to draw basic inferences appropriately from texts. A minority are imaginative in their analyses of language and extract multiple meanings from text competently. However, a minority, especially the more able, do not analyse the effect of language choices and techniques in enough detail and depth.

A majority of pupils write confidently and at length. Their spelling, punctuation and grammar are generally accurate and in line with their ages and abilities. They write well-organised texts for a suitable range of purposes and use subject specific terminology accurately in their work. A minority of pupils, particularly the more able, have a rich vocabulary, which they apply skilfully to their written work. However, a minority of pupils do not always structure their writing well enough. For example,

they use too many simple sentence patterns and word choices and their presentation is generally untidy. A few pupils do not write securely without support and make too many basic spelling, punctuation and grammatical errors.

Many pupils develop their numeracy skills very effectively in mathematics lessons and apply these skills suitably in different contexts in several other subjects. For example, in geography, pupils routinely analyse and interpret statistical information for topics such as population migration or weather change and, in technology, they use their measuring skills competently to complete design and build briefs. However, in relation to their age and ability, a few pupils' basic number skills are not secure enough.

In Welsh lessons, more able pupils write at appropriate length and with reasonable accuracy. A few use sophisticated vocabulary in their writing. However, too many pupils lack confidence in expressing their ideas in Welsh. Pupils' performance in key stage 3 has improved over the last four years and has been broadly in line with the national average. At key stage 4, there is an increase in 2015 in the numbers of pupils who are entered for full course GCSE Welsh and most pupils entered achieve a level 2 qualification. However, only a minority of pupils entered for short course Welsh achieve a level 2 qualification and this performance has been below the national average for the last three years.

Wellbeing: Good

Most pupils feel safe in school and many believe that the school deals well with bullying. Many pupils display positive attitudes towards healthy eating and exercise, for example through regular participation in extra-curricular activities. Nearly all pupils are courteous and respectful around school. They are punctual and behave very well in lessons.

In 2012 and 2013, rates of attendance placed the school in the top quarter of similar schools based on free-school-meal eligibility. There was a dip in 2014, which placed the school in the bottom quarter of similar schools. In 2015, the rate of attendance has improved and is in line with modelled outcomes, moving the school up to the lower half of similar schools based on free-school-meal eligibility. The attendance of pupils eligible for free school meals has also improved in 2015 and is in line with similar pupils nationally. Levels of persistent absenteeism have generally fallen since 2012 and are below levels nationally and compared with those in the family of schools in 2015.

The number of fixed-term exclusions has reduced markedly during the past four years. There have been no permanent exclusions in the school for at least the same period of time.

Through the school council, pupils participate appropriately in opportunities to make decisions about school life, for example on matters such as the school uniform or the behaviour policy. However, they have a more limited influence about how they learn. Pupils develop their social and life skills well and gain a beneficial understanding of life and work outside of school through a wide range of activities. These include participation in charitable and community activities, such as the Christmas fair where pupils sell their own handmade crafts.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum, which meets statutory requirements. The key stage 3 curriculum builds well upon pupils' experiences in key stage 2. In particular, there are strong arrangements to ensure academic continuity in Welsh second language as pupils transfer from key stage 2 to key stage 3. At key stage 4, the school offers a beneficial range of general courses including the Welsh Baccalaureate Qualification. The school provides pupils with a valuable range of extracurricular activities and educational visits that enrich and broaden pupils' experiences.

Overall the school provides appropriate opportunities to develop and consolidate pupils' literacy and numeracy skills progressively in relevant contexts. There are suitable systems to identify those pupils with the greatest difficulties in reading and numeracy. Effective intervention programmes track and support these pupils to make secure progress.

Provision for Welsh second language at key stage 3 and 4 is suitable. In key stage 4, there has been an increase from a low base in the number of pupils that study a full course GCSE in Welsh second language in 2015. The school has made good progress in developing the bilingual ethos of the school and in providing opportunities to promote pupils' knowledge and understanding of the cultural, economic, environmental and historical characteristics of Wales. These opportunities include the school Eisteddfod, visits to Llangrannog and Glanllyn and useful links with the Urdd.

The school provides well for education for sustainable development and global citizenship through schemes of work and other activities. For example, the school has an active eco group that has introduced several initiatives, including building a greenhouse out of recyclable materials. Most subjects develop pupils' understanding of global citizenship well.

Teaching: Adequate

In nearly all lessons, teachers have secure subject knowledge and demonstrate positive working relationships with pupils.

In a few lessons, teachers have the highest expectations of pupils and instil them with the confidence to achieve at this level. In these lessons, teachers plan activities that allow pupils to apply their skills in increasingly difficult settings. They modify their approach to the lesson, taking account of pupil responses very effectively. Their questioning extends pupils' thinking, deepens their understanding and develops their verbal responses very skilfully.

In many lessons, teachers plan activities well to meet pupils' needs and have a clear understanding of the capabilities of the pupils that they teach. They provide a wide range of engaging activities to interest and motivate pupils. These tasks challenge pupils effectively. In these lessons, teachers provide helpful advice and support to pupils to improve their work. In a minority of lessons, teachers work well with support staff to ensure that pupils' individual needs are met.

However, in a minority of lessons, teachers' expectations of pupils are too low. In these lessons, planned activities do not meet the needs of all pupils well enough. Teachers do not use questioning well enough to review pupils' understanding and develop and extend their ideas. In a few lessons, the pace of learning is too slow. Often, this is because these lessons are too teacher directed.

The school's tracking system is detailed and provides a comprehensive overview of pupil performance and expected levels of achievement. This allows the school to identify underperformance and target interventions appropriately. However, the majority of aspirational targets set for pupils are not challenging enough.

Marking is up-to-date in many books. However, there is too much variation in the quality of feedback within and across departments. In a minority of cases, marking is not sufficiently evaluative and teachers do not provide pupils clear enough guidance on how to improve. As a result, in these instances, pupils are not challenged well enough to achieve to their full potential. In addition, misspelt subject terminology is not always corrected. Expectations of how pupils should respond to teachers' comments vary too much and overall too few pupils respond to requests to improve the quality of their work.

Most teachers provide opportunities for pupils to assess their own work, and that of their peers. However, in a majority of cases, self and peer assessment activities are superficial and do not help pupils to develop the quality of their work well enough.

Reports to parents provide useful summaries of pupil progress and performance. Interim reports include expected grades and end-of-year reports comment well on pupil attainment, effort and progress in each subject, including literacy and numeracy.

Care, support and guidance: Good

Provision for developing and supporting pupils' health and wellbeing is strong, and has a positive impact on the behaviour and attitudes of many pupils. The school makes appropriate arrangements for promoting healthy eating and drinking. The school promotes pupils' spiritual, moral, social and cultural development well through its curriculum, personal and social education programme, tutorial arrangements and cross-curricular learning activities. Nearly all pupils receive beneficial guidance as they make choices for key stage 4 and post-16 courses.

Support for disabled pupils is exceptional. For example, extremely effective use is made of a wide range of professional support on site to meet pupils' individual needs and ensure that they make good progress with minimum disruption to their learning. The school's student support centre provides high quality specialist services both in-house and in conjunction with a variety of external agencies to ensure that pupils receive helpful guidance, for example on matters of wellbeing and behaviour. This is having a very positive impact on their skills, their ability to resolve conflicts and their attendance. This is extremely beneficial in reengaging vulnerable groups of pupils in their learning and in gaining relevant qualifications.

The school identifies pupils' additional learning needs appropriately and provides suitable support to enable these pupils to achieve in line with their abilities. Parents of children with additional learning needs are kept well informed about their child's progress. Individual education plans are useful documents that are reviewed regularly with pupils. They contain clear strategies and targets for improvement, although they are not always targeted well enough to inform lesson planning in mainstream lessons. As a result, teachers do not know the best strategies to meet these pupils' diverse needs.

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

Learning environment: Good

The school's ethos successfully promotes its motto of "achievement by caring". This can be seen in the positive and inclusive learning environment that supports pupils' achievement by providing a nurturing place in which children are well supported. Equality and diversity are promoted effectively through personal and social education, subject areas and in the general work of the school.

The premises and accommodation are well maintained and of an appropriate size for the number of pupils on roll. The accommodation caters particularly effectively for the physically disabled. The school provides a stimulating learning environment with an ongoing maintenance programme. It has recently invested in upgraded information technology provision, new reading resources and a refurbished library space. This helps to ensure that resources are well matched to pupils' needs. Displays in classrooms and corridors support pupils' learning, celebrate their achievements and are of a high quality.

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

Leadership: Adequate

The headteacher and senior leadership team provide the school with committed and purposeful leadership. They successfully share a vision for the school based on broadening pupils' horizons and enabling them to achieve their full potential. This provides the full school community with a cohesive sense of purpose and direction.

Among the staff, the headteacher has set out a clear vision for improvement and identified appropriate priorities and strategies to take the school forward. This includes focusing on national priorities such as raising standards, reducing the impact of deprivation and improving the development of pupils' digital learning skills. Part of the strategic approach is a stronger focus on distributing leadership responsibilities more widely to give staff greater ownership of improvement initiatives.

Leadership and management functions are shared appropriately across the senior team to meet the strategic aims of the school. The roles and responsibilities of all staff are set out clearly in appropriate job descriptions and staff generally fulfil them effectively. At all levels, leaders are developing greater competency in their use of data to monitor performance, and staff are increasingly held to account for the

outcomes that pupils achieve. This is contributing to improved pupil outcomes such as performance in many of the key indicators at key stage 4 in 2015. However, although improvements have been made over the last two years, this is from a comparatively low base and, overall, leaders at all levels have been too slow in ensuring that realistic and ambitious targets have been set and met.

The school has a useful structure of regular meetings at all levels, with agendas driven by the school's priorities for improvement. These meetings keep staff well informed about whole-school and departmental developments and help to ensure that staff understand how their work contributes to achieving these priorities.

Performance management arrangements generally strengthen the school's culture of accountability within a supportive ethos. Objectives relate directly to school, departmental and personal professional development priorities. Where underperformance is identified, this is dealt with in a positive and constructive manner. However, many performance reviews focus exclusively on strengths and a few lack the detail, evidence and rigour necessary to inform judgements securely. These include, for example, a lack of first hand evidence about strengths and areas for development provided from outcomes from lesson observations and scrutiny of pupils' work. This means that across the school the emphasis on understanding the highest expectations needed in all areas of the school's work to secure sustained improvement is not strong enough.

The governing body understands its role well and has secure knowledge about the performance of the school and the issues that affect it. Governors are supportive and know the school exceptionally well. They work closely with the headteacher, senior leaders and key staff, with an appropriate balance between their challenge and support role. The useful structure of the governing body sub-committees and full committee meetings enables governors to make a valuable contribution to the direction of the work of the school.

Improving quality: Good

Over the last three years, the school has implemented sound strategies to help bring about improvements. These include strengthening its quality assurance arrangements and ensuring that all staff play their part in implementing the strategies. This has impacted positively on the school's upward trend of performance over the last two years, following a decline in 2013.

The school's revised and strengthened procedures for self-evaluation provide staff and governors with a clear understanding of the school's strengths and priorities for improvement. Senior and middle leaders understand their role and responsibilities for monitoring and evaluating outcomes and setting priorities for bringing about improvement. They are involved in an effective cycle of self- evaluation activities, which is organised as part of the school's quality assurance calendar. This includes termly arrangements for collecting a suitable range of first-hand evidence such as lesson observations and scrutiny of pupils' work to inform 'milestone' progress reviews. It also includes the thorough analysis of outcome data by senior, subject and pastoral leaders at the start of and during the academic year. This combined evidence is used well to identify and address any issues of underperformance and to

take action to improve outcomes and provision for pupils. The details are recorded accurately in the school, subject and pastoral self-evaluation reports, which follow a suitable common framework.

The school makes particularly effective use of external agencies and school-to-school support groups, such as programmes to support teachers' professional development, to strengthen its self-evaluation process. For example, the mentoring of staff to undertake effective lesson observations, by external reviewers, has led to a greater understanding and consistency in applying judgements and identifying best practice and areas requiring improvement. The school also uses external agencies to review its work by conducting independent and small-scale internal pupil and parental surveys. The outcomes of these surveys are used constructively to improve the work of the school.

Overall, senior and middle leaders use the information from self-evaluation well to identify clear priorities for school improvement, which are set out in school and subject improvement plans. Most of the subject plans are clearly linked to appropriate departmental self-evaluation reports and include largely realistic measurable targets, which are linked to the school improvement plan. However, in a very few subjects, priorities for improvement identified in the departmental self-evaluation report do not link well enough with the school or subject improvement plan.

Partnership working: Good

The school works well with many partners. These partnerships successfully increase curriculum options and learning experiences for pupils. In addition they support pupils' wellbeing effectively.

Partnerships with primary schools ensure that transition arrangements help pupils to progress from key stage 2 to key stage 3. This results in pupils developing confidence and settling into Year 7 quickly.

The school has worked well with the local authority, the local college and other providers to extend curriculum provision at key stage 4 and progression to post-16 destinations. This has helped to improve outcomes, particularly in the proportion of pupils who gain the level 1 threshold. Arrangements for quality assuring the effectiveness of partnerships are appropriate.

The school's student support centre ensures that there are strong links with many agencies that support the emotional health and wellbeing of learners. This group successfully implements support for pupils who are at risk of exclusion and has contributed well to improving the attendance of these pupils and reducing the number of exclusions at the school.

The school's procedures for consulting with parents are appropriate. Most parents feel comfortable in approaching the school with suggestions or a problem.

Resource management: Adequate

The director of finance, together with the support of the headteacher and governing body, manages the school's resources prudently. Teaching staff are well qualified and deployed appropriately to make best use of their knowledge and expertise to meet the needs of pupils and deliver the curriculum effectively. Support staff contribute diligently to many aspects of school life.

The school has beneficial arrangements to support the active engagement of staff in a wide range of professional development opportunities. These are identified appropriately from performance management reviews and informed by the school's strategic priorities. All staff are actively involved in at least one of the school's four professional learning groups, as well as a beneficial optional training programme. Through the groups, there is systematic sharing of information and resource materials and show casing of best practice, which extends to partner primary schools. This contributes to the school's culture of a strong professional learning community, with staff showing considerable willingness to contribute to and develop new and different aspects of their role.

The school's budget is set carefully and monitored robustly to ensure that it meets identified priorities. Over the last four years, the school has successfully implemented plans to move to a single site and managed transitional budget arrangements as a result of post-16 re-organisation.

The school makes effective use of the Pupil Deprivation Grant to provide additional support for pupils eligible for free school meals. In 2015, this provision has made a positive contribution to the improved performance of this group of pupils, particularly at key stage 4.

On the basis of current performance, the school offers adequate value for money.

Appendix 1

6754013 - Cyfarthfa High School

Number of pupils on roll	1147
Pupils eligible for free school meals (FSM) - 3 year average	17.3
FSM band	3 (15%<FSM<=20%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils in Year 9 cohort	211	222	248	242		
Achieving the core subject indicator (CSI) (%)	67.3	77.0	81.0	86.4	82.1	83.9
Benchmark quartile	4	3	3	2		
English						
Number of pupils in cohort	211	222	248	242		
Achieving level 5+ (%)	78.2	82.0	85.9	92.6	87.7	87.9
Benchmark Quartile	3	3	3	1		
Achieving level 6+ (%)	30.8	36.0	44.0	45.5	46.0	52.6
Benchmark Quartile	4	4	3	3		
Welsh first language						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	.	90.9
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	.	56.1
Benchmark Quartile	.	.	.	.		
Mathematics						
Number of pupils in cohort	211	222	248	242		
Achieving level 5+ (%)	81.0	84.7	89.9	92.1	87.7	88.7
Benchmark Quartile	2	2	2	2		
Achieving level 6+ (%)	50.2	54.5	58.1	61.6	55.2	59.5
Benchmark Quartile	3	2	2	2		
Science						
Number of pupils in cohort	211	222	248	242		
Achieving level 5+ (%)	81.5	83.8	89.5	92.1	90.9	91.8
Benchmark Quartile	4	4	4	3		
Achieving level 6+ (%)	37.9	41.9	53.6	56.6	52.4	58.5
Benchmark Quartile	3	3	2	3		

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

. Denotes the data item is not applicable.

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

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

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

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

6754013 - Cyfarthfa High School

Number of pupils on roll	1147
Pupils eligible for free school meals (FSM) - 3 year average	17.3
FSM band	3 (15%<FSM<=20%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 15	233	238	211	216		
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	47.2	44.1	52.1	60.2	56.5	57.9
Benchmark quartile	4	4	3	2		
Achieved the level 2 threshold	72.1	74.8	83.4	92.1	84.5	84.1
Benchmark quartile	2	3	3	2		
Achieved the level 1 threshold	94.4	91.2	95.7	99.5	96.9	94.4
Benchmark quartile	3	4	3	1		
Achieved the core subject indicator (CSI)	45.5	42.9	50.2	60.2	52.9	54.8
Benchmark quartile	3	4	4	2		
Average capped wider points score per pupil	332.9	329.7	352.1	366.4	346.8	343.5
Benchmark quartile	2	3	3	1		
Average capped wider points score plus per pupil	329.4	324.9	345.5	358.6	342.0	338.7
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	9.9	12.2	11.4	14.4	13.9	16.6
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	52.8	51.3	66.4	65.3	68.6	68.6
Benchmark quartile	4	4	3	4		
Achieved A*-C in mathematics	57.9	54.6	59.7	70.8	63.8	64.4
Benchmark quartile	3	3	3	1		
Achieved A*-C in science	61.8	60.5	68.7	79.6	82.5	84.0
Benchmark quartile	4	4	4	4		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language: **Achieved A*-C in Welsh**	.	.	.	.	.	75.2
Benchmark quartile	.	.	.	.		

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

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

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

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

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

. Denotes the data item is not applicable.

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

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

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

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

6754013 - Cyfarthfa High School

Number of pupils on roll	1147
Pupils eligible for free school meals (FSM) - 3 year average	17.3
FSM band	3 (15%<FSM<=20%)

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	25	44	34	34		
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	24.0	15.9	26.5	41.2	27.8	31.6
Achieved the level 2 threshold	48.0	45.5	58.8	79.4	63.6	69.4
Achieved the level 1 threshold	80.0	75.0	88.2	100.0	90.4	89.4
Achieved the core subject indicator (CSI)	20.0	11.4	26.5	41.2	27.2	29.3
Average capped wider points score per pupil	260.4	256.6	296.3	339.6	300.0	303.7
Average capped wider points score plus per pupil	258.3	252.0	290.1	332.1	292.9	296.4
Achieved five or more GCSE grades A*-A	4.0	0.0	0.0	2.9	5.0	4.3
Achieved A*-C in English	28.0	27.3	41.2	50.0	41.1	45.1
Achieved A*-C in mathematics	36.0	22.7	32.4	50.0	36.1	39.2
Achieved A*-C in science	32.0	25.0	44.1	61.8	72.5	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.

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	289		115 40%	160 55%	10 3%	4 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%		
The school deals well with any bullying	290		59 20%	178 61%	38 13%	15 5%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	57%	14%	3%		
I have someone to talk to if I am worried	289		105 36%	146 51%	31 11%	7 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	288		35 12%	185 64%	56 19%	12 4%		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	289		121 42%	136 47%	28 10%	4 1%		Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%		
I am doing well at school	288		74 26%	188 65%	22 8%	4 1%		Rwy'n gwneud yn dda yn yr ysgol.
			32%	62%	5%	1%		
The teachers help me to learn and make progress and they help me when I have problems	288		105 36%	163 57%	17 6%	3 1%		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	288		47 16%	161 56%	64 22%	16 6%		Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	53%	21%	5%		
I have enough books and equipment, including computers, to do my work	289		135 47%	130 45%	22 8%	2 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	286		21 7%	180 63%	74 26%	11 4%		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	288		66 23%	156 54%	53 18%	13 5%		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	290		30 10%	172 59%	75 26%	13 4%		Mae'r ysgol yn gwrando 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	284		90 32%	180 63%	12 4%	2 1%		Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			35%	60%	5%	1%		
The school helps me to be ready for my next school, college or to start my working life	287		94 33%	152 53%	34 12%	7 2%		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	289		89 31%	166 57%	29 10%	5 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	288		97 34%	170 59%	19 7%	2 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	122		26 21%	63 52%	19 16%	14 11%		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	7		1 14%	5 71%	1 14%	0 0%		Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	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.	120	36 30%	76 63%	4 3%	4 3%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	121	41 34%	74 61%	2 2%	4 3%	2	Mae fy mhlentyn 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.	116	51 44%	57 49%	4 3%	4 3%	5	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	121	40 33%	70 58%	8 7%	3 2%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	106	15 14%	74 70%	13 12%	4 4%	16	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	117	30 26%	77 66%	7 6%	3 3%	5	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	119	56 47%	59 50%	1 1%	3 3%	4	Mae'r staff yn disgwyl i fy mhlentyn 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.	117	27 23%	73 62%	12 10%	5 4%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	108	37 34%	54 50%	11 10%	6 6%	15	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		36%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	109	36 33%	61 56%	12 11%	0 0%	13	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	121	35 29%	78 64%	5 4%	3 2%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	105	39 37%	53 50%	10 10%	3 3%	15	Mae fy mhlentyn 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.	123	38 31%	65 53%	19 15%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	120	47 39%	63 52%	7 6%	3 2%	2	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.	104	26 25%	60 58%	14 13%	4 4%	17	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.	118	34 29%	77 65%	4 3%	3 3%	4	Mae'r ysgol yn helpu fy mhlentyn 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.	94	23 24%	57 61%	6 6%	8 9%	28	Mae fy mhlentyn 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.	111	33 30%	58 52%	16 14%	4 4%	11	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	115	35 30%	72 63%	4 3%	4 3%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Mrs Mamta Arnott	Reporting Inspector
Mr Farrukh Khan	Team Inspector
Mrs Lowri Jones	Team Inspector
Ms Denise Wade	Team Inspector
Mrs Andrea Louise Davies	Lay Inspector
Mr Edward Hugh Thomas	Peer Inspector
Mrs Tracey Griffith (Deputy)	Nominnee

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.

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[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.