



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

A report on

**Ysgol Gyfun Rhydywaun
Lawrence Avenue
Penywaun
Hirwaun
Rhondda Cynon Taf
CF44 9ES**

Date of inspection: November 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gyfun Rhydywaun is a designated Welsh-medium secondary school for pupils between 11 and 18 years old. It is situated in Hirwaun, near Aberdare, and maintained by Rhondda Cynon Taf local authority. The school was opened in 1995. There are currently 961 pupils on roll, with 177 in the sixth form, in comparison with 967 pupils and 195 in the sixth form at the time of the last inspection. Most pupils are admitted from three primary schools that are situated in Rhondda Cynon Taf, and two primary schools that are situated in Merthyr Tydfil local authority. Approximately half of pupils come from Merthyr Tydfil local authority. The catchment area includes the Cynon Valley and Merthyr area, and an increasing number of pupils come from the Neath Valley area in Neath Port Talbot County Borough.

Thirteen point five per cent (13.5%) of pupils are eligible for free school meals, which is lower than the national percentage of 17.1%. Approximately 24% of the school's pupils live in the 20% most disadvantaged areas in Wales. No pupils receive learning support for English as an additional language.

The school admits pupils from the full range of ability. Twenty-one per cent (21%) of pupils are on the additional learning needs register, and fewer than 1% of pupils have a statement of special educational needs. These figures are lower than the national percentage of 2.5%. Twenty six per cent (26%) of pupils speak Welsh at home.

The headteacher was appointed to the post in April 2016. The senior leadership team includes the headteacher, deputy headteacher and four assistant headteachers.

The individual school budget per pupil for Ysgol Gyfun Rhydywaun in 2016-2017 is £4,209. The maximum per pupil in secondary schools in Rhondda Cynon Taf is £5,455 and the minimum is £3,918. Ysgol Gyfun Rhydywaun is in twelfth place of the sixteen secondary schools in Rhondda Cynon Taf in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- The school's performance in the main indicators has improved for three of the last four years
- The proportion of pupils who reach the level 2 threshold in all core subjects has improved in three of the last four years
- Pupils who are eligible for free school meals perform consistently higher than in other similar schools
- Nearly all pupils show positive attitudes in lessons and build effectively on their previous learning
- Nearly all pupils use the Welsh language confidently in lessons, around the school and in extra-curricular activities
- The school provides a broad and balanced curriculum and provides a wide range of extra-curricular activities to develop pupils' confidence and social skills
- There is a particularly good working relationship between teachers and pupils, and teachers create an effective learning environment
- The school is a happy, friendly community, which promotes a caring, respectful and inclusive Welsh ethos

However:

- In key stage 4, there was a decline in the school's performance in nearly all key indicators in 2015-2016; performance in the level 2 indicator, including Welsh or English and mathematics, was much lower than the modelled outcomes
- The percentage of pupils who gain five grades A*-A is uneven and has been below the average for the family of similar schools over the last four years
- In 2015-2016, girls' performance in key stage 4 was lower than the performance of girls in the family of similar schools

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision that is based on ensuring the best achievement and opportunities for all pupils in a Welsh-medium context
- This vision is conveyed effectively by the senior leadership team and fostered by all of the school's staff
- The school has robust procedures for self-evaluation and ensuring improvement
- Leaders' use of performance data in order to set appropriate targets that focus on pupils' outcomes has been strengthened

- The school has a very wide range of beneficial partnerships, which contribute to expanding pupils' learning experiences and providing valuable professional development for staff
- Detailed and clear plans are in place to improve the school's financial situation and to eliminate the significant deficit that it has at present
- The school does not monitor the effectiveness of a few aspects of its work outside formal lessons thoroughly enough, including a clear overview of the progress made by pupils with additional learning needs

Recommendations

R1 Raise standards in key stage 4

R2 Strengthen self-evaluation processes to include all of the school's work outside formal lessons

R3 Strengthen systems to ensure that the school has a clear overview of the progress made by pupils with additional learning needs

R4 Eliminate the financial deficit

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In key stage 4, the school's performance in a majority of important indicators has improved in three of the last four years. However, there was a decline in the school's performance in nearly all key indicators in 2015-2016. The school's performance was much lower than the modelled outcomes. The school's performance in the indicator that includes English or Welsh and mathematics and in the capped points score is uneven, but has been similar to the modelled outcomes for three of the last four years.

The school's performance in the indicator that includes a wide range of level 2 qualifications has improved in three of the last four years. Performance is higher than the average for the family of similar schools.

In key stage 4, the proportion of pupils who reach the level 2 threshold in all core subjects has improved in three of the last four years, but declined in 2015-2016. The percentage of pupils who gain five A*-A grade GCSEs is uneven. The percentage has been below the average for the family of similar schools for the last four years.

In key stage 4, girls have performed better than boys in nearly all key indicators in three of the last four years. However, in 2015-2016, boys performed better than girls in nearly all key indicators. In the key indicators, boys perform better than those in the family of similar schools. With the exception of the level 2 threshold, girls' performance is lower than the performance of girls in the family of similar schools.

On the whole, pupils who are eligible for free school meals perform higher than the average for the same group of pupils in other similar schools in all quality indicators.

In key stage 3, the percentage of pupils who reach level 5 or above in the core subject indicator has improved each year for four years in succession. Performance is consistently higher than in other similar schools.

In the sixth form, the percentage of pupils who achieve the level 3 threshold is uneven and lower than the average of other similar schools. The percentage that succeeds in gaining three A Level grades or an equivalent qualification is consistently lower than the average for similar schools.

Pupils with additional learning needs make appropriate progress against their targets.

Nearly all pupils stay in education after key stage 4, either at school or in local education colleges.

Nearly all pupils show a positive attitude towards learning and commit fully to their lessons. Many pupils build effectively on their previous learning and make valuable progress in lessons. Most pupils work confidently in a variety of ways, for example in full classes, independently, in groups and in pairs.

Many pupils make effective use of their literacy skills in lessons. Most answer the teacher's questions orally with confidence, and a few offer extended responses. Most listen attentively to the teacher and their peers, and follow instructions carefully. Many pupils develop robust reading skills and read various materials meaningfully. Many pupils develop proficient writing skills through the medium of Welsh and English in their work across the curriculum. A majority write appropriately for a wide range of purposes, including letters, scientific reports, presentations and websites. However, there are basic language errors in the written work of approximately half of pupils across the ability range.

Most pupils develop thinking skills successfully and use them appropriately to solve various problems across the curriculum. Most pupils make sound progress in their numeracy skills in a number of subjects. They use fractions, percentages and decimals confidently, and use them suitably across the curriculum. Many pupils use number skills effectively in everyday situations. Many pupils collect and analyse data correctly and draw suitable graphs to show their results.

Many pupils develop their information and communication technology skills appropriately across the curriculum. They create posters, pamphlets and multimedia presentations in a variety of subjects. A few pupils use spreadsheets effectively for different purposes and use software to create suitable graphs.

All pupils complete their courses through the medium of Welsh. Nearly all pupils use Welsh confidently in lessons, around the school and in extra-curricular activities.

Wellbeing: Good

Nearly all pupils are very well-behaved, in lessons and around the school. They treat their peers, adults and visitors with respect.

Most pupils have a sound understanding of the importance of eating and drinking healthily. Nearly all pupils feel safe at school and have a clear understanding of how to stay safe when using the internet. Many are confident that the school deals with any bullying effectively.

The school's attendance rates, including pupils who are eligible for free school meals, show a pattern of improvement and have placed the school among the upper 50% in comparison with similar schools in three of the last four years.

The pupil's voice has had an appropriate effect on aspects of the school's work, and they take pride in what they have achieved to improve their school. A notable example of this is the way in which they have improved the quality of the environment by adding benches and shelters around the site. They contribute successfully to decisions and policies through various school forums and committees. However, pupils' views on learning and teaching do not have enough of an effect on the nature of the offer in lessons.

Many learners have the necessary skills to improve their own learning, and they develop valuable social and life skills.

Pupils contribute effectively to community activities, for example in events to commemorate the Aberfan disaster. They arrange fundraising activities for a number of charities, and this has a positive effect on their awareness of other people's needs.

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

The school provides a broad and balanced curriculum and valuable opportunities that meet pupils' needs and interests.

The school offers equal access to a wide range of options, where applicable, in key stage 4 and the sixth form. With the exception of English, the school provides opportunities for pupils to complete their courses through the medium of Welsh. The curriculum meets statutory requirements.

The school has a comprehensive programme of extra-curricular activities that enrich pupils' educational experiences. These include local visits, regular outdoor activities and a number of purposeful educational visits in Wales and to foreign countries.

The school offers a very wide range of beneficial activities that support pupils' personal and academic development; for example, there is inclusive provision for pupils through Duke of Edinburgh Awards activities. There is valuable provision for vulnerable pupils through 'Cynllun 6' ('6 Scheme'). Through this scheme, additional lessons are offered in the core subjects, alongside support with homework, literacy and numeracy skills sessions and comprehensive extra-curricular opportunities. This scheme has contributed to reducing the performance gap between pupils who are eligible for free school meals and the full cohort.

Creative arrangements for the curriculum in key stage 3 have had a positive effect on pupils' standards.

The school works effectively with partner primary schools to ensure that the curriculum builds systematically on pupils' personal knowledge, understanding and skills as they move from the primary sector to the secondary sector, and then through the secondary school.

Valuable opportunities are provided to develop literacy and numeracy skills in relevant subjects across the curriculum. Provision for information and communication technology skills is developing effectively. Intervention programmes for literacy and numeracy are appropriate.

The strength of the Cwricwlwm Cymreig ensures that all pupils develop successful knowledge and understanding of the cultural, economic, environmental, historical and linguistic features of Wales. The school provides a variety of stimulating experiences across the curriculum to study the local environment and the area's history and culture.

The school provides appropriately to ensure awareness of sustainability and global citizenship. Effective partnerships have been forged with schools in Germany and Uganda, which expand pupils' awareness of life outside Wales.

Teaching: Good

There is a particularly good working relationship between teachers and pupils. As a result, there is an effective learning environment that enables all pupils to make appropriate progress in lessons. Nearly all teachers are good language models and have up-to-date subject knowledge.

Many teachers plan lessons carefully and convey clear and purposeful aims and objectives. They plan a wide range of interesting tasks to maintain pupils' interest and motivation. In these lessons, teachers use attractive resources and activities that build purposefully on each other. Many teachers have high expectations for pupils' achievement. In a very few lessons, teachers' expectations are not high enough. As a result, pupils do not make enough progress in the lesson.

In most lessons, teachers use purposeful starter tasks to ensure an effective link with previous work and to set a firm foundation for the lesson. Many time activities appropriately in order to ensure that pupils make the expected progress and complete tasks.

In most lessons, teachers provide beneficial opportunities for pupils to work independently and in pairs and groups. In a few lessons, teachers offer valuable opportunities for pupils to lead their own learning. In a few lessons, teachers give pupils too much support and direction. As a result, pupils do not develop their independent working skills in these lessons.

Most teachers assess learning effectively in lessons by using a variety of strategies. In nearly all lessons, teachers question pupils effectively in order to ensure their understanding of the work. In a few lessons, they extend pupils' answers skilfully to increase their understanding.

In many lessons, teachers provide pupils with useful and constructive oral feedback. Many teacher provide beneficial comments on pupils' work. However, there are very few meaningful opportunities for pupils to respond to teachers' comments and improve their efforts.

The school has refined its procedures for tracking pupils' progress and addressing any underperformance. However, there is not enough time to evaluate the effect of these procedures on raising standards in key stage 4.

Useful and intelligible interim reports on pupils' attainment and progress are shared with parents. There are beneficial improvement targets for pupils in the full report at the end of the year.

Care, support and guidance: Good

There is a caring and friendly atmosphere at the school, which places great emphasis on pupils' wellbeing. The school makes appropriate arrangements to promote eating and drinking healthily and promotes pupils' understanding of the importance of exercise successfully. This is supported by a wide variety of activities during and outside school hours.

Through assemblies and regular opportunities for reflection, the school promotes pupils' spiritual, moral, social and cultural development appropriately.

The school has a number of robust systems to promote pupils' wellbeing and emotional development. This is a strong element of the school's work. The pastoral team work together effectively and with a range of specialist agencies for the benefit of pupils. These valuable links ensure effective support for pupils and their families. Successful strategies that have been put in place have had a positive effect on pupils' attendance, behaviour and attitudes.

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

The school has suitable arrangements for pupils with additional learning needs, which have developed more effectively recently. Teachers use a variety of appropriate methods to identify pupils' needs, including literacy and numeracy tests, along with their professional judgement. Pupils, parents and teachers work together appropriately on individual education plans. However, the school does not track the progress of procedures that are put in place effectively enough. As a result, the school does not have a clear enough picture of the progress made by pupils who receive support.

Learning environment: Good

The school is a happy and friendly community that promotes a Welsh, caring and inclusive ethos. Staff and pupils treat each other with respect and concern. The school ensures that all pupils are given an opportunity to develop their personal and social skills effectively and as individuals.

The school promotes equal opportunities successfully and challenges stereotyping in attitudes, choices and expectations. The school offers all pupils equal access to the curriculum.

Classrooms, laboratories and general facilities provide an attractive working environment. There is a range of suitable learning resources and relevant equipment available for pupils in all departments. Specialist rooms for subjects such as music, art, information and communication technology, science, and design and technology are good.

The site is safe and well-maintained. There are safe entry systems and security cameras to support the safety of pupils, staff and resources appropriately. Boys and girls share the gymnasium and there is no other official indoor provision available at the school. As a result, the indoor sports resources are not suitable for the subject. Toilets and changing facilities are in adequate condition.

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

Leadership: Good

The headteacher has a clear vision that is based on ensuring the best achievement and opportunities for all pupils, whatever their background, in a Welsh-medium context. This vision is conveyed effectively by the senior leadership team and fostered by all of the school's staff.

Since his appointment in April 2016, the headteacher has worked strategically to give the school a clear and unambiguous direction. This is based on suitable priorities and appropriate targets. Following the recent restructuring, the responsibilities of the leadership team and all of the school's staff are balanced and clear, and meet the school's needs well. The senior leadership team offer valuable support to the headteacher and work together effectively.

Many leaders have a rigorous understanding of performance data and make increasingly effective use of this information in order to ensure improvement.

Many middle leaders have a sound understanding of the main strengths and weaknesses within their areas of responsibility. As a result, they prioritise and plan appropriately. Middle leaders have received valuable training on management and leadership skills and work together beneficially to share good practice.

In the past year, the school has strengthened and sharpened its accountability processes. Leaders at all levels are held to account effectively through a series of beneficial monitoring activities and regular meetings. As a result, most leaders have a sound understanding of their responsibilities. A specific system of discussion topics for meetings ensures a consistent focus on the school's priorities. Many meetings' minutes have clear action points and there is a clear progression from one meeting to the next. In general, they focus appropriately on important issues, such as pupils' progress and the quality of teaching and learning, but not enough attention is given to these issues in a few departments' minutes.

Leaders have identified underperformance and areas for improvement, and have responded suitably. There is a beneficial system of support for staff who are underperforming.

Leaders give clear consideration to national priorities and co-operate energetically with other schools in terms of digital and curricular developments, under the banner of pioneer schools.

Governors are very supportive of the school and have an increasingly thorough understanding of its strengths and areas for improvement. As a result, they challenge the school beneficially on important issues, such as pupils' standards and curricular arrangements. They commit enthusiastically to the school's work through a variety of activities, such as learning walks.

Robust leadership has led to improvements in standards until 2015, and in areas such as the outcomes of pupils who are eligible for free school meals, behaviour and attendance. However, leadership did not have enough of an effect on the standards achieved by pupils in 2015-2016.

Improving quality: Adequate

The school now has robust procedures in place for self-evaluation and ensuring improvement. However, to date, these arrangements have not had enough of an effect on maintaining pupils' standards in key stage 4 in 2015-2016, nor on the performance of more able pupils over a longer period of time.

The school's self-evaluation report is a comprehensive document that offers an honest picture of its current performance. The school collects a range of direct, relevant evidence through lesson observations, scrutinising pupils' work, and pupil and parent questionnaires. However, the school does not monitor the effectiveness of a few aspects of its work thoroughly enough, for example an overview of provision for pupils with additional learning needs and activities during registration periods.

The senior leadership team presents useful reports to staff following formal departmental reviews and the book scrutiny cycle. However, only a minority of leaders make full use of the findings of these reports in order to improve specific aspects of learning and assessment at the school.

Departmental self-evaluation reports and improvement plans focus appropriately on raising standards, girls' attainment and planning for the new curriculum. Leaders monitor progress against the targets in the improvement plan regularly.

Since 2016, use of performance data has been strengthened. Most middle leaders make effective use of performance data in order to identify strengths and areas for development. More recently, analysis of pupils' performance in examinations has been refined. Departments have implemented suitable plans to develop pupils' examination skills. School leaders now have a clear understanding of the school's current performance and the main areas that need to be developed further.

There is a clear link between priorities in the school improvement plan and the findings of the self-evaluation report. The plan focuses appropriately on raising girls' standards and attainment, improving the results of more able pupils, promoting Welshness and responding to national priorities. It includes appropriate strategies and actions for improvement, and has been costed carefully. The school now responds to specific areas that need attention in a timely manner; for example, the school has recently implemented a formal plan to eliminate the deficit in the budget and improve the quality of provision for additional learning needs across the school. School leaders monitor progress against the targets in the improvement plan through formal and useful line management meetings.

Partnership working: Good

The school has a very wide range of beneficial partnerships that contribute to expanding pupils' learning experiences and provide valuable professional development for staff.

The school has a positive relationship with parents. It communicates regularly and effectively through open evenings, use of social media and termly progress reports. The school gathers parents' views on the school's work through purposeful questionnaires.

There are very effective transition arrangements in place with primary feeder schools. Pupils and parents from Year 5 and Year 6 benefit from regular visits and activities as part of the transition scheme. The school works effectively with these primary schools in order to ensure progression in education between the end of key stage 2 and the beginning of key stage 3. These arrangements ensure consistency for pupils and help them to settle quickly at the school. This is a strong feature of the school's work.

The partnership with Welsh-medium schools in the area contributes to expanding the options that are available to pupils in the sixth form. The school also leads a productive partnership with a cluster of English-medium, faith and special schools across the education consortium. This has led to valuable training for teachers and leaders, and sharing good practice and expertise on curricular issues, wellbeing and leadership.

The school has robust arrangements to ensure the quality of all partnership work.

Recently, the school has led an innovative partnership across Welsh-medium schools in the area in order to provide a range of valuable professional development opportunities for staff through the medium of Welsh, for example support for newly qualified teachers, subject-specific training and training for teachers who teach outside their specialist area. This meets local training needs effectively and contributes to developing staff expertise within the Welsh secondary sector and the school. It is currently too early to measure the effect of this innovative partnership on raising pupils' standards and wellbeing.

Resource management: Adequate

The school is staffed appropriately and most teachers teach within their specialist areas. There is beneficial support for the few staff who do not teach their specialist subject. A team of support staff provide valuable support to the school's work.

The school has a comprehensive programme of professional development for teachers and leaders. The programme provides a variety of valuable training what responds effectively to whole-school priorities and individual and departmental needs. This includes regular training on aspects of teaching and learning, and useful guidance on leadership and management skills.

The school has purposeful performance management procedures, which now include all of the school's staff. These have been refined recently, and most targets are now incisive and thorough. There are clear links between the performance management system and provision for professional development.

Since his appointment, the headteacher has taken robust action to improve the school's financial situation. The school's budget is now managed effectively by the headteacher, and monitored increasingly thoroughly by governors. There are detailed and clear plans to eliminate the significant deficit that the school has at present. The local authority has agreed these plans. The headteacher has introduced a number of changes that have saved money for the school, but have also enabled the school to operate more efficiently.

The school has definite strategic plans for spending the Pupil Deprivation Grant. These include expenditure on 'Cynllun 6' ('Scheme 6'), which enables pupils from disadvantaged backgrounds to stay after school to take part in extra-curricular activities and to attend revision lessons. The school evaluates the effect of expenditure in detail. This expenditure has had a positive effect on the outcomes of pupils who are eligible for free school meals in 2016 and over time.

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

Appendix 1

6744105 - Ysgol Gyfun Rhydywaun

Number of pupils on roll	980
Pupils eligible for free school meals (FSM) - 3 year average	13.5
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	150	163	153	134		
Achieving the core subject indicator (CSI) (%)	77.3	82.8	94.1	95.5	87.4	85.9
Benchmark quartile	3	4	1	1		
English						
Number of pupils in cohort	150	163	153	134		
Achieving level 5+ (%)	86.0	87.1	96.1	92.5	90.4	89.2
Benchmark Quartile	2	4	1	3		
Achieving level 6+ (%)	44.7	57.1	71.2	64.9	55.0	56.2
Benchmark Quartile	2	2	1	2		
Welsh first language						
Number of pupils in cohort	150	163	153	134		
Achieving level 5+ (%)	84.7	90.2	97.4	96.3	90.2	92.0
Benchmark Quartile	4	3	1	1		
Achieving level 6+ (%)	43.3	60.1	77.1	70.9	58.4	57.2
Benchmark Quartile	3	1	1	1		
Mathematics						
Number of pupils in cohort	150	163	153	134		
Achieving level 5+ (%)	79.3	84.0	94.1	95.5	91.1	90.1
Benchmark Quartile	4	4	2	2		
Achieving level 6+ (%)	49.3	51.5	65.4	70.1	62.3	62.7
Benchmark Quartile	3	4	3	2		
Science						
Number of pupils in cohort	150	163	153	134		
Achieving level 5+ (%)	90.0	92.6	98.7	100.0	94.2	92.8
Benchmark Quartile	2	3	1	1		
Achieving level 6+ (%)	46.7	55.2	68.0	72.4	61.2	62.9
Benchmark Quartile	2	3	2	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.

6744105 - Ysgol Gyfun Rhydywaun

Number of pupils on roll	980
Pupils eligible for free school meals (FSM) - 3 year average	13.5
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	153	163	179	149		
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	42.5	56.4	59.8	65.1	61.9	57.9
Benchmark quartile	4	2	3	2		
Achieved the level 2 threshold	61.4	81.6	97.8	99.3	91.8	84.1
Benchmark quartile	4	2	1	1		
Achieved the level 1 threshold	92.8	96.9	98.3	100.0	99.1	94.4
Benchmark quartile	3	3	2	1		
Achieved the core subject indicator (CSI)	43.1	56.4	59.8	65.1	59.8	54.8
Benchmark quartile	4	1	2	2		
Average capped wider points score per pupil	298.8	328.8	356.5	363.3	362.6	343.5
Benchmark quartile	4	4	3	2		
Average capped wider points score plus per pupil	297.3	327.2	349.5	357.4	356.8	338.7
Benchmark quartile		
Achieved five or more GCSE grades A*-A	9.2	5.5	8.9	8.1	15.1	16.6
Benchmark quartile		
Achieved A*-C in English	70.6	65.6	70.4	75.2	68.3	68.6
Benchmark quartile	1	2	3	2		
Achieved A*-C in mathematics	44.4	59.5	62.6	67.8	66.2	64.4
Benchmark quartile	4	3	3	3		
Achieved A*-C in science	86.3	96.9	97.8	100.0	95.2	84.0
Benchmark quartile	1	1	1	1		
Number of pupils aged 15 who entered Welsh First Language:	148	160	172	149		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	60.8	67.5	68.6	73.8	73.6	75.2
Benchmark quartile	4	3	3	3		

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.

6744105 - Ysgol Gyfun Rhydywaun

Number of pupils on roll 980
 Pupils eligible for free school meals (FSM) - 3 year average 13.5
 FSM band 2 (10%<FSM<=15%)

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

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	22	18	27	25		
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	18.2	38.9	37.0	44.0	41.8	31.6
Achieved the level 2 threshold	50.0	50.0	88.9	96.0	79.4	69.4
Achieved the level 1 threshold	86.4	88.9	92.6	100.0	97.6	89.4
Achieved the core subject indicator (CSI)	18.2	38.9	37.0	44.0	40.0	29.3
Average capped wider points score per pupil	250.3	275.5	326.5	349.7	336.0	303.7
Average capped wider points score plus per pupil	248.8	274.8	318.4	339.3	328.9	296.4
Achieved five or more GCSE grades A*-A	0.0	0.0	3.7	0.0	4.1	4.3
Achieved A*-C in English	59.1	38.9	55.6	48.0	50.0	45.1
Achieved A*-C in mathematics	18.2	44.4	44.4	48.0	47.1	39.2
Achieved A*-C in science	72.7	94.4	88.9	100.0	90.6	74.4
Number of pupils aged 15 who entered Welsh First Language:	22	17	24	25		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	40.9	41.2	45.8	56.0	56.3	51.5

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

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

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

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

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

. Denotes the data item is not applicable.

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

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	80	59	73	99		
Average wider points score per pupil	591.8	780.0	835.0	786.2	883.0	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	67	47	63	88		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	97.0	95.7	100.0	97.7	99.0	97.0
Achieved 3 A*-A at A level or equivalent	6.0	2.1	3.2	0.0	4.8	7.9
Achieved 3 A*-C at A level or equivalent	46.3	68.1	79.4	68.2	75.3	68.1

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

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

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	243	123 51%	113 47%	7 3%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	242	63 26%	138 57%	33 14%	8 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	241	85 35%	132 55%	22 9%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	9%	2%	
The school teaches me how to keep healthy	243	46 19%	131 54%	60 25%	6 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	242	96 40%	125 52%	18 7%	3 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	242	60 25%	148 61%	31 13%	3 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	243	102 42%	132 54%	8 3%	1 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	241	42 17%	115 48%	66 27%	18 7%	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	241	88 37%	124 51%	26 11%	3 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	8%	1%	
Pupils behave well and I can get my work done	243	22 9%	141 58%	65 27%	15 6%	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	243	69 28%	114 47%	43 18%	17 7%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	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		243	25 10%	129 53%	78 32%	11 5%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		243	72 30%	160 66%	10 4%	1 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		240	65 27%	122 51%	43 18%	10 4%	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		242	82 34%	141 58%	12 5%	7 3%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds		236	74 31%	139 59%	20 8%	3 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		87	13 15%	48 55%	18 21%	8 9%	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		57	8 14%	34 60%	11 19%	4 7%	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 the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	173	92 53%	78 45%	1 1%	2 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	173	106 61%	62 36%	3 2%	2 1%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	170	104 61%	63 37%	2 1%	1 1%	3	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	165	91 55%	72 44%	2 1%	0 0%	5	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	156	66 42%	76 49%	13 8%	1 1%	17	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	162	84 52%	75 46%	3 2%	0 0%	9	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	172	111 65%	60 35%	1 1%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	162	87 54%	69 43%	6 4%	0 0%	11	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	10%	2%		
Staff treat all children fairly and with respect.	161	90 56%	57 35%	13 8%	1 1%	12	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	167	97 58%	65 39%	5 3%	0 0%	7	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	168	96 57%	70 42%	0 0%	2 1%	5	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	131	75 57%	52 40%	3 2%	1 1%	32	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	9%	2%		
I am kept well informed about my child's progress.	167	75 45%	76 46%	14 8%	2 1%	4	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		34%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	168	103 61%	59 35%	3 2%	3 2%	4	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.	155	74 48%	61 39%	15 10%	5 3%	18	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.	165	89 54%	74 45%	2 1%	0 0%	7	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.	124	57 46%	57 46%	9 7%	1 1%	32	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.	164	96 59%	65 40%	3 2%	0 0%	9	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	157	84 54%	69 44%	3 2%	1 1%	12	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Huw Collins	Reporting Inspector
Anwen Eluned Griffith	Team Inspector
Lowri Jones	Team Inspector
Margaret Elisabeth Davies	Team Inspector
David Owen Jenkins	Lay Inspector
Susan Kara Jones	Peer Inspector
Sioned Jones (Assistant Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.