



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

A report on

**Cefn Hengoed Community School
Caldicot Road
Winch Wen
Swansea
SA1 7HX**

Date of inspection: October 2015

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

Cefn Hengoed Community School is an English-medium 11-16 school maintained by Swansea local authority. There are 660 pupils on roll, which is similar to the figure at the time the school was last inspected in 2011.

The school is situated on the east side of Swansea, with pupils drawn from six partner primary schools. Around 41% of pupils are eligible for free school meals, which is well above the national average of 17.4%. About 60% of pupils live in the 20% most deprived areas in Wales.

The proportion of pupils with special educational needs is around 37%, which is higher than the national average of 25%. About 5% of pupils have a statement of special educational needs, which is double the national average for Wales as a whole. There is a local authority specialist teaching facility attached to the school for pupils with moderate learning difficulties. These pupils are included within the school roll.

Nearly all pupils speak English as their first language. No pupils speak Welsh as their first language. Almost 3% of pupils are from ethnic minority backgrounds.

The headteacher has been in post since 2007. The senior leadership team consists of the headteacher, two deputy headteachers and the finance business manager.

The individual school budget per pupil for Cefn Hengoed Community School in 2015-2016 is £5,020 per pupil. The maximum per pupil in the secondary schools in Swansea is £6,073 and the minimum is £3,802. Cefn Hengoed Community School is third out of the 14 secondary schools in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of Cefn Hengoed Community School is excellent because:

- The overall standards achieved by pupils are well above expectations
- Pupils eligible for free school meals achieve remarkably high standards when compared with similar schools and national averages
- In relation to their age and ability, most pupils have extremely strong reading skills
- Most pupils have a high level of interest in their work and a positive attitude to their learning
- Pupils' attendance has placed the school in the top quarter of similar schools for three of the last four years
- Pupils have an exceptional sense of belonging to the school community and a high level of awareness of their own wellbeing and the impact of their behaviour on others
- Consistently high quality teaching enables pupils to make very good progress based on their attainment prior to entry to the school
- The high quality care, support and guidance provided makes an outstanding contribution to pupils' wellbeing, enjoyment in learning and achievement
- The exceptionally caring and inclusive ethos based on mutual respect and strong relationships between pupils, staff and the community makes a significant contribution to pupil outcomes

Prospects for improvement

The school's prospects for improvement are excellent because:

- Leaders at all levels share a clear and precise vision, with an extremely clear focus on raising standards and giving every pupil the best chance possible to succeed
- The headteacher and senior leadership team provide exceptional strategic direction for the school
- The governing body provides extremely effective leadership and acts as an outstanding critical friend to the school
- The school's strong emphasis on consistency and rigour in self-evaluation and improvement planning underpins the school's relentless focus on improving pupil outcomes
- The school has an outstanding track record in responding to national priorities to improve pupil outcomes further
- The school's arrangements for partnership working are exceptionally strong and make a significant contribution to both the standards that pupils achieve and their wellbeing

Recommendations

R1 Improve pupils' writing skills to match the high standards they achieve in reading

R2 Improve the performance of more able pupils, particularly at key stage 4

R3 Reduce fixed term exclusions

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Over the last three years, there has been a strong trend of improvement in all performance indicators at key stage 3 and key stage 4. By the time pupils leave school at the end of key stage 4, their overall performance in public examinations is exceptionally high when compared with that of similar schools, based on eligibility for free school meals.

At key stage 4, performance in the level 2 threshold including English or Welsh and mathematics has improved considerably over the last three years, following a dip in 2012. In 2013 and 2014, pupils' performance in this indicator placed the school in the top quarter of similar schools, based on eligibility for free school meals, and was above the average for the family of schools. Provisional data for 2015 shows further improvements, with performance above the family average and placing the school in the top quarter of similar schools. For the last three years, performance has been well above modelled outcomes.

Performance in the core subject indicator, capped points score, level 2 and level 1 threshold indicators improved in 2014 and was above the average for the family of schools, placing the school in the top quarter of similar schools. Provisional data for 2015 shows that this trend is continuing.

Over the last three years up to 2014, the proportion of pupils gaining five or more grades A* or A at GCSE has fluctuated and for 2013 and 2014 was below the family average. Provisional data for 2015 shows that performance in this indicator remains below the family average.

At key stage 3, from 2012 to 2015, the proportion of pupils gaining level 5 or above in the core subject indicator has been higher than the average for the family of schools. This has placed the school in the top quarter of similar schools for the last four years.

Pupils make consistently good progress between key stage 2 and key stage 4.

At key stage 3 and key stage 4, the gap between the performance of boys and girls has narrowed considerably over the last three years, with both boys' and girls' performance improving. Provisional data for 2015 shows that in key stage 3 and key stage 4 both boys and girls perform better than the average for those in the family of schools in almost all indicators, with the gap at least broadly in line with or narrower than the family average.

The difference between the performance of pupils eligible for free school meals and those who are not has reduced considerably over the last three years. In 2015, provisional data shows that, at the end of key stage 3 and key stage 4, pupils eligible for free school meals do better than the family and national averages for similar pupils in all indicators. This is an exceptionally strong outcome.

At key stage 3 and key stage 4, pupils with additional learning needs achieve well above expectations.

For the last three years, no pupil left the school without a recognised qualification. At the end of Year 11, most pupils remain in full-time education.

In many lessons, pupils make consistently good progress in developing their knowledge, skills and understanding. Most pupils show high levels of interest in their work and have a positive attitude to their learning. They respond extremely well to the teaching and sustain their concentration, whether working independently or in small groups. Many pupils recall their prior learning well and apply it effectively to their current work. They have a strong understanding of their own ability and they use this well to self-monitor their progress, challenge themselves and develop their understanding and skills further.

Most pupils have secure speaking and listening skills. They are attentive when listening to their peers and staff and use their subject knowledge well to present their ideas convincingly in small group work. As pupils progress through the school, many use increasingly complex subject terms confidently to explain their ideas and develop their work capably.

In relation to their age and ability, most pupils are exceptionally confident readers. They use an extensive range of strategies flexibly, and often with resilience, to access and complete their work diligently in different subject lessons and contexts. Most pupils use a wide range of reading behaviours particularly well to select information from different texts and they apply different strategies successfully to make sense of words, sentences and whole texts. For example, in Welsh and French lessons, many pupils skim and scan texts skilfully to identify words with a similar English origin quickly to make translation easier.

Many pupils' writing is well-structured, with language and expression consistent with the subject and context. They use varied and appropriate vocabulary, with generally accurate spelling, punctuation and grammar. However, a few pupils do not develop the content of their sentences and extended writing well enough.

Most pupils make strong progress in developing their numeracy skills and apply them with confidence across the curriculum. For example, in science and geography, they use data handling skills proficiently to present and interpret information in both tabular and graphical forms. More able pupils successfully use a range of numeracy skills to solve complex problems in different contexts.

In Welsh lessons, nearly all pupils use key Welsh vocabulary in the correct context and are accurate in their sentence structure. Pupils' performance in Welsh second language at key stage 3 has improved over the last four years. In 2015, the proportion of pupils achieving level 5 or above is higher than the average for the family of schools. At key stage 4, in 2014, almost half of pupils achieved a level 2 qualification in the GCSE Welsh second language short course. Provisional data for 2015 shows a small improvement on this performance. Over the last four years, no pupils have been entered for full course GCSE Welsh second language qualifications.

Wellbeing: Excellent

Almost all pupils have an exceptional sense of belonging to the school community and a high level of awareness of their own wellbeing and the impact of their behaviour on others. They feel safe and well supported at school and consider that the few bullying incidents that occur are resolved extremely effectively.

Most pupils have a strong understanding of the importance of a healthy lifestyle and the need to develop their social and life skills. They demonstrate this through regular participation in a wide-range of sporting, cultural and social events. This includes liaison with local community representatives through membership of groups such as the school council, the 'safety squad', 'green gladiators' team and a variety of working groups that organise fund-raising activities.

Attendance rates are well above modelled outcomes for the last four years and, for three of these years, have placed the school in the top quarter of similar schools. The attendance of pupils eligible for free school meals is considerably higher than the averages for the family of schools and Wales. This is an outstanding feature.

Almost all pupils play a full part in the school community and participate purposefully in meaningful decision-making through a variety of valuable opportunities. This enables them to influence provision and choice, which has an extremely positive impact on their wellbeing and performance. For example, 'pupil curriculum leaders' meet enthusiastically with teachers to evaluate programmes of study, and make decisions about their learning and the choice of strategies and enrichment activities that underpin success.

In almost all lessons, the atmosphere is calm and purposeful, with most pupils' behaviour exemplary. Over the last three years, there has been a general reduction in the rate of fixed-term exclusions. The rate in 2015 is almost half the rate when compared with figures for 2013, although this is above the local authority and national averages.

Key Question 2: How good is provision?

Excellent

Learning experiences: Excellent

The school provides a broad and balanced curriculum, which fully meets statutory requirements and pupils' needs and interests. The key stage 3 curriculum builds very well on pupils' experiences in key stage 2. At key stage 4, there is a comprehensive selection of general and vocational courses. High quality personalised provision is provided for groups of pupils such as those with additional learning needs and those who have difficulty remaining in education. The impact of this provision is reflected in the outstanding improvements made by these pupils in both their performance and attendance.

The school has an exceptionally effective strategic approach to the improvement of pupils' literacy skills, particularly reading behaviours and oracy, as well as their numeracy skills. There are systematic and well-established arrangements for the leadership and co-ordination of this work across and beyond the school. Regular meetings between the school's staff and local primary schools ensure a collaborative

and cohesive approach to addressing literacy and numeracy across the key stages. Planning for the progressive development and application of skills is thorough and a wide range of effective strategies is used. This whole-school approach, which is applied extremely consistently by staff, has made a significant contribution to pupils accessing the curriculum more effectively, building their confidence and securing strong progress. Valuable intervention programmes for pupils with the greatest difficulty in literacy and numeracy pinpoint and secure specific skill development.

Provision for Welsh language is sound across key stage 3 and key stage 4. The school appropriately develops pupils' understanding of Welsh culture and traditions through a range of subjects and whole-school activities.

Many subjects and extra-curricular activities successfully promote education for sustainable development and global citizenship. An active eco-committee, the 'Green Gladiators', has been instrumental in ensuring that pupils and staff understand the need to live sustainably and learn how to do this.

Teaching: Excellent

Consistently high quality teaching is an exceptional strength of the school and makes an extremely important contribution to the outstanding standards achieved by pupils.

In many lessons there is highly effective teaching. Working relationships are strong and teachers have clear expectations of pupils' behaviour, standards of work, resilience and independence in their learning. Teachers plan challenging activities carefully, supported by quality resources, which engage pupils successfully, are well matched to their ability and build effectively on previous learning. They use skilful questioning to probe and develop pupils' understanding. As a result, many pupils engage well and make good progress. There is an extremely consistent approach to developing pupils' literacy, numeracy and thinking skills, and the majority of teachers are adept at selecting relevant subject-specific opportunities for pupils to develop these skills. In particular, the development of pupils' repertoire of reading strategies has a significant impact on developing pupils' higher order reading skills.

In a few lessons, teaching has exceptional strengths. In these lessons, teachers plan meticulously to provide highly stimulating activities, which are closely tailored to individual pupils' abilities. They use their strong working relationships and close knowledge of individual pupils to create an exceptionally supportive working environment. This instils a high level of self-confidence in pupils, enabling them to feel secure in undertaking highly challenging tasks, experiment with different solutions and learn from each other.

In a very few lessons, teaching is less effective. In these lessons, teachers do not plan carefully enough to ensure that tasks are closely matched to pupils' ability. Consequently, the pace of learning is either too slow, or pupils do not have sufficient time to consolidate their understanding or apply their skills before moving on to the next stage of their learning.

Nearly all teachers mark pupils' work regularly and thoroughly. In many cases, pupils receive beneficial feedback, both verbal and written, giving them clear guidance on how to improve their work. A minority of pupils routinely make improvements to their

work in the light of this feedback. However, a few comments are overgenerous and are not consistent enough in providing targets for improvement. In a few cases, teachers do not monitor sufficiently how well pupils have acted on their advice.

The school has highly-developed systems for monitoring pupils' progress. Regular and detailed reviews ensure that underachievement is identified and acted upon swiftly. Leaders use these systems extremely effectively to plan interventions to support pupils, and this makes a significant contribution to outcomes. Reports to parents give comprehensive information about their child's progress, including the standard of their literacy and numeracy skills. Pupils have useful opportunities to reflect on these reports and set themselves targets for improvement.

Care, support and guidance: Excellent

The high quality care, support and guidance provided by the school makes an exceptional contribution to pupils' wellbeing, enjoyment in learning and achievement. The school plans and responds extremely flexibly to individual pupils' wellbeing and learning needs, tailoring support interventions carefully to meet these needs.

The school has comprehensive arrangements to encourage pupils to adopt healthy lifestyles. This includes a range of sporting activities, with high pupil participation rates, and the active promotion of healthy eating and drinking. A wide range of effective learning experiences enhances pupils' spiritual, moral, social and cultural development.

The school works extremely well with an extensive range of specialist services and agencies to provide support to meet pupils' needs. For example, highly effective on-site and external partnerships enable pastoral, welfare, health and community staff to work together successfully to support vulnerable pupils and those at risk of not remaining in education. The high level of trust built between these pupils and the school and its partner agencies makes an exceptional contribution to the improved standards and attendance they achieve.

The cohesive team of 'Access to Learning' staff plan and provide high quality care and support for pupils with additional learning needs. This helps these pupils to achieve well above expectations. In particular, the inclusive approach and extremely sensitive and caring support provided by the school's specialist teaching provision helps to integrate these pupils fully into school life and achieve strong outcomes.

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

Learning environment: Excellent

The school has an exceptionally caring and inclusive ethos based on mutual respect and strong relationships between pupils, staff and the community. The school motto, 'if you believe it you can achieve', is closely woven into all aspects of the school's work, and is fully reflected in the high expectations and caring attitude demonstrated by staff. The high level of trust and respect between staff and pupils promotes pupils' learning and their social development extremely well, and is a remarkably positive feature of school life.

Staff and pupils celebrate and respect equality and diversity very well, and pupils have equal access to all areas of provision.

Most of the school buildings are of an extremely high standard and help to create a stimulating learning environment. Indoor physical education facilities, whilst adequate for pupils' needs, are not of the same high quality as the rest of the school buildings, although the school makes best use of the accommodation available. Outdoor facilities are well maintained and the school site is safe and secure.

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

The headteacher demonstrates a powerful commitment to developing the school as an outstanding learning community and her leadership drives its success. Other members of the leadership team support the headteacher exceptionally well in providing a highly effective strategic direction for the school. Leaders at all levels share this clear and precise vision with a focus on raising standards and giving every pupil the best chance possible to succeed. Their strong committed leadership has resulted in sustained improvements in pupils' performance and wellbeing in a supportive and inclusive context.

The high quality and consistency of leadership at all levels is a particular strength. Roles and responsibilities are distributed well and lines of accountability are clear. All leaders set the highest expectations and level of challenge to staff and individual departments, as well as pupils. This has resulted in significant improvements in pupils' performance in key stage 3 and key stage 4.

The school has comprehensive and robust performance management procedures that successfully identify the professional development needs of all staff. The clear and sustained focus on teaching and learning has had a significant impact on developing consistently effective teaching. Where underperformance is identified, this is dealt with in a positive and sensitive manner.

Through a regular series of meetings with a common agenda the middle leaders are held to account very effectively. This ensures an unrelenting focus and consistent approach to setting a high level of challenge and extremely effective support to leaders and departments. As a result, individual staff have a full understanding of the expectations placed upon them and their personal accountability for the success of the school.

The school has implemented exceptionally well its plans for meeting national priorities such as improving literacy and numeracy. The detailed work and persistent focus on achievement in provision for disadvantaged pupils have had a remarkably positive effect on the performance of those pupils eligible for free school meals.

The governing body provides extremely effective leadership. The governing body carries out its responsibilities successfully and gives full consideration to its statutory duties and relevant guidance. The governors are experienced, know the school exceptionally well and are supportive. They act as outstanding critical friends that continuously challenge, as well as playing a key role in setting the strategic direction for the school.

Improving quality: Excellent

Leaders have been particularly effective in establishing an extremely strong culture of high aspirations and sustained improvement across the school. A particular emphasis on consistency and rigour in self-evaluation and improvement planning underpins the school's relentless focus on raising standards, supporting pupils' wellbeing and responding extremely well to national priorities. This has resulted in an exceptional track record for improving pupil outcomes, supported by highly effective teaching.

The school's leadership team and governing body have a thorough understanding of the school's strengths and areas for improvement. The school's approach to self-evaluation is robust. Leaders make effective use of a wide range of valuable first hand evidence, including collecting the views of pupils and parents, lesson observations and the scrutiny of pupils' work. These monitoring activities have contributed towards consistency in the quality of teaching and assessment, particularly the significant progress in developing pupils' reading and numeracy skills across the curriculum. These activities, along with thorough and detailed analysis of performance data, provide a strong evidence base for the school's accurate evaluation of its work.

The school development plan provides a comprehensive basis for improvement. The plan appropriately identifies priorities, resource allocations, monitoring arrangements, success criteria and staff responsibilities. It focuses clearly on six areas that reflect the school's main priorities. Valuable 'mini development plans' underpin the three year school development plan and clearly identify milestones for progress in each priority area in the short term. The leadership team ensures that key milestones are met by closely monitoring these plans.

Departmental self-evaluation reports are consistent in format and quality. Heads of department analyse performance data thoroughly. This, together with lesson observations and the scrutiny of pupils' work, ensures that they have a secure understanding of the strengths and areas for development in their department.

The whole school and departmental development plans have the same priority areas and this supports the school's ethos of a shared purpose. Sharing a common format helps to ensure the high level of consistency in these plans, although departments also plan effectively to meet their own priorities. Leaders regularly review progress towards targets for improvement. This rigorous monitoring has secured a strong track record of sustained improvement.

The school's progress in addressing the recommendations from the last inspection has been well above expectations.

Partnership working: Excellent

The school's arrangements for partnership working are outstanding and make a significant contribution to both the standards that pupils achieve and their wellbeing.

The school has highly effective partnerships with its partner primary schools. Creative projects, such as the well-established development of literacy behaviours across cluster primary schools, help to ensure a consistency in teaching and learning

approaches and improved standards. Joint workings, together with the innovative use of grants, are strong features of these partnerships.

The school works exceptionally well with an extensive range of agencies to promote and support the emotional health and wellbeing of pupils. This has had a powerful impact on improving pupil attendance and engaging the most vulnerable pupils to help them remain in education and make consistently good progress.

The school liaises well with local further education colleges to develop and widen curriculum opportunities for pupils in key stage 4. There are robust quality-assurance procedures in place to monitor provision and outcomes for these programmes. The school has positive working arrangements with local universities to support the development of trainee teachers.

The school's relationships with parents and guardians are exceptional. The school uses a wide range of methods to engage with parents, including regular newsletters, questionnaires and ready access to the headteacher and senior leaders each day, when they man the school's switchboard from 7:00am to 7:45am. This energetic engagement with parents has had a significant impact on improving pupils' attendance. Pastoral staff are particularly adept at using a range of valuable strategies to support families to stabilise and manage their child's behaviour at home. Overall, the high level of satisfaction that parents and guardians express about the school shows the immense trust and confidence they place in the school's staff, and this has a positive impact on the attitudes and performance of pupils.

Resource management: Excellent

The school manages its resources exceptionally well. Teaching staff are well qualified to deliver the curriculum highly effectively and support staff contribute extensively to many aspects of school life.

Through very effective planning and co-ordination, staff and governors benefit considerably from a very wide range of tailored professional development opportunities. These are identified efficiently through performance management reviews that are directly linked to the school's priorities. This has had an extremely positive impact on the quality of teaching and the leadership skills of staff. The school provides highly effective support to new and aspiring leaders.

The school promotes and fully embraces a culture of collaboration and professional learning at all levels. Staff regularly share good practice on a range of teaching and learning issues through forums such as the extended leadership team meetings and short, sharply focused, accelerated discussion sessions, which are held to share good practice ideas. In addition, the school takes a leading role in working with many other schools across Wales to provide guidance and training on important areas such as raising the standards of literacy and numeracy and developing distributed leadership.

The business and finance manager, together with senior leaders and governors, monitors the school's finances very effectively. The careful planning and monitoring of spending have seen the school successfully turn a significant deficit into a position of surplus in April 2013. All expenditure is budgeted carefully and linked to the

school priorities. Departments are allocated funding through a rigorous and robust bidding process linked to their own development priorities.

The school has very effective procedures for use of the Pupil Deprivation Grant to enable staff to provide additional support and further engage pupils eligible for free school meals. This has helped significantly to improve the attendance of these pupils and their performance, especially at the end of key stage 4.

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

Appendix 1

6704031 - Cefn Hengoed

Number of pupils on roll	638
Pupils eligible for free school meals (FSM) - 3 year average	41.3
FSM band	5 (30%<FSM)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	127	135	119	127		
Achieving the core subject indicator (CSI) (%)	64.6	72.6	81.5	85.0	76.4	83.9
Benchmark quartile	1	1	1	1		
English						
Number of pupils in cohort						
Achieving level 5+ (%)	64.6	78.5	82.4	87.4	82.6	87.9
Benchmark Quartile	3	1	1	1		
Achieving level 6+ (%)	23.6	34.1	38.7	48.0	42.0	52.6
Benchmark Quartile	3	2	2	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						
Achieving level 5+ (%)	72.4	76.3	84.0	89.0	84.6	88.7
Benchmark Quartile	2	2	1	1		
Achieving level 6+ (%)	37.0	40.0	49.6	54.3	49.5	59.5
Benchmark Quartile	1	2	1	1		
Science						
Number of pupils in cohort						
Achieving level 5+ (%)	74.0	78.5	92.4	92.9	89.3	91.8
Benchmark Quartile	3	3	1	1		
Achieving level 6+ (%)	33.1	33.3	40.3	52.8	47.6	58.5
Benchmark Quartile	2	3	3	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.

6704031 - Cefn Hengoed

Number of pupils on roll 638
Pupils eligible for free school meals (FSM) - 3 year average 41.3
FSM band 5 (30%<FSM)

Key stage 4

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 15	123	143	129	133		
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	30.9	43.4	44.2	49.6	45.8	57.6
Benchmark quartile	2	1	1	1		
Achieved the level 2 threshold	63.4	67.1	86.0	94.7	85.3	83.4
Benchmark quartile	2	3	1	1		
Achieved the level 1 threshold	89.4	96.5	97.7	100.0	96.4	94.3
Benchmark quartile	2	1	1	1		
Achieved the core subject indicator (CSI)	30.9	43.4	43.4	48.9	42.5	54.3
Benchmark quartile	2	1	1	1		
Average capped wider points score per pupil	305.8	322.1	351.1	369.2	337.9	342.3
Benchmark quartile	1	2	1	1		
Average capped wider points score plus per pupil	300.5	315.4	339.9	355.3	330.3	337.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	8.9	5.6	4.7	6.0	7.6	16.5
Benchmark quartile	.	.	.	.
Achieved A*-C in English	38.2	49.0	51.2	61.7	62.9	68.3
Benchmark quartile	3	2	2	2		
Achieved A*-C in Welsh first language	.	.	.	.	.	75.1
Benchmark quartile	.	.	.	.
Achieved A*-C in mathematics	43.1	52.4	48.8	54.9	52.1	64.2
Benchmark quartile	2	1	2	1		
Achieved A*-C in science	50.4	68.5	86.8	92.5	82.9	83.3
Benchmark quartile	3	3	2	1		

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.

. 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 4 examinations results for 2015 are provisional.

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.

6704031 - Cefn Hengoed

Number of pupils on roll 638
Pupils eligible for free school meals (FSM) - 3 year average 41.3
FSM band 5 (30%<FSM)

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	48	55	45	63		
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	14.6	23.6	28.9	54.0	31.7	31.3
Achieved the level 2 threshold	50.0	47.3	77.8	93.7	75.6	68.2
Achieved the level 1 threshold	79.2	89.1	95.6	100.0	93.3	89.2
Achieved the core subject indicator (CSI)	14.6	23.6	26.7	54.0	30.0	28.8
Average capped wider points score per pupil	267.5	280.2	332.7	369.9	315.8	302.1
Average capped wider points score plus per pupil	261.4	273.1	320.8	357.7	306.1	295.1
Achieved five or more GCSE grades A*-A	0.0	5.5	4.4	9.5	3.8	4.3
Achieved A*-C in English	20.8	27.3	33.3	63.5	49.2	44.7
Achieved A*-C in Welsh first language	.	.	.	.	.	51.3
Achieved A*-C in mathematics	25.0	34.5	31.1	58.7	38.2	38.9
Achieved A*-C in science	33.3	49.1	80.0	92.1	76.9	73.5

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.

. 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 4 examinations results for 2015 are provisional.

The school does not have a sixth form. No table will be shown.

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	174	128 74%	45 26%	1 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	174	106 61%	62 36%	5 3%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	174	119 68%	51 29%	4 2%	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	174	98 56%	76 44%	0 0%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		24%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	174	128 74%	46 26%	0 0%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	174	86 49%	86 49%	2 1%	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	172	121 70%	51 30%	0 0%	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	174	81 47%	85 49%	6 3%	2 1%	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	173	137 79%	36 21%	0 0%	0 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	173	50 29%	113 65%	10 6%	0 0%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	173	119 69%	51 29%	3 2%	0 0%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	16%	4%	

		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		173	90 52%	77 45%	5 3%	1 1%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		173	121 70%	52 30%	0 0%	0 0%	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		174	131 75%	42 24%	1 1%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background		174	125 72%	49 28%	0 0%	0 0%	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		174	120 69%	54 31%	0 0%	0 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		74	46 62%	21 28%	5 7%	2 3%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29%	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		23	13 57%	9 39%	0 0%	1 4%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	54	32 59%	22 41%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	54	33 61%	20 37%	1 2%	0 0%	0	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.	53	38 72%	14 26%	1 2%	0 0%	1	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.	51	35 69%	15 29%	1 2%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	44	24 55%	18 41%	2 5%	0 0%	10	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	50	29 58%	20 40%	1 2%	0 0%	4	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	53	41 77%	11 21%	1 2%	0 0%	1	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.	52	23 44%	27 52%	2 4%	0 0%	2	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.	50	30 60%	17 34%	3 6%	0 0%	4	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.	52	27 52%	23 44%	2 4%	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.	53	28 53%	25 47%	0 0%	0 0%	1	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'.	48	25 52%	22 46%	1 2%	0 0%	6	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.	52	29 56%	19 37%	4 8%	0 0%	2	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.	53	35 66%	17 32%	1 2%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	49	25 51%	21 43%	3 6%	0 0%	5	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.	54	27 50%	26 48%	1 2%	0 0%	0	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.	46	19 41%	25 54%	2 4%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	10%	2%		
There is a good range of activities including trips or visits.	52	27 52%	23 44%	2 4%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	50	34 68%	16 32%	0 0%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Mrs Denise Wade	Reporting Inspector
Mrs Michelle Gosney	Team Inspector
Mr Steven William Pringle	Team Inspector
Mr Elwyn Vaughan Williams	Team Inspector
Mrs Karen Newby Jones	Team Inspector
Mr Terry James Davies	Lay Inspector
Mrs Catherine Bradshaw	Peer Inspector
Mr Carl Bale (Deputy Head)	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.