



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

A report on

**Radyr Comprehensive School
Heol Isaf
Radyr
Cardiff
CF15 8XG**

Date of inspection: March 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Radyr Comprehensive School is an English-medium 11-18 co-educational community school maintained by the local authority of Cardiff.

There are 1,338 pupils on roll including 306 in the sixth form. This is slightly more than at the time of the last inspection when there were 1,258 on roll, including 313 in the sixth form. The school draws pupils mostly from the north-western part of the city. Pupils come mainly from six partner primary schools. Just under 7% of pupils are eligible for free school meals, which is well below the national average of 17.4%. Around 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 14%, which is well below 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, a deputy headteacher and three assistant headteachers.

The individual school budget per pupil for Radyr Comprehensive School in 2015-2016 means that the budget is £4,146 per pupil. The maximum per pupil in the secondary schools in Cardiff is £6,790 and the minimum is £4,116. Radyr Comprehensive School is 18th out of the 19 secondary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Performance in nearly all key stage 4 indicators has improved over the last four years and, in 2015, in many indicators places the school in top 25% or upper 50% of similar schools based on levels of eligibility for free school meals
- The proportion of pupils gaining A* or A grades is well above the averages for similar schools and nationally
- Many pupils have strong literacy skills and positive attitudes to learning
- Most pupils behave well and develop their social and life skills very well through participation in a wide range of cultural, sporting, community and work-related activities

However:

- The few pupils eligible for free school meals do not attend school or perform as well as similar pupils in other schools
- Close to half of pupils do not achieve a level 2 pass in Welsh
- The quality of teaching and written feedback is too variable

Prospects for improvement

The school's prospects for improvement are adequate because:

- Leaders have succeeded in bringing about strong improvements in many key indicators in 2015
- Senior leaders have a clear understanding of the school's strengths and most areas for improvement
- The governing body provides secure oversight of the school's work
- A wide range of partnerships enhances provision and contributes well to pupil outcomes

However:

- Leadership has not had a sustained or sufficient impact on the school's performance, especially with regard to pupils' attainment in the level 2 threshold and in Welsh, the performance of girls and of pupils eligible for free school meals
- Self-evaluation and improvement planning processes at all levels are not robust enough to improve the quality of teaching
- The school's leadership has not acted quickly enough to minimise the impact on teaching and learning of large numbers of staff absences and temporary staff
- The school does not engage effectively enough with parents

Recommendations

- R1 Improve the standards achieved by groups of pupils, including those eligible for free school meals, and standards in Welsh
- R2 Improve the quality and consistency of teaching and written feedback
- R3 Improve planning to minimise the adverse effect on teaching and learning of staff absenteeism
- R4 Improve the rigour of self-evaluation and the precision of improvement planning at all levels
- R5 Improve engagement and communication with parents

What happens next?

The school will draw up an action plan which 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?

Good

Standards: Good

The school's performance at key stage 4 has fluctuated over the last four years. After a slight dip in 2013 and 2014, performance improved in 2015 and in many indicators compares favourably with that in similar schools. However, during this same period, pupils have generally made less progress than expected from previous key stages.

Performance in the level 2 threshold including English and mathematics has been above modelled outcomes in three of the last four years. In 2015, performance improved by nearly 10 percentage points, after dipping in each of the previous two years. In 2015, this places the school in the top 25% of similar schools after placing it in the lower 50% in 2014. It is also above the average for the family of schools for the first time since 2012.

In 2015, performance in the level 2 threshold also improved by 10 percentage points. This places the school in the lower 50% of similar schools after placing it in the bottom 25% in each of the two previous years. Performance in this indicator has been below the family average for the last four years and was also below the national average in 2014. Performance in the capped points score improved in 2015. This places the school in the top 25% of similar schools after placing it in the bottom 25% for the three previous years. Performance in this indicator has also been below the family average for the last four years and was below the national average in 2012. The proportion of pupils achieving five GCSE passes at grades A or A* has risen in each of the last two years and is higher than the average in schools locally and nationally.

In the sixth form, in 2015, performance in the level 3 threshold remains constant but dipped in the average wider points score. However, performance in both has been above the family average in each of the last four years. The proportion of pupils achieving three A* or A grades at A level or equivalent, and those who gained three A*-C grades, fell in 2015 for the second year running. In 2015, performance in both indicators fell below the family average for the first time in the last four years but remains above the national average.

At key stage 3, at level 5 or above, there has been an upward trend in the proportion of pupils that achieve the core subject indicator. Performance in this indicator and in the core subjects at level 5 or above has mostly been above the average for similar schools over the last four years.

At key stage 3, over the last four years, there is little difference between the performance of boys and girls in most indicators. Generally, boys have performed better than boys in similar schools over this period. However, girls have not performed as well as girls in similar schools in English and mathematics in three of the last four years. At key stage 4, there is no significant difference between the

performance of boys and girls during the same period except in the level 2 threshold and in English in 2014. Over this period, boys have performed better than boys in similar schools in close to half of the key indicators. However, girls have performed better than girls in similar schools in only a minority of those indicators.

In 2015, at key stage 3, the performance of pupils eligible for free school meals dipped in the core subject indicator, mathematics and science. Performance over the last three years has consistently been better than the national average in all indicators but below the family average in many of the indicators. At key stage 4, in 2015, pupils eligible for free school meals did not perform as well as those in similar schools in many indicators. Over the past three years, the performance of these pupils has been lower than the average in similar schools in nearly all indicators but above the national average in half of the indicators.

Many pupils have a positive attitude to their learning. They recall prior learning well and apply that knowledge suitably in different situations.

Many pupils listen to their teachers and to their peers with attention and respect. However, a minority do not listen attentively enough and miss important information and instructions. Many pupils across the age and ability range speak with confidence and express their ideas and opinions clearly. However, a minority of pupils provide brief and underdeveloped verbal responses. In a majority of lessons, pupils of all abilities use subject specific vocabulary well.

Many pupils use a helpful range of reading strategies. This includes skimming and scanning fiction and non-fiction texts for information and main ideas. A minority of pupils use inference and deduction effectively to improve their understanding of literary texts and historical source materials.

Most pupils write for an interesting and appropriate range of purposes and audiences. Many are clear about the purpose of their writing. A minority do not have a clear sense of audience. As a result they make incorrect language choices and their writing lacks the correct tone. More able pupils produce well-crafted and engaging writing including narrative pieces, literary analyses and a range of discursive writing. Many pupils do not take enough responsibility for improving the technical accuracy and content of their work. As a result, a minority of pupils continue to make too many basic errors in spelling, punctuation and grammar. A few pupils of all ages and ability have missing or incomplete work in their books.

In a few subjects, pupils develop numeracy skills, including calculation and measurement, well. However, the range of numeracy techniques they use in subjects other than mathematics is too narrow.

In key stage 3, performance in Welsh has improved between 2013 and 2015 and is above the median in each of the last three years. At key stage 4, performance has improved since 2012 but is generally below the family average. On average, around half of pupils achieve a level 2 pass in Welsh. A minority of pupils have a wide vocabulary and strong understanding of syntax. However, in a minority of instances, pupils do not use enough spoken Welsh in lessons. A majority of pupils write appropriately in Welsh. However, in a minority of instances, pupils do not produce

enough extended writing and are too reliant on exemplar material. Pupils, especially those in key stage 3, use the Welsh language suitably in a wide range of activities such as the school Eisteddfod, Urdd competitions and 'Y diwrnod Shw mae'.

Wellbeing: Good

Most pupils feel safe in school and consider that the school deals well with the very few incidences of bullying.

Most pupils have a good understanding of the importance of regular exercise and the need to eat healthily. Most pupils behave well around the school and are courteous and respectful. They arrive promptly to lessons and demonstrate positive attitudes to learning. Most pupils work purposefully on their own and in small groups.

Most pupils develop their social and life skills very well through participation in a wide range of cultural, sporting, community and work-related activities. These include enterprise challenges, 5x60 and Duke of Edinburgh activities. Members of the pupil parliament contribute suitably to reviews of whole school policies, including one addressing the use of mobile phones.

The rate of attendance has improved gradually over the last four years. This places the school in the upper 50% of similar schools for each of those years and very close to modelled outcomes. However, persistent absence increased in 2015 and is the highest in the family of schools. The attendance of pupils eligible for free school meals remains lower than for similar pupils in the family of schools and in schools nationally.

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

The school offers a broad and balanced curriculum, which meets statutory requirements and the needs and aspirations of most pupils.

At key stage 3, the curriculum builds suitably upon pupils' previous learning. At key stage 4, the school offers a wide range of general and vocational subject choices, a few of which are offered in collaboration with partners. The school has shortened key stage 3 to two years and extended key stage 4 to three years. However, as it is only the second year since this change, there is no evaluation of the impact on pupil outcomes at key stage 4. Pupils have access to a comprehensive range of cultural and sporting extra-curricular experiences that meet their needs and interests.

There are well-planned and coordinated strategies for developing pupils' skills, particularly in literacy, which link well with the national literacy framework. An effective range of intervention programmes is used to identify and support pupils with weak literacy and numeracy skills.

The school develops pupils' understanding of the Welsh culture and language appropriately through activities such as the Eisteddfod, residential trips and Urdd competitions. However, the number of pupils entered for GCSE Welsh second language over the last few years has been low.

There are suitable opportunities for pupils to develop their knowledge of sustainable development and global citizenship within subject areas and through extra-curricular experiences. The active eco parliament makes a valuable contribution to sustainable development across many areas of school life.

Teaching: Adequate

Nearly all teachers have secure subject knowledge and many develop strong working relationships with pupils. However, overall, there is too much variation in the quality of teaching and assessment and it has not had enough impact on the standards pupils achieve, particularly for girls and for pupils eligible for free school meals.

In a very few lessons where teaching is most effective, teachers have high expectations of their pupils and challenge them to reach the highest levels. They use incisive questioning that probes pupils' understanding and challenges them to develop their verbal responses accordingly. Teachers match tasks and resources to the needs and abilities of all pupils very well. This creates high levels of pupil motivation and engagement, and a brisk pace to their learning. In these lessons, pupils make very good progress.

In the majority of lessons, teachers plan activities carefully, set clear success criteria and monitor pupil progress well. In these lessons, teachers develop pupils' skills suitably and give pupils helpful verbal feedback on their work. This consolidates learning and pupils make sound progress.

A minority of lessons lack challenge. Work is not matched closely enough to meet the needs of pupils' different abilities and the pace of learning is too slow. In these lessons, pupils do not make enough progress in developing their subject knowledge and skills. In a few lessons, over-direction by the teacher limits opportunities for pupils to develop their independent learning skills and teachers do not manage pupils' behaviour well enough.

Nearly all teachers mark pupils' work frequently. A majority provide pupils with useful feedback on how to improve their work. This helps to develop pupils' understanding and improve the quality of their work. However, too many teacher comments refer to the effort made by the pupil and not the quality of their work. Teachers do not have a consistently high expectation of pupils to take responsibility for improving the technical accuracy of their written work.

The system for tracking pupils' progress is detailed and enables senior and middle leaders to identify underachievement, target support and set targets for improvement. This is starting to impact positively on pupil outcomes.

The school provides parents with helpful reports on their children's achievement and progress. Parents have useful opportunities to respond to these reports.

Care, support and guidance: Good

The school supports pupils' wellbeing and encourages their involvement in the life of the school and the wider community, successfully.

The school promotes pupils' moral, social and cultural development well. Pupils benefit from a comprehensive personal and social education programme that supports their emotional health and wellbeing effectively. A wide ranging enrichment programme, including sporting and cultural activities and educational visits, supports pupils' cultural awareness successfully and enhances their social skills. Assemblies and tutor periods provide suitable opportunities for pupils to develop their understanding of spiritual and moral issues. The school has suitable provision for promoting healthy living.

The school works well with a wide range of specialist services to provide advice that enables pupils to make well-informed choices and to support their individual needs. There are very effective procedures to identify and support vulnerable pupils. For example, the school's 'Oasis Centre' provides strong support for pupils' emotional, behavioural and learning needs.

Additional learning needs staff have detailed knowledge of individual pupils, and this is communicated well to all teachers. As a result, teachers and support assistants provide well-targeted support for individuals and groups of pupils. Staff, parents and pupils review and revise targets in individual education plans at appropriate intervals. Teachers use these plans effectively to produce learning opportunities that meet pupils' needs.

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

Learning environment: Good

The school has a caring and supportive ethos which is reflected well in the experience of all pupils. The school motto "Respect Commitment Success" is promoted well. Every pupil has equal access to all areas of the school's provision, and equality and diversity are promoted effectively. Equality policies and action plans meet statutory requirements and staff receive annual update training in these matters. Pupils feel safe within the school environment and know whom to talk to if they need support.

Displays in classrooms and around the school are informative, celebrate pupils' achievements effectively and support current and future learning. Pupils have suitable access to books and equipment and there is good provision for information and communication technology (ICT). Other subjects requiring specialist facilities, such as physical education, design and technology, music and drama, are well catered for. The accommodation is generally well maintained and used appropriately.

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

The headteacher and senior leaders have been successful in promoting a shared, clear and challenging vision for the school's development based upon the values of respect, commitment and success. This has helped to create a suitable sense of teamwork across the school and a common sense of purpose.

The headteacher and senior leaders have identified several appropriate key strategic priorities for the school. However, the school's senior leadership does not give high enough priority within its strategic planning to how it will improve arrangements for covering the lessons of teachers who are absent from school for a substantial period of time.

Senior leadership responsibilities have recently been revised due to changes in personnel. The revised responsibilities are appropriate and have resulted in a clearer understanding of the roles of individual managers. This understanding contributes to the culture of accountability that has developed well among staff at all levels in the school within a short period of time. The arrangements have begun to deliver improved outcomes in aspects of the school's work but it is too early to evaluate whether they will bring about sustained, significant improvements.

Staff roles and responsibilities are clearly defined and there is a useful cycle of meetings to help bring about improvements. The headteacher holds senior leaders suitably to account. Senior leaders support and challenge middle leaders appropriately. Most middle leaders carry out their roles well.

The school has responded well to meeting the national priority for developing pupils' literacy skills, though support for developing pupils' numeracy skills is not as advanced. Improved arrangements for reducing the gap in the attainment of pupils eligible for free school meals have begun to deliver improvements such as in the level 2 threshold including English and mathematics, but it is too early to evaluate if these improvements in pupil outcomes will be sustained.

Performance management is well organised. The targets set for staff support the delivery of the school's current priorities for improvement and link suitably to pupil outcomes. These targets inform the school's professional development programme usefully. Appropriate action is taken to address underperformance.

Governors have a wide range of expertise that they use well to provide support and challenge to the school. They have a sound understanding of the strengths of the school and areas for improvement, including the main features of the school's performance data. Their role in challenging the school is developing well.

Improving quality: Adequate

The school has established a clearly understood calendar of self-evaluation and improvement planning procedures. However, these procedures have not been successful in securing a sustained or sufficient improvement across important areas of the school's work such as the quality of teaching and assessment.

The school gathers a wide variety of evidence to inform self-evaluation. Processes to gather first-hand evidence are systematic and generally rigorous. They include scrutiny of pupils' work, observations of lessons, and external appraisal. The school's programme of faculty reviews, which include listening to the views of pupils, gives middle leaders and teachers a helpful platform from which to develop their practice.

The school produces an extensive range of data, which provides a firm foundation from which to analyse pupils' performance. Improved systems to track pupils' progress has started to have a positive impact on performance in a few areas, such as pupils' achievement in the level 2 threshold including English and mathematics. However, senior leaders in particular do not evaluate performance data precisely enough to inform strategic planning.

The school's self-evaluation report provides a detailed account of the school's work. However, it is overly positive, and does not identify clearly enough the important areas for development including the performance of groups of pupils and the quality of teaching.

Faculty self-evaluation reports use a common template and mostly are suitably detailed. They cover a broad range of the faculty's work, and although they provide a useful opportunity for middle leaders to reflect on their practice, they do not focus well enough on the strengths and areas for development in teaching and learning.

The school improvement plan identifies broadly appropriate areas for development. It is costed and includes named responsibilities. However, it does not draw well enough on the outcomes of self-evaluation. This means that improvement priorities are not linked precisely enough to the school's shortcomings, and actions do not address specifically enough the key areas for improvement. A 'milestones' evaluation provides a useful opportunity for reflection on the school's progress against its targets. However, this focuses too heavily on actions completed, and not sufficiently on the impact of those actions on learning and teaching.

Faculty improvement plans are helpful documents that provide a useful common framework for improvement. However, these plans do not address well enough the important areas for improvement in the subject areas, particularly in relation to improving teaching.

Partnership working: Adequate

The school works well with a wide range of partners to support the education and wellbeing of its pupils. Partnerships with primary schools are effective and there is a well-planned transition programme. This helps pupils to settle in the school quickly. Pupils identified as requiring additional help are supported effectively before and during their transition. The school has effective partnerships with other secondary schools and work related education providers. These partnerships have led to an improvement in the range of courses offered at key stage 4 and in the sixth form.

There are productive links with the local community, including pupils' participation in a range of activities and the use of the school's facilities. These include the music department's samba band leading the local May Day parade and pupils participating in community based sports activities.

The school has appropriate partnerships with a wide range of specialist agencies and organisations. These links are especially effective in supporting more vulnerable pupils and successfully encouraging them to remain in, and engage with, education.

Parents are suitably informed about their child's wellbeing and progress. However, the school has underdeveloped relationships with parents. Currently the school does not communicate and engage with parents effectively.

Resource management: Adequate

The school is suitably staffed to teach the curriculum and few teachers teach outside their specialist areas. Non-teaching staff provide helpful support to teachers and to leaders.

Over recent years, the school has frequently employed a high number of supply teachers in order to cover for teachers who are on extended absence or who have left the school at short notice. The school has not planned effectively enough to minimise the adverse effect that this has on the confidence and attitudes of pupils and parents affected, on the quality of teaching and on pupils' standards of achievement.

The school has suitable arrangements to support staff professional development, which take good account of performance management reviews and reflect whole-school and departmental priorities. There are valuable arrangements for supporting newly qualified teachers.

The bursar and headteacher have a clear overview of the school's financial matters and spending decisions are planned and monitored well. The governing body's finance committee monitor this work closely.

The school allocates the pupil deprivation grant appropriately to support the wellbeing and achievements of disadvantaged pupils. However, initiatives to improve the attendance and achievements of these pupils have yet to make sufficient and sustained impact.

Despite the good standards achieved by pupils, due to the shortcomings in teaching and leadership, the school provides adequate value for money.

Appendix 1

6814070 - Radyr Comprehensive School

Number of pupils on roll	1338
Pupils eligible for free school meals (FSM) - 3 year average	6.8
FSM band	1 (FSM<=10%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	212	201	205	208		
Achieving the core subject indicator (CSI) (%)	85.8	91.5	91.7	94.7	93.4	83.9
Benchmark quartile	2	1	2	1		
English						
Number of pupils in cohort	212	201	205	208		
Achieving level 5+ (%)	88.7	93.0	93.7	95.7	96.2	87.9
Benchmark Quartile	3	1	2	2		
Achieving level 6+ (%)	61.3	74.6	70.2	73.1	72.2	52.6
Benchmark Quartile	1	1	1	1		
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	212	201	205	208		
Achieving level 5+ (%)	92.0	94.5	96.6	96.2	95.2	88.7
Benchmark Quartile	2	1	1	1		
Achieving level 6+ (%)	62.7	68.7	73.7	74.0	78.0	59.5
Benchmark Quartile	2	2	2	2		
Science						
Number of pupils in cohort	212	201	205	208		
Achieving level 5+ (%)	96.2	96.5	98.0	97.1	97.4	91.8
Benchmark Quartile	1	2	1	3		
Achieving level 6+ (%)	70.8	72.6	75.1	76.9	76.8	58.5
Benchmark Quartile	1	1	2	1		

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

. Denotes the data item is not applicable.

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

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

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

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

6814070 - Radyr Comprehensive School

Number of pupils on roll 1338
 Pupils eligible for free school meals (FSM) - 3 year average 6.8
 FSM band 1 (FSM<=10%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	186	175	214	201		
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	73.7	71.4	67.8	77.1	75.4	57.9
Benchmark quartile	1	2	3	1		
Achieved the level 2 threshold	79.6	80.0	79.9	90.0	92.7	84.1
Benchmark quartile	3	4	4	3		
Achieved the level 1 threshold	93.5	97.1	96.7	97.0	98.6	94.4
Benchmark quartile	4	4	4	4		
Achieved the core subject indicator (CSI)	75.3	69.7	66.4	75.6	73.1	54.8
Benchmark quartile	1	1	3	1		
Average capped wider points score per pupil	340.8	348.0	348.9	374.5	375.8	343.5
Benchmark quartile	4	4	4	1		
Average capped wider points score plus per pupil	340.4	347.3	348.3	372.3	372.9	338.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	25.3	24.0	25.7	33.8	29.1	16.6
Benchmark quartile	.	.	.	.
Achieved A*-C in English	84.9	82.3	79.0	82.6	83.3	68.6
Benchmark quartile	1	1	2	2		
Achieved A*-C in mathematics	79.6	78.3	73.8	85.1	81.4	64.4
Benchmark quartile	1	1	3	1		
Achieved A*-C in science	88.2	88.0	94.4	95.0	92.8	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.

6814070 - Radyr Comprehensive School

Number of pupils on roll 1338
 Pupils eligible for free school meals (FSM) - 3 year average 6.8
 FSM band 1 (FSM<=10%)

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	*	10	16	12		
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	*	30.0	18.8	41.7	41.9	31.6
Achieved the level 2 threshold	*	40.0	50.0	58.3	76.9	69.4
Achieved the level 1 threshold	*	80.0	93.8	83.3	94.9	89.4
Achieved the core subject indicator (CSI)	*	30.0	18.8	41.7	40.2	29.3
Average capped wider points score per pupil	*	253.7	283.7	295.0	327.9	303.7
Average capped wider points score plus per pupil	*	253.1	283.2	292.1	322.8	296.4
Achieved five or more GCSE grades A*-A	*	10.0	6.3	8.3	4.3	4.3
Achieved A*-C in English	*	40.0	50.0	58.3	57.3	45.1
Achieved A*-C in mathematics	*	30.0	25.0	50.0	53.8	39.2
Achieved A*-C in science	*	60.0	93.8	75.0	82.9	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.

6814070 - Radyr Comprehensive School

Number of pupils on roll in sixth form

306

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	149	112	122	140		
Average wider points score per pupil	1076.8	1122.8	1059.9	1013.6	987.6	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	146	112	121	133		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	99.3	100.0	99.2	99.2	97.6	97.0
Achieved 3 A*-A at A level or equivalent	17.8	17.9	14.9	9.0	10.8	7.9
Achieved 3 A*-C at A level or equivalent	89.7	90.2	84.3	74.4	79.4	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	298	65 22%	190 64%	41 14%	2 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	298	42 14%	169 57%	79 27%	8 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	293	87 30%	174 59%	31 11%	1 0%	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	298	27 9%	177 59%	83 28%	11 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	297	117 39%	143 48%	30 10%	7 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	297	63 21%	199 67%	33 11%	2 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	296	68 23%	179 60%	48 16%	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	297	29 10%	120 40%	110 37%	38 13%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	21%	5%	
I have enough books and equipment, including computers, to do my work	295	100 34%	164 56%	29 10%	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	296	15 5%	135 46%	129 44%	17 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	296	30 10%	159 54%	82 28%	25 8%	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		295	16 5%	125 42%	129 44%	25 8%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		294	70 24%	194 66%	28 10%	2 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		296	64 22%	170 57%	49 17%	13 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		298	94 32%	171 57%	25 8%	8 3%	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		296	98 33%	167 56%	26 9%	5 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		142	32 23%	64 45%	37 26%	9 6%	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		71	22 31%	35 49%	9 13%	5 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 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.	136	22 16%	61 45%	41 30%	12 9%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	132	27 20%	84 64%	18 14%	3 2%	4	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	134	41 31%	84 63%	7 5%	2 1%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	133	25 19%	71 53%	32 24%	5 4%	5	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	121	5 4%	72 60%	39 32%	5 4%	16	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	124	6 5%	71 57%	39 31%	8 6%	14	Mae'r addysgu yn dda.
		35%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	130	22 17%	84 65%	23 18%	1 1%	8	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	121	11 9%	62 51%	40 33%	8 7%	17	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	111	12 11%	72 65%	19 17%	8 7%	26	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.	120	20 17%	86 72%	11 9%	3 2%	17	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.	124	25 20%	87 70%	10 8%	2 2%	14	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	96	10 10%	54 56%	23 24%	9 9%	41	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	137	13 9%	65 47%	51 37%	8 6%	0	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.	136	28 21%	66 49%	33 24%	9 7%	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.	120	17 14%	72 60%	28 23%	3 2%	17	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	119	14 12%	82 69%	22 18%	1 1%	18	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.	95	10 11%	50 53%	26 27%	9 9%	42	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.	129	23 18%	77 60%	23 18%	6 5%	8	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	119	12 10%	56 47%	36 30%	15 13%	18	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Tony Sparks	Reporting Inspector
Mark Evans	Team Inspector
Alan Lowndes	Team Inspector
Sarah Lewis	Team Inspector
Ceri Jones	Team Inspector
Peter Trevor Lewis	Lay Inspector
Jacqueline Ann Street	Peer Inspector
Lee Hitchings	Peer Inspector
Susan Phillips	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.