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Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales

A report on

Porth County Community School
Cemetery Road
Porth
Rhondda Cynon Taff
CF39 0BS

Date of inspection: April 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

The report was produced in accordance with Section 28 of the Education Act 2005.

Publication date: 30/06/2016

Context

Porth County Community School is an 11-18 co-educational school maintained by Rhondda Cynon Taf County Borough.

There are 881 pupils on roll including 134 in the sixth form. This is significantly fewer than at the time of the last inspection when there were 1,338 on roll, including 306 in the sixth form. The school serves the town of Porth and the nearby villages of the lower Rhondda valleys. Just under 27% of pupils are eligible for free school meals, which is well above the national average of 17.4%. Around 45.3% of pupils live in the 20% most deprived areas in Wales. Nearly all pupils speak English as their first language and come from a white, British background.

The percentage of pupils with special educational needs is around 31%, which is above the national average of 25.4%. The percentage of pupils who have a statement of special educational needs is 2%, which is slightly below the national average of 2.5%.

The senior leadership team consists of the headteacher, two deputy headteachers and three assistant headteachers.

The individual school budget per pupil for Porth County Community School in 2015-2016 is £4,562 per pupil. The maximum per pupil in the secondary schools in Rhondda Cynon Taf is £4,982 and the minimum is £3,886. Porth County Community School is fifth out of the 16 secondary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of Porth County Community School is adequate because:

- Over the last three years, performance has improved in every key indicator at key stage 4
- In 2015, pupils eligible for free school meals did better than these pupils in the family of schools, and schools nationally in most indicators at key stage 4
- Attendance rates have improved year on year and in 2015 place the school in the upper 50% of similar schools
- Most pupils behave well in lessons and around the school
- Many pupils show positive attitudes towards their learning and develop useful social and life skills

However:

- In three of the last four years, pupils have made less progress than expected at key stage 4
- Performance at key stage 4 in the indicators that include English and mathematics has frequently placed the school in the lower 50% or bottom 25% of similar schools over the past four years
- More able pupils consistently make too little progress
- Performance in Welsh and the use of Welsh by pupils outside of Welsh lessons is poor
- In a minority of lessons, teaching does not meet the needs of all pupils well enough and they make too little progress
- A minority of teachers do not provide pupils with clear written feedback on how to improve their work and only a few provide them with opportunities to respond to the feedback

Prospects for improvement

Prospects for improvement are adequate because:

- The headteacher and her senior leaders have established a clearly understood vision for the school's immediate future direction
- The school has a robust approach to the professional development of staff, including improving the quality of teaching
- The school's effective and well-co-ordinated provision for care, support and guidance has a positive impact upon pupils' health, wellbeing, attendance and outcomes
- Systems to track and monitor pupils' progress, particularly at key stage 4, are robust

However:

- There are inconsistencies in the balance of responsibilities at senior leadership level and in the general management of departments at middle leadership level
- A minority of middle-leaders do not use data to evaluate performance and inform future learning opportunities for pupils well enough
- Self-evaluation is not always sufficiently evaluative enough and the monitoring of teaching and learning does not focus well enough on the impact of teaching and assessment on standards and skills

Recommendations

R1 Improve the performance of all pupils in the indicators that include English and mathematics and the overall performance of more able pupils

R2 Improve the consistency and rigour of leadership at all levels

R3 Increase the rigour and effectiveness of self-evaluation at all levels

R4 Improve the quality of written feedback to pupils and their response to it

R5 Improve provision and pupil outcomes in Welsh

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

In key stage 4, performance has improved in each key indicator over the last three years. Performance in the level 2 threshold including English and mathematics has been slightly above modelled outcomes for the last two years.

Performance in the capped points score also improved over the last three years, particularly in 2015, but remains below the average of similar schools based on eligibility for free school meals. Performance at five A*-A at GCSE is well below the average for similar schools. In 2015, pupils made the expected or better progress from previous key stages in most key indicators for the first time in the last four years.

The performance of pupils eligible for free school meals in the level 2 threshold including English and mathematics has been above the average for the same group of pupils in similar schools for the last three years. The performance of boys in this indicator has fluctuated but in 2015 was better than the average for boys in similar schools. However, in 2015, the performance of girls fell and was below the average for girls in similar schools.

In general, pupils with additional learning needs make solid progress against their targets. At the end of Year 11, most pupils either continue their education in a school or further education college.

In key stage 3, there has been an upward trend in the proportion of pupils that achieve the core subject indicator. However, performance in this indicator has been below the average for similar schools in each of the last three years.

In Year 13, in each of the last four years, the proportion of pupils achieving three grades A* or A equivalent, and that achieving three grades A*-C, has been below the family average. In 2015, nearly all pupils achieved the level 3 threshold and there has been a steady improvement in the average wider points score achieved by pupils over the last three years.

In many lessons, pupils have positive attitudes to their learning. In a majority of lessons they make good progress in developing their knowledge, understanding and skills.

Many pupils listen to the teacher with attention, respect and understanding. A majority do so to their peers. Many pupils express clear opinions and provide brief, appropriate verbal responses to the teachers' questions. A minority of pupils speak confidently and provide more developed verbal responses. In many subjects, pupils of all abilities use subject-specific terms well.

A minority of pupils use higher-order reading skills effectively. They synthesise information from a range of sources and are able to infer and deduce well to improve

their knowledge and understanding. A majority of pupils read confidently and demonstrate clear understanding. Most pupils who have weaker reading skills make clear progress through intervention programmes.

Around half of the more able pupils produce good quality extended writing that is well organised and coherent. A majority of pupils write suitably for a suitable range of purposes and audiences. Most pupils understand well the purpose of their writing, although a majority do not have a secure sense of audience. As a result, they make incorrect language choices and their writing lacks the correct tone. A majority of pupils do not proof read their work well enough. As a result, they continue to make too many errors in spelling, punctuation and grammar, and their writing often remains underdeveloped. A minority of pupils have missing or incomplete work in their books. Many pupils do not take enough account of teachers' feedback to improve their work.

In a few lessons, pupils use their numeracy skills appropriately in subjects other than mathematics. More able pupils demonstrate secure mathematical reasoning, measuring and calculation skills. A few pupils interpret data accurately from charts and graphs, for example to analyse the effects of extreme sports. A minority use accurate scaling in their construction of graphs, for instance to illustrate environmental qualities. However, a majority of pupils do not pay enough attention to the technical accuracy of their graphs. As a result, they often contain basic errors or omissions and are presented untidily.

In Welsh, at key stage 4 in 2015, only a few pupils gained a level 2 qualification. This has been the case for the last three years. Performance in key stage 3 has been variable over the last three years. The overall standards of pupils' Welsh language skills in key stage 4 are weak. Only a few pupils write sentences using correct punctuation and grammar well.

Wellbeing: Good

Most pupils feel safe in school. Nearly all pupils consider that the school deals well with bullying and know where to get support if they need it. Many pupils understand the importance of a healthy lifestyle and participate in a wide range of extra-curricular and sporting activities provided by the school and the 5x60 club.

Attendance has improved steadily over the last four years and in 2015 places the school in the upper half of similar schools based on eligibility for free school meals. The attendance of pupils eligible for free school meals is strong and in 2015 was the highest in its family of similar schools and above the Wales average.

Nearly all pupils are punctual to lessons and tutor periods. Most pupils behave well. They show courtesy and respect to each other, to staff and to visitors.

Groups of pupils are involved appropriately in decision-making processes in the school. Members of the school parliament have been involved in redesigning the school uniform and making changes to the school planner. Pupils are involved in the appointment of new staff. Pupils have recently been appointed as subject ambassadors and are developing their contribution to the work of the school suitably through their involvement in subject reviews.

Many pupils benefit from valuable opportunities to participate in community and charitable activities. For example, they support the local food bank and various national charities. Older pupils support younger pupils well, for example through the mentoring of Year 7 pupils and as reading buddies. As a result, pupils gain beneficial social and life skills.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The school provides a broad and balanced curriculum, which meets statutory requirements. At key stage 3, the curriculum meets the needs of all pupils well. In Year 7, this includes close to a third of curriculum time being allocated to a well-planned skills focused programme. This provides beneficial continuity from key stage 2. At key stage 4, the curriculum offers many pupils access to a suitable range of qualifications. More able pupils follow additional twilight courses to meet their particular needs. Pupils in the sixth form study a broad range of courses as part of the Rhondda post-16 consortium of five secondary schools.

The school offers a wide variety of extra-curricular opportunities that enrich many pupils' learning. This includes sports, music, and a range of visits. Examples include a history trip to Berlin that deepened pupils' understanding of the Holocaust and a joint geography and art trip to study street architecture in Birmingham.

The school has a well-co-ordinated approach to the development of literacy and numeracy skills across the curriculum. However, meaningful opportunities to develop these skills, particularly numeracy, are not sufficiently evident in lessons. Pupils with weaker basic skills benefit from a successful range of intervention programmes.

The Welsh language does not have a high enough profile within the school. The provision for Welsh does not enable pupils to make sound progress. A majority of pupils are entered for a qualification in Welsh but the numbers entered for the full and short course have fallen consistently over the last three years. Opportunities to develop Welsh language skills across the school are limited. Pupils' understanding of the Welsh culture is not developed well enough across the curriculum.

The school makes a useful contribution to developing pupils' awareness of sustainability and global citizenship through personal and social education and the Welsh Baccalaureate Qualification.

Teaching: Adequate
Nearly all teachers demonstrate secure subject knowledge and most develop strong working relationships with pupils. However, in over a third of lessons teaching does not have a sufficient or sustained impact on the standards achieved by pupils.

In the very few lessons where teaching is highly effective, pupils enjoy learning and make strong progress. In these lessons teachers have particularly high expectations of their pupils, and there is a brisk pace to learning. These teachers use incisive questioning that probes then challenges pupils' understanding. Very careful matching of tasks to the needs of all pupils results in high levels of pupil engagement and motivation.

The majority of lessons are planned well and include activities that engage pupils' interest successfully. Teachers use questioning effectively to clarify pupils' learning and to improve their understanding. In a minority of these lessons, teachers also support the development of pupils' literacy skills well.

In the minority of lessons where pupils do not make enough progress, tasks are often not matched well enough to the needs and abilities of all pupils. This lack of appropriate challenge contributes to limited pupil engagement and a slow pace to learning. A few lessons are too teacher led, which limits pupils' independent learning.

In a majority of lessons, teachers monitor pupils' progress well and give supportive verbal feedback to clarify understanding and develop pupils' thinking.

Assessment information is used in a relevant way to inform planning. Marking is up to date and a few subjects provide very detailed written feedback that supports skills development well.

Many teachers highlight and correct spelling and punctuation errors in pupils' work. However, there is no clear and consistent expectation for pupils to proof-read their work initially and then to correct the errors highlighted by the teacher.

A majority of teachers give pupils particularly helpful, subject-specific comments on how to improve their work. However, only a few teachers provide opportunities for pupils to follow up on these comments. In a few cases, marking does not give clear enough guidance on the next steps for improvement.

Pupils' progress is tracked well over time and against suitably challenging targets. The tracking system is robust. Half-termly tracking points are used well to identify pupils who are underachieving and match them to appropriate interventions.

Many reports to parents give detailed comments on pupils' progress in each subject and set out targets for improvement. In a minority of subject reports, these targets are too general, and do not give precise subject-specific advice on how to improve. Key stage 3 reports include suitable comments and helpful targets on literacy and numeracy.

Care, support and guidance: Good

The school has effective, well-co-ordinated provision for care, support and guidance. This has a positive impact on pupils' health, wellbeing, attendance and outcomes.

The school helps pupils to adopt healthy lifestyles and makes appropriate arrangements to promote healthy eating and drinking. The school supports pupils' spiritual, moral, social and cultural development well through assemblies and a comprehensive personal and social education programme.

The school benefits from working closely with a wide range of specialist services and external agencies. These include educational psychologists, specialist teachers, counsellors, mental-health services and police liaison officers. This provision helps to meet the specific needs of individual pupils well.

The school has effective systems for monitoring attendance and close links with parents promote this well. Comprehensive information and guidance for pupils and parents about option choices at key stages 3, key stage4 and post-16 enable pupils to make well-informed choices at key transition points.

The provision for pupils with additional learning needs is a strength of the school. There are effective arrangements for identifying, supporting and monitoring pupils' additional learning needs. Vulnerable pupils and pupils with additional learning needs benefit from a wide range of effective, targeted interventions to address their individual needs.

Pupils in the specialist resource base follow individualised timetables that meet their needs well. They participate fully in the life of the school and, where appropriate, work alongside their peers in mainstream classes.

Learning support assistants provide valuable support for these pupils. The annual review process for pupils with special educational needs satisfies statutory requirements. Individual educational plans identify appropriate learning targets and are reviewed regularly.

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

Learning environment: Good

The school has a very caring ethos and is a fully inclusive community. Pupils are polite and friendly and feel safe within the school community. The school mission statement "Positive, Caring, Challenging, Successful" is promoted to good effect. All pupils have equal access to the curriculum and the wide range of extra-curricular activities in the school. The school celebrates diversity and promotes respect for all members of the school community effectively.

The school manages the learning environment well. Most areas are well maintained. An area of lower school, including the library, is not in use due to flood damage, but the school has managed this difficult situation particularly well. Wall displays in many areas support current and future learning, and celebrate pupils' work and activities. There are appropriate levels of learning resources across all subjects.

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

Leadership: Adequate

The headteacher leads the school well and is supported soundly by her senior leaders. As a team, they have established a clearly understood vision for the school's immediate future direction and for taking appropriate account of national priorities.

Over the last two years, the senior leadership team has been restructured appropriately. Its members are developing their roles suitably to improve strategic thinking and establishing common approaches to secure school improvement. In

many instances, their roles and responsibilities are strategic and balanced appropriately. However, leadership has not had a significant enough impact on important areas of the school's work including the quality of teaching and the standards that pupils achieve.

All staff have clear job descriptions. The performance management system for teaching staff is organised well and underperformance is dealt with sensitively and appropriately. The majority of individual targets are linked suitably to the school's priorities. However, a minority of targets related to pupils' performance are not specific enough. Teachers' training needs are identified clearly from the performance management process, which informs the school's professional development programme successfully.

Each member of the senior leadership team has appropriately designated line-management responsibilities. However, the distribution of these responsibilities is uneven. Fortnightly line-management meetings are structured soundly. However, the headteacher does not hold individual senior leaders formally to account frequently enough.

The school's quality assurance calendar outlines clearly the structure for holding appropriate meetings, which have improved the levels of communication suitably. A majority of line-management and middle leaders meetings generate clear action points and follow up on priorities from the previous meetings consistently. However, a minority do not focus rigorously enough on teaching and learning or on improving pupils' skills. The completion dates for the actions are frequently not specific enough.

Many middle leaders manage their departments well and a majority use data effectively. However, a minority do not use a range of data well enough to evaluate performance and to inform future learning opportunities for pupils.

The school has an experienced and supportive governing body, which is suitably involved in setting the strategic direction of the school. Governors monitor progress on the school improvement plan appropriately. Nearly all governors are linked suitably to departments and they meet termly with curriculum leaders as part of the quality assurance calendar. Within these meetings, they act mainly as critical friends, but the level of challenge is too variable. Overall, governors do not hold senior or middle leaders to account rigorously enough.

Improving quality: Adequate

The school has a clearly understood cycle of self-evaluation and improvement planning activities. These activities are structured through the quality assurance calendar, providing valuable first-hand information through analysing performance data, subject reviews, lesson observations and 'book looks'. However, the views of parents and pupils do not feature sufficiently in the school's self-evaluation processes.

Leaders place a strong priority on evaluating the quality of teaching and assessment through regular lesson observations, scrutiny of pupils' work, and external and

internal subject reviews. These activities provide a clear picture of strengths and areas to improve in teaching and assessment. However, the reviews, lesson observations and book scrutiny do not focus enough on the impact of teaching and assessment on standards and skills.

The school's self-evaluation report is honest and generally evaluative. It reviews most aspects of school life appropriately. However, it has not identified a few important areas for improvement such as the performance of more able pupils and girls.

Middle leaders evaluate suitably the progress against priorities in their departmental improvement plans. However, many of these reports are too descriptive and do not provide sufficient detail in analysing performance data or areas for improvement.

Generally, senior and middle leaders do not use findings from subject reviews, lesson observations and book scrutiny well enough to inform the whole-school and subject evaluation reports. This is particularly so in highlighting areas for improvement in standards, skills, teaching and assessment.

The school improvement plan covers a three year period and outlines appropriate priorities for the school as it prepares for the reorganisation to become an all-age school. There is an additional one year school action plan whose key areas link well with departmental improvement plans. All improvement plans have suitable priorities and measurable targets. A majority of departmental improvement plans identify clear actions and strategies. However, a minority of plans are not detailed enough and lack clear timescales to measure progress.

Partnership working: Good

The school has developed valuable working relationships with a wide range of partners. These links are effective in promoting pupils' wellbeing, enhancing their learning experiences and reducing the impact of poverty on educational attainment.

Effective and well-established links with partner primary schools help pupils settle in to their new school well. The school collaborates successfully with its primary partners on a beneficial cross-phase project to improve pupils' literacy, numeracy and thinking skills. In addition, a summer school for vulnerable pupils raises their self-esteem and improves their attendance and progress.

The wellbeing team works closely with a wide range of external agencies to support pupils and their families. These partnerships help vulnerable pupils, who might otherwise not do so, remain in school.

Beneficial partnerships with the Rhondda post-16 consortium allow pupils access to a wide range of suitable courses. This meets the needs of individual pupils very well. Pupils in the sixth form organise a well-supported annual charity week in the school to help others in the community. Many parents feel that communication with the school is strong.

Resource management: Adequate

The school has well-qualified teaching and support staff and deploys them appropriately. Learning support assistants are deployed effectively and provide beneficial support to promote pupil learning.

Performance management procedures are used well to identify the development needs of all teaching staff. The school has a robust approach to the professional development of its staff who benefit from a wide variety of professional learning experiences. This includes a recently introduced group of internal coaching staff to share good practice and raise the quality of teaching. However, it is too early to see the full impact of this beneficial initiative.

The school has effective arrangements for the use of the Pupil Deprivation Grant, which includes the provision of additional support and resources for pupils eligible for free school meals. The expenditure of the grant in 2015 improved the performance of this group of pupils in many indicators in both key stages and performance was above the family averages in most indicators. Attendance of this group has risen above the family and national averages. Sixth-form provision is not cost effective.

The budget is managed rigorously by the director of finance and monitored robustly by the headteacher, and the governors' finance and resources sub-committee. The school has a significant budget deficit. However, it is working closely with the local authority with an agreed financial plan to reduce the deficit.

In view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1

6744087 - Porth County Community

Number of pupils on roll 954
Pupils eligible for free school meals (FSM) - 3 year average 27.4
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	171	166	164	165		
Achieving the core subject indicator (CSI) (%)	60.8	66.9	76.2	80.0	79.6	83.9
Benchmark quartile	4	4	3	3		
English						
Number of pupils in cohort	171	166	164	165		
Achieving level 5+ (%)	70.8	77.7	84.1	88.5	84.2	87.9
Benchmark Quartile	4	3	2	1		
Achieving level 6+ (%)	19.3	31.3	42.1	41.2	41.6	52.6
Benchmark Quartile	4	3	2	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	171	166	164	165		
Achieving level 5+ (%)	70.2	75.9	84.1	86.7	86.5	88.7
Benchmark Quartile	4	4	2	3		
Achieving level 6+ (%)	25.7	41.6	47.0	44.2	48.6	59.5
Benchmark Quartile	4	3	3	4		
Science						
Number of pupils in cohort	171	166	164	165		
Achieving level 5+ (%)	73.1	81.3	84.8	90.3	91.4	91.8
Benchmark Quartile	4	3	4	3		
Achieving level 6+ (%)	26.3	31.3	43.3	51.5	56.3	58.5
Benchmark Quartile	4	4	3	2		

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.

6744087 - Porth County Community

Number of pupils on roll   954
Pupils eligible for free school meals (FSM) - 3 year average   27.4
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	182	197	163	160		
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	36.8	42.6	47.2	47.5	47.8	57.9
Benchmark quartile	3	2	3	3		
Achieved the level 2 threshold	66.5	62.9	62.6	96.3	81.5	84.1
Benchmark quartile	3	3	4	1		
Achieved the level 1 threshold	88.5	90.4	91.4	99.4	97.2	94.4
Benchmark quartile	3	4	4	1		
Achieved the core subject indicator (CSI)	36.8	42.1	47.9	47.5	44.9	54.8
Benchmark quartile	3	2	2	2		
Average capped wider points score per pupil	285.1	283.4	289.7	343.6	338.0	343.5
Benchmark quartile	4	4	4	3		
Average capped wider points score plus per pupil	281.6	282.1	288.7	336.2	331.4	338.7
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	2.7	1.5	3.1	5.6	10.0	16.6
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	53.3	55.8	62.6	63.8	59.9	68.6
Benchmark quartile	2	2	2	2		
Achieved A*-C in mathematics	46.2	47.2	55.8	51.3	55.1	64.4
Benchmark quartile	3	3	2	4		
Achieved A*-C in science	85.7	84.3	85.9	88.8	84.6	84.0
Benchmark quartile	1	2	2	2		
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.

6744087 - Porth County Community

Number of pupils on roll   954
Pupils eligible for free school meals (FSM) - 3 year average   27.4
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	37	39	43	33		
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	27.0	20.5	27.9	30.3	25.7	31.6
Achieved the level 2 threshold	51.4	43.6	41.9	90.9	68.7	69.4
Achieved the level 1 threshold	78.4	87.2	86.0	100.0	94.4	89.4
Achieved the core subject indicator (CSI)	27.0	20.5	27.9	30.3	22.6	29.3
Average capped wider points score per pupil	245.6	252.6	252.3	327.1	307.0	303.7
Average capped wider points score plus per pupil	242.9	251.1	251.2	316.0	298.2	296.4
Achieved five or more GCSE grades A*-A	0.0	0.0	4.7	0.0	3.4	4.3
Achieved A*-C in English	48.6	41.0	53.5	45.5	36.2	45.1
Achieved A*-C in mathematics	29.7	20.5	30.2	42.4	35.0	39.2
Achieved A*-C in science	73.0	79.5	76.7	78.8	75.2	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.

6744087 - Porth County Community

Number of pupils on roll in sixth form   183

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 17	99	80	89	86		
Average wider points score per pupil	436.8	495.4	561.3	600.2	749.3	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	48	48	57	63		
Of those who entered a volume equivalent to 2 A levels: **Achieved the level 3 threshold**	97.9	91.7	100.0	98.4	97.5	97.0
Achieved 3 A*-A at A level or equivalent	0.0	2.1	0.0	0.0	2.7	7.9
Achieved 3 A*-C at A level or equivalent	54.2	43.8	59.6	44.4	62.9	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	195		94 48%	98 50%	3 2%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%		
The school deals well with any bullying	194		43 22%	121 62%	26 13%	4 2%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	57%	15%	3%		
I have someone to talk to if I am worried	193		76 39%	101 52%	14 7%	2 1%		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	193		33 17%	109 56%	46 24%	5 3%		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	194		65 34%	107 55%	20 10%	2 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	195		66 34%	113 58%	12 6%	4 2%		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	193		86 45%	96 50%	10 5%	1 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	195		37 19%	107 55%	44 23%	7 4%		Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	53%	22%	5%		
I have enough books and equipment, including computers, to do my work	195		76 39%	101 52%	16 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	194		13 7%	106 55%	66 34%	9 5%		Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	56%	27%	6%		
Staff treat all pupils fairly and with respect	194		61 31%	107 55%	24 12%	2 1%		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	193		38 / 20%	110 / 57%	38 / 20%	7 / 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	195		76 / 39%	113 / 58%	4 / 2%	2 / 1%		Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%		
The school helps me to be ready for my next school, college or to start my working life	194		77 / 40%	102 / 53%	13 / 7%	2 / 1%		Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	9%	2%		
The staff respect me and my background	194		82 / 42%	101 / 52%	10 / 5%	1 / 1%		Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%		
The school helps me to understand and respect people from other backgrounds	191		67 / 35%	110 / 58%	11 / 6%	3 / 2%		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	80		33 / 41%	40 / 50%	4 / 5%	3 / 4%		Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%		
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	26		15 / 58%	9 / 35%	2 / 8%	0 / 0%		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.	53	13 25%	34 64%	5 9%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	53	14 26%	33 62%	4 8%	2 4%	0	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.	50	22 44%	25 50%	3 6%	0 0%	3	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.	52	18 35%	30 58%	4 8%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	43	4 9%	23 53%	13 30%	3 7%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	50	10 20%	35 70%	4 8%	1 2%	2	Mae'r addysgu yn dda.
		35%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	52	14 27%	36 69%	1 2%	1 2%	1	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.	49	7 14%	33 67%	7 14%	2 4%	4	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.	44	6 14%	28 64%	8 18%	2 5%	8	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.	47	8 17%	32 68%	7 15%	0 0%	5	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.	51	8 16%	35 69%	6 12%	2 4%	2	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'.	47	14 30%	26 55%	5 11%	2 4%	4	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.	53	13 25%	31 58%	7 13%	2 4%	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.	51	17 33%	26 51%	7 14%	1 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.	48	9 19%	25 52%	13 27%	1 2%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	55%	11%	2%		
The school helps my child to become more mature and take on responsibility.	50	8 16%	36 72%	5 10%	1 2%	3	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.	38	7 18%	23 61%	7 18%	1 3%	15	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.	52	11 21%	34 65%	6 12%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	50	9 18%	34 68%	5 10%	2 4%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Tony Sparks	Reporting Inspector
Jackie Gapper	Team Inspector
Meinir Ann Rees	Team Inspector
William Gwyn Thomas	Team Inspector
Peter Trevor Lewis	Lay Inspector
Pamela Mcclean	Peer Inspector
Richard Jenkins	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.

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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.