



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

A report on

**Tonyrefail Comprehensive School
Gilfach Road
Tonyrefail
RCT
CF39 8HG**

Date of inspection: February 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

Tonyrefail is an 11-18 mixed comprehensive school maintained by Rhondda Cynon Taf local authority. There are 935 pupils on roll, including 150 in the sixth form. This is fewer than at the time of the last inspection, when there were 1,071 pupils on roll, including 153 in the sixth form. The school hosts a key stage 3 unit, which supports pupils from across the local authority with complex learning difficulties.

The school serves pupils from Tonyrefail and a few surrounding villages. Around half of pupils live in the 20% most deprived areas of Wales. Around 22% of pupils are eligible for free school meals, which is higher than the national average of 17.4% for secondary schools in Wales. Most pupils come from a white British background and very few pupils speak Welsh fluently.

Around 20% of pupils have a special educational need. This is lower than the national average of 25.4%. Around 1% of pupils have a statement of special educational needs, which is lower than the national average of 2.5%.

The headteacher has been in post since September 2003. The senior leadership team is made up of a deputy headteacher, an acting deputy headteacher, one assistant headteacher and one acting assistant headteacher. Since September 2015, four middle leaders have been appointed as 'emerging leaders' to support the senior leadership team.

The individual school budget per pupil for Tonyrefail Comprehensive School in 2015-2016 means that the budget is £4,462 per pupil. The maximum per pupil in the secondary schools in Rhondda Cynon Taf is £4,982 and the minimum is £3,886. Tonyrefail Comprehensive School is sixth out of the 16 secondary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of Tonyrefail Comprehensive school is adequate because:

- Over the last three years, in the majority of key stage 4 indicators, performance has placed the school in the upper half of similar schools based on free-school-meal eligibility
- At key stage 4, performance in English consistently places the school in the upper half of similar schools
- The performance of boys at key stage 4 compares well to the family average for boys in many indicators
- Pupils make sound progress from previous key stages in the majority of indicators
- Rates of attendance improved in 2015, are above modelled outcomes, and place the school in the upper half of similar schools
- In the majority of lessons, pupils make good progress in their knowledge, understanding and skills
- Most pupils behave well and show a positive attitude to learning

However:

- At key stage 4, the performance of girls and pupils eligible for free school meals over the last three years does not compare well to family averages for these groups of pupils
- Performance in mathematics at key stage 4 has placed the school in the bottom half of similar schools in two of the last three years
- A minority of pupils make insufficient progress in lessons and make too many literacy and numeracy errors in their work
- Prior to 2015, attendance has consistently placed the school in the bottom quarter of similar schools
- In a minority of lessons, teaching does not sufficiently challenge pupils to produce the level of work of which they are capable
- Pupils have insufficient opportunities to develop their understanding of Welsh language and culture outside Welsh lessons
- Pupil toilets are not of an acceptable standard

Prospects for improvement

The prospects for improvement are adequate because:

- Senior leaders provide committed leadership and strong direction for the school
- The school has recently strengthened its senior leadership team, and roles are

well balanced and focus clearly on school and national priorities

- The school has recently strengthened its arrangements for self-evaluation and improvement planning, and this has already had an impact on a few important areas
- The majority of leaders analyse performance data and evaluate provision well, and set sound targets for improvement as a result
- Improvement plans generally focus clearly on improving standards and the quality of teaching

However:

- Leadership has not secured consistently strong enough outcomes for pupils in the key indicators at key stage 4
- Many improvements in leadership arrangements are too recent to have had a significant impact on pupil outcomes
- Leaders at all levels do not identify a few important aspects of underperformance clearly enough
- There is too much variation in the rigour of self-evaluation
- In a minority of cases, whole-school and departmental plans do not contain measurable success criteria or milestones for effective monitoring and reviewing progress

Recommendations

R1 Raise standards at key stage 4, particularly the performance of girls and of pupils eligible for free school meals, and improve pupils' literacy and numeracy skills

R2 Improve pupils' attendance rates

R3 Improve the quality and consistency of teaching and assessment

R4 Ensure that all pupil toilets are of an acceptable standard

R5 Increase the impact that leaders at all levels have on pupil outcomes through more effective line management, self-evaluation and improvement planning

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?

Adequate

Standards: Adequate

Over the last three years, at key stage 4, performance in the majority of key indicators has fluctuated. However, in the majority of indicators, performance over this period has placed the school in the upper half of similar schools based on free-school-meal eligibility. Over the last three years, in the majority of indicators, pupils make sound progress from previous key stages.

Performance in the level 2 threshold including English and mathematics improved in 2014 but declined in 2015. Performance in this indicator in 2013 was well below modelled outcomes and placed the school in the bottom quarter of similar schools. In 2014, it was above modelled outcomes and the family average and placed the school in the top quarter of similar schools. In 2015, performance in the level 2 threshold including English and mathematics is in line with modelled outcomes. However, performance in this indicator places the school in the bottom half of similar schools based on eligibility for free school meals in 2015.

Performance in the level 2 threshold has improved over the last three years. Performance in this indicator is consistently above the family average and has placed the school in the upper half of similar schools over this period. Performance in the capped point score improved in 2013 and 2014 but has declined slightly in 2015. Performance in this indicator is in line with modelled outcomes in 2015. However, performance in the capped point score has placed the school in the bottom half of similar schools based on free-school-meal eligibility in three of the last four years. The proportion of pupils gaining five grades A* or A at GCSE improved in 2014, but has declined in 2015, and has been below the family average in two of the last three years.

In Year 13, performance in the level 3 threshold was above the family average in 2013 and 2014, but is below in 2015. The average wider points score achieved by pupils over the last three years has been consistently well above the family average. The proportion of pupils achieving three grades A*-C and the proportion achieving three A* or A grades at A level or equivalent have decreased in 2015, but in both cases performance remains above the average for the family of similar schools.

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.

At key stage 3, the gap between the performance of boys and girls is wider than family and national averages in most indicators. However, in many indicators, both boys and girls perform better than the average for boys and girls in the family of similar schools. At key stage 4, the gap between the performance of boys and girls has increased overall during the last three years. However, in many indicators, this gap remains narrower than family and national averages over this period. Boys perform better than the family average for boys in most indicators. However, girls'

performance is below of the average for girls in the family of similar schools in around half of indicators. In mathematics, girls' performance has been well below family and national averages for girls in two of the last three years.

In 2015, at key stage 3, the performance of pupils eligible for free school meals in the core subject indicator has improved and is line with the family average for this group of pupils. At key stage 4, the performance of pupils eligible for free school meals improved in all indicators in 2014, and it was above the family average for the same group of pupils in many of them. However, in 2015, the performance of this group of pupils has declined and fallen below the family average for pupils eligible for free school meals in many indicators. In mathematics, the performance of this group of pupils has been well below the average for similar pupils in the family and across Wales in two of the last three years.

At the end of Year 11, many pupils either continue their education in a school or further education college. No pupils have left the school without a recognised qualification in the last three years.

In the majority of lessons, pupils make good progress in their knowledge, understanding and skills. Many pupils are well motivated, work hard and maintain their concentration on tasks successfully. These pupils recall their prior learning well, and are able to apply what they have learned effectively to new contexts. They work successfully in pairs or groups, sharing ideas and listening to each other well. A very few pupils demonstrate outstanding levels of independence and resilience in their learning, which helps them to make very strong progress. The majority of pupils express themselves clearly in discussion work. A minority contribute thoughtful, well-developed oral responses.

In a minority of lessons, pupils do not make sufficient progress. A minority of pupils lack confidence in expressing themselves orally and find it difficult to develop their responses. A few pupils make limited progress. They do not recall prior learning successfully or listen well enough to their teachers or their peers. These pupils remain too passive in lessons, lose concentration too easily and lack resilience when faced with challenging tasks. A very few demonstrate limited engagement in their lessons and disrupt the learning of others with off-task behaviour.

The majority of pupils write accurately and produce well-structured pieces of extended writing for a range of purposes. These pupils use subject terminology confidently in their writing. A very few pupils produce fluent, well-balanced responses that use a wide range of vocabulary very effectively. However, a minority make too many basic errors in their spelling, punctuation and grammar and do not structure their writing well enough.

Many pupils read fluently and a majority confidently select relevant information from a variety of sources. A minority analyse a range of texts well, and successfully summarise information. These pupils make pertinent inferences and deductions. However, a minority of pupils do not have secure reading skills.

The majority of pupils have sound number skills. They use these skills appropriately across the curriculum, for example when calculating measurements in design

technology or analysing climate data in geography. However, a minority of pupils have shortcomings in their basic numeracy and lack confidence when undertaking mental calculations. A few pupils have very weak number skills.

A minority of pupils carry out self and peer assessment activities successfully to improve their own work and support the learning of their peers. A very few pupils use these techniques highly effectively to develop the quality of their work.

In Welsh, at key stage 3, performance has improved steadily and compares well with levels in similar schools. However, at key stage 4, performance has declined in 2015 and is well below the family average. Most pupils have a suitable grasp of simple words and phrases in Welsh, but many do not produce enough extended writing and are over-reliant on exemplar material.

Wellbeing: Good

Nearly all pupils feel safe in school and most think that the school deals well with the few incidents of bullying. Most understand how they can keep themselves healthy and many engage in a wide range of physical activities.

The behaviour of most pupils is good in lessons and around the school, and they engage well in their learning. Most pupils are courteous and respectful to staff, peers and visitors to the school. However, a very few occasionally display immature behaviour and disrupt the learning of others.

Attendance rates have improved over the last three years. In 2015, rates of attendance are above modelled outcomes and the family average, and place the school in the upper half of similar schools based on free-school-meal eligibility. However, between 2012 and 2014, rates of attendance were below modelled outcomes and placed the school in the bottom quarter of similar schools. The attendance rates of pupils eligible for free school meals have improved and are above family and national averages for this group of pupils in 2015. Persistent absence declined in 2014, but has increased in 2015. It has been above local and national averages for the last three years.

There are high levels of pupil involvement in many aspects of school life, which helps pupils develop their social and life skills successfully. This includes their participation in departmental reviews of teaching and learning and a range of charity events.

Key Question 2: How good is provision?

Adequate

Learning experiences: Good

The school provides a broad and balanced curriculum that meets pupils' needs well. There is a wide range of vocational and general courses at both key stage 4 and post 16. The school has effective plans in place to ensure that learning builds well on what pupils have studied in previous key stages. Pupils have access to an appropriate range of extra-curricular activities that include sport, music and debating clubs.

The school has taken appropriate steps to implement the national literacy and numeracy framework, and it provides valuable support for those pupils with weak skills. There are useful, planned opportunities to develop pupils' literacy skills across the curriculum that help pupils to develop these skills in a range of fitting contexts. A minority of subjects provide pupils with suitable opportunities to practise their numeracy skills. However, planning for progression in numeracy skills across the curriculum is still at an early stage of development.

There are meaningful curricular and extra-curricular activities to raise pupils' awareness of sustainable development and global citizenship. Pupils explore issues of sustainability and citizenship locally and across the world, for example through links with schools and villages in Africa. The enthusiastic eco committee plays an active role in promoting sustainability around the school.

The school has recently improved its provision for Welsh at key stage 4. It has increased the proportion of pupils studying for the full course GCSE and allocated more time to the teaching the subject. However, apart from the annual Eisteddfod for Year 7, there are very few opportunities for pupils to use the Welsh language and celebrate Welsh culture outside of Welsh lessons.

Teaching: Adequate

Nearly all teachers have good subject knowledge and form strong working relationships with pupils. In many lessons, teachers have high expectations and plan a variety of challenging activities that engage pupils well and help them to make strong progress. In these lessons, teachers use questioning effectively to develop pupils' understanding and monitor their progress. They give pupils useful oral feedback that helps them to improve their work.

In a very few lessons, teachers are highly adept at designing lessons that are closely matched to individual pupils' needs. They plan highly challenging tasks and develop pupils' skills and confidence very effectively. This enables pupils in these lessons to make outstanding progress.

In a minority of lessons, teachers' expectations are too low. In these lessons, teachers do not set tasks that are sufficiently challenging or carefully enough planned to ensure that pupils can make good progress. Questioning is not used effectively enough to probe and develop pupils' understanding and teachers do not engage a large enough proportion of pupils in class discussion. In a very few cases, lessons are too teacher-led, which slows the pace of learning. Teachers do not manage the behaviour of a minority of pupils well enough in a very few instances.

The school has recently revised its guidance on marking and assessment. This provides suitable advice for teachers, but there is too much variation in how they apply this guidance. Most teachers mark pupils' work regularly. However, in a few instances, marking is not frequent enough. Many teachers identify appropriate strengths and areas for development in their feedback. In a minority of cases, their advice helps pupils to develop their work. However, a majority of targets do not give pupils clear enough guidance on how to improve.

A minority of teachers develop successfully pupils' ability to carry out self and peer assessment activities. This helps pupils to improve their own work and that of others. However, in the majority of cases, self and peer assessment are not used effectively. This is because teachers are not selective enough when identifying opportunities to use these approaches, or because they do not provide pupils with an adequate understanding of the success criteria to be used.

Recently, the school has substantially strengthened its systems for tracking pupils' progress. This enables leaders to identify underperformance precisely and intervene quickly to provide extra support. These new systems are already having a positive impact on pupil standards. Reports to parents are informative and include helpful targets for improvement.

Care, support and guidance: Good

The school's provision for care, support and guidance has a positive impact on pupils' standards and wellbeing. Nearly all pupils feel well-supported by the school and know whom they can talk to if they have any difficulties.

A comprehensive range of social, moral, spiritual and cultural issues are covered effectively by the imaginative personal and social education programme. Pupils have worthwhile opportunities to support local and national charities and participate in community events. The school makes appropriate arrangements for promoting healthy eating.

The school has effective arrangements to monitor attendance. This has had a positive impact on attendance rates, including those of the most vulnerable pupils. A reward and sanction system promotes good behaviour within and outside the classroom well.

Close links with a wide range of external agencies enable the school to ensure that vulnerable pupils have access to a comprehensive range of support strategies. The school provides helpful advice and guidance when pupils make choices at the end of key stage 3 and key stage 4.

The school has effective provision for pupils with additional learning needs. Valuable learning programmes and targeted interventions ensure that these pupils make strong progress. Teaching assistants support pupils effectively in lessons. A notable feature is the way in which pupils from the complex learning difficulties unit are successfully integrated into appropriate mainstream subjects.

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

Learning environment: Adequate

The school is an inclusive and welcoming community. Its motto, 'Believe together, work together, achieve together', is well understood by staff and pupils and plays an important part in promoting high aspirations. There is a high level of mutual respect between pupils and staff.

Respect for people from all backgrounds is promoted well and the school challenges stereotyping successfully. All pupils have equal access to the curriculum and there is a suitable range of extra-curricular activities.

The accommodation is sufficient for the number of pupils. Parts of the buildings are old and in a poor state of repair, but the school generally makes appropriate use of the accommodation available. However, the pupil toilets in the lower school are in an unacceptable condition.

There are suitable learning resources for pupils, including adequate information and communication technology. Displays in classrooms and corridors celebrate pupil achievement and support learning appropriately.

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

The headteacher and the senior leadership team provide committed leadership and strong direction for the school. They have been effective in promoting a shared vision based on working together to achieve success. This has led to improvements in a few important areas such as attendance. However, leadership has not had enough sustained impact on many of the key indicators at key stage 4.

The school has recently revised its leadership structure, resulting in a well-balanced distribution of roles and responsibilities within the senior leadership team. New roles have strengthened the team and focus appropriately on local and national priorities.

The school's targets are suitably challenging and its priorities are focused well on important aspects such as literacy and numeracy and alleviating the effects of deprivation.

Since September 2015, the school has introduced a number of more rigorous processes. For example, there have been changes to the way data is evaluated and training for all staff in data analysis. This has enabled a majority of leaders to use data effectively to gain a clear picture of strengths and weaknesses, and to track and monitor progress.

The school's recently updated line management arrangements are systematic and purposeful. Records of regular meetings are, in most cases, detailed and useful and meetings focus suitably on aspects such as standards and teaching and learning. There are clear action points and these are monitored regularly. As a result, leaders and classroom teachers are held to account increasingly effectively. However, arrangements for the line management of a few areas, such as provision for Welsh, are unclear. This has resulted in a few important issues not being addressed well enough.

Many middle leaders carry out their responsibilities effectively and efficiently. However, the impact that they have had on standards has been too variable.

Performance management arrangements are suitable. Where there are concerns about performance, the school provides beneficial support. Robust action has been taken to deal with the few instances of underperformance.

Governors are fully committed to the school and provide valuable support. They have an appropriate understanding of the school's strengths and areas for improvement. They increasingly challenge the school on its outcomes and are developing their understanding of the school's performance in comparison with that of other schools.

Improving quality: Adequate

The school has recently strengthened its arrangements for self-evaluation and improvement planning. These arrangements, despite being relatively new, are already having a positive impact on a few aspects of provision and pupil outcomes. However, processes for quality improvement have not secured consistently strong enough outcomes, for example in the standards achieved by pupils at key stage 4.

The school's self-evaluation report is a frank and honest appraisal of its work. It draws on an appropriate range of evidence, including performance data, lesson observations, work scrutiny and pupil views. The report provides a detailed analysis of the strengths and areas for improvement in teaching and assessment. However, in a few areas, the report is too descriptive and does not focus clearly enough on pupil outcomes.

Most senior leaders work closely with their link departments to support their self-evaluation processes. The majority of departmental self-evaluations provide an accurate and robust analysis of strengths and shortcomings, and clearly identify strategies for improvement. However, in a minority of cases, middle leaders do not carry out a rigorous enough evaluation and consequently are too generous in their judgements.

Senior leaders generally analyse data very effectively, and have a clear understanding of most of the strengths and areas for improvement in pupil performance. Middle leaders' understanding of performance data is developing well, and a majority identify accurately areas for improvement from their analysis of pupil outcomes. However, leaders at all levels do not identify a few important aspects of underperformance clearly enough, such as the standards achieved by girls at key stage 4.

Self-evaluation arrangements take suitable account of pupil and parent views. The majority of lesson observations and work scrutinies focus well on the standard of pupils' work, and leaders use this evidence effectively to identify suitable targets for improvement. However, in a minority of cases, leaders do not identify areas for development in teaching and assessment well enough.

Improvement plans at a whole-school and departmental level generally identify appropriate areas for development that are clearly linked to self-evaluation findings. They focus suitably on improving pupil outcomes and the quality of teaching. Targets in departmental plans are closely aligned with whole-school priorities. However, in a minority of cases, whole-school and departmental plans do not contain measurable success criteria or milestones for monitoring and reviewing progress.

Partnership working: Good

The school has developed strong working relationships with a wide range of partners. These partnerships make a successful contribution to pupils' wellbeing.

Worthwhile partnerships with primary schools ensure that Year 7 pupils settle into the school successfully. Valuable links with other providers extend the range of courses available to learners in both key stages 4 and post 16. There are sound quality assurance procedures in place to monitor provision and outcomes.

The school engages meaningfully with the local community. For example, pupils lead the school's contribution to the local food bank. Partners, such as local businesses and voluntary organisations, contribute well to the personal and social education programme.

The school has strong links with other schools. This enables the effective sharing of good practice and has had a positive impact on curriculum planning. 'Expectation evenings', parent forums and other helpful family events promote good relationships with parents well.

Resource management: Adequate

The school manages its resources efficiently. The headteacher, business manager and governors work together to monitor spending closely. They plan carefully to ensure that the school's spending and allocation of resources are clearly linked to its priorities and the needs of pupils.

The school has well-qualified teaching and support staff, and deploys them appropriately. Very few teachers teach outside their subject specialism. Support staff make a valuable contribution to school life.

The school uses the pupil deprivation grant suitably to provide beneficial support for pupils from deprived backgrounds. For example, it has funded pastoral support posts, which have resulted in improved attendance for pupils eligible for free school meals. However, it has not had enough impact on these pupils' outcomes in many of the key indicators at key stage 4.

The school undertakes a suitable programme of professional development activities, linked appropriately to performance management and school and national priorities. This includes whole-school sessions on literacy as well as specific training on leadership and management. However, continued professional development is not co-ordinated well enough.

As a result of shared provision with other providers, the school has a cost-effective sixth form, which enables pupils to study a wide range of courses.

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

Appendix 1

6744057 - TONYREFAIL SCHOOL

Number of pupils on roll	936
Pupils eligible for free school meals (FSM) - 3 year average	25.1
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	171	170	142	160		
Achieving the core subject indicator (CSI) (%)	66.7	71.2	78.9	80.6	79.6	83.9
Benchmark quartile	2	3	2	2		
English						
Number of pupils in cohort	171	170	142	160		
Achieving level 5+ (%)	69.0	74.7	79.6	81.3	84.2	87.9
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	26.9	25.3	33.1	32.5	41.6	52.6
Benchmark Quartile	3	3	3	4		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.		90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	171	170	142	160		
Achieving level 5+ (%)	81.3	87.6	90.1	90.6	86.5	88.7
Benchmark Quartile	1	1	1	1		
Achieving level 6+ (%)	29.8	44.7	50.0	50.6	48.6	59.5
Benchmark Quartile	4	3	2	3		
Science						
Number of pupils in cohort	171	170	142	160		
Achieving level 5+ (%)	85.4	87.1	93.7	96.3	91.4	91.8
Benchmark Quartile	1	2	1	1		
Achieving level 6+ (%)	35.1	48.8	76.8	65.0	56.3	58.5
Benchmark Quartile	2	1	1	1		

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

. Denotes the data item is not applicable.

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

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

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

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

6744057 - TONYREFAIL SCHOOL

Number of pupils on roll 936
 Pupils eligible for free school meals (FSM) - 3 year average 25.1
 FSM band 4 (20%<FSM<=30%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	178	185	163	163		
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	40.4	35.1	52.1	47.2	47.8	57.9
Benchmark quartile	2	4	1	3		
Achieved the level 2 threshold	67.4	77.3	86.5	86.5	81.5	84.1
Benchmark quartile	2	2	2	2		
Achieved the level 1 threshold	85.4	90.8	98.8	98.2	97.2	94.4
Benchmark quartile	4	4	1	2		
Achieved the core subject indicator (CSI)	39.3	35.1	52.1	47.2	44.9	54.8
Benchmark quartile	2	3	1	2		
Average capped wider points score per pupil	301.0	318.8	346.1	344.0	338.0	343.5
Benchmark quartile	3	3	2	3		
Average capped wider points score plus per pupil	296.8	313.4	339.6	337.5	331.4	338.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	10.1	7.0	11.7	8.0	10.0	16.6
Benchmark quartile	.	.	.	.
Achieved A*-C in English	52.2	55.7	60.1	64.4	59.9	68.6
Benchmark quartile	2	2	2	2		
Achieved A*-C in mathematics	47.8	42.7	62.6	52.1	55.1	64.4
Benchmark quartile	2	4	1	4		
Achieved A*-C in science	69.1	89.2	96.3	96.9	84.6	84.0
Benchmark quartile	2	1	1	1		
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.

6744057 - TONYREFAIL SCHOOL

Number of pupils on roll 936
 Pupils eligible for free school meals (FSM) - 3 year average 25.1
 FSM band 4 (20%<FSM<=30%)

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

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	34	40	38	32		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	23.5	7.5	23.7	18.8	25.7	31.6
Achieved the level 2 threshold	50.0	47.5	76.3	68.8	68.7	69.4
Achieved the level 1 threshold	67.6	82.5	94.7	93.8	94.4	89.4
Achieved the core subject indicator (CSI)	23.5	7.5	23.7	18.8	22.6	29.3
Average capped wider points score per pupil	250.5	257.1	310.9	291.7	307.0	303.7
Average capped wider points score plus per pupil	244.4	252.0	301.1	283.6	298.2	296.4
Achieved five or more GCSE grades A*-A	0.0	0.0	2.6	0.0	3.4	4.3
Achieved A*-C in English	32.4	17.5	31.6	34.4	36.2	45.1
Achieved A*-C in mathematics	26.5	15.0	42.1	21.9	35.0	39.2
Achieved A*-C in science	52.9	80.0	89.5	90.6	75.2	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		51.5

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

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

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

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

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

. Denotes the data item is not applicable.

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

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	58	66	68	64		
Average wider points score per pupil	870.0	985.6	919.8	883.6	749.3	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	52	59	58	55		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	100.0	98.3	100.0	94.5	97.5	97.0
Achieved 3 A*-A at A level or equivalent	3.8	13.6	6.9	3.6	2.7	7.9
Achieved 3 A*-C at A level or equivalent	76.9	71.2	75.9	65.5	62.9	68.1

Includes all qualifications approved for use in Wales.

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

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

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

. Denotes the data item is not applicable.

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	244	129 53%	108 44%	7 3%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	244	68 28%	152 62%	20 8%	4 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	244	134 55%	101 41%	9 4%	0 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	244	80 33%	140 57%	22 9%	2 1%	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	244	110 45%	116 48%	16 7%	2 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	244	98 40%	134 55%	12 5%	0 0%	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	242	106 44%	132 55%	4 2%	0 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	244	52 21%	139 57%	43 18%	10 4%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	243	158 65%	83 34%	1 0%	1 0%	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	244	23 9%	139 57%	65 27%	17 7%	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	244	89 36%	116 48%	33 14%	6 2%	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		243	49 20%	146 60%	44 18%	4 2%	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	111 46%	125 51%	5 2%	2 1%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		244	100 41%	131 54%	12 5%	1 0%	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%	1%	
The staff respect me and my background		244	114 47%	119 49%	9 4%	2 1%	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		243	119 49%	117 48%	6 2%	1 0%	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		92	34 37%	46 50%	11 12%	1 1%	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		36	9 25%	23 64%	4 11%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	7%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	27	13 48%	9 33%	5 19%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	27	14 52%	11 41%	1 4%	1 4%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	27	14 52%	11 41%	1 4%	1 4%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	25	12 48%	10 40%	1 4%	2 8%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	24	7 29%	10 42%	7 29%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	21	12 57%	6 29%	3 14%	0 0%	6	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	28	16 57%	10 36%	1 4%	1 4%	0	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.	23	10 43%	8 35%	4 17%	1 4%	5	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.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	27	11 41%	11 41%	3 11%	2 7%	1	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.	27	8 30%	14 52%	5 19%	0 0%	1	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.	25	10 40%	13 52%	2 8%	0 0%	3	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'.	23	14 61%	8 35%	1 4%	0 0%	4	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.	26	11 42%	7 27%	4 15%	4 15%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		35%	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.	26	16 62%	7 27%	2 8%	1 4%	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.	24	11 46%	12 50%	0 0%	1 4%	4	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.	25	10 40%	13 52%	1 4%	1 4%	3	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	23	8 35%	9 39%	5 22%	1 4%	5	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	24	8 33%	9 38%	7 29%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	21	10 48%	9 43%	2 10%	0 0%	7	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Steven William Pringle	Reporting Inspector
Lowri Jones	Team Inspector
Mamta Arnott	Team Inspector
Bethan Whittall	Team Inspector
Matthew Evans	Lay Inspector
Cedric Burden	Peer Inspector
Vicky Morgan	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.