



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

**A report on**

**Tredegar Comprehensive School  
Stable Lane  
Tredegar  
Blaenau Gwent**

**NP22 4BH**

**Date of inspection: October 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:

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

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

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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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**Publication date: 13/12/2016**

## Context

Tredegar Comprehensive School is an English-medium mixed 11 to 16 school maintained by Blaenau Gwent local authority. There are currently 649 pupils on roll. This is substantially less than at the time of the last inspection, when there were 960 pupils on roll, including 139 in the sixth form. The school's sixth form closed in 2013.

Around 28% of the pupils are eligible for free school meals. This is well above the national average of 17.1% for secondary schools in Wales. Around 50% of pupils live in the 20% most deprived areas of Wales. Nearly all pupils speak English as their first language and come from a white, British background. No pupils are fluent in Welsh.

Around 26% of pupils have a special educational need, which is slightly higher than the national average of 25.1%. The proportion of pupils who have a statement of special educational needs is 2.4%, which is in line with the national average.

The headteacher has been in post since 2012. The senior leadership team is comprised of a deputy headteacher and two assistant headteachers. Two middle leaders currently support the permanent senior leaders as an 'extended' senior leadership team.

The individual school budget per pupil for Tredegar Comprehensive School in 2016-2017 means that the budget is £4,740 per pupil. The maximum per pupil in the secondary schools in Blaenau Gwent is £4,740 and the minimum is £4,512. Tredegar Comprehensive School is first out of the two secondary schools in Blaenau Gwent in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is judged to be good because:

- Over the last four years, performance at key stage 4 has improved in many indicators and compares well with that of similar schools, although performance in English declined in 2016
- Pupils make very strong progress from previous key stages
- The attendance rates of all groups of pupils are exceptionally high
- The school provides a strong and consistent approach to the development of pupils' literacy and numeracy skills
- The quality of teaching is a strong feature of the school's work
- In most lessons, pupils make strong progress in their knowledge, skills and understanding
- Pupils' behaviour is exemplary, they have positive attitudes towards their learning and demonstrate an exceptional pride in their school
- The caring and inclusive ethos successfully promotes high expectations for all and celebrates pupils' achievements very well

### Prospects for improvement

Prospects for improvement are judged to be good because:

- The headteacher provides strong leadership and communicates a clear vision, which impacts clearly on all aspects of school life
- Effective leadership has secured strong improvements in pupil attendance and performance in many indicators at key stage 4
- Leaders at all levels analyse data well to monitor all pupils' progress and plan effective interventions
- There is a strong culture of accountability and rigorous self-evaluation, although leaders do not pay consistent enough attention to evaluating pupils' standards and progress when scrutinising books
- Governors play an important role in setting the school's strategic direction, and challenge and support the school effectively
- A wide range of highly effective partnerships have a significant impact on pupils' standards, progress and wellbeing

## Recommendations

R1 Improve standards in English at key stage 4

R2 Ensure that all self-evaluation activities focus consistently on pupil standards and progress

### **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?

Good

#### Standards: Good

Between 2013 and 2015, at key stage 4, performance improved in all indicators. Provisional data for 2016 suggests that this improvement has continued in many indicators. In 2015, performance in all indicators places the school in the upper half of similar schools based on free-school-meal eligibility, after having placed it in the lower half in many indicators for the previous two years. In 2016, according to provisional data, performance in many indicators continues to place the school in the upper half of similar schools. For the last two years, pupils have made very strong progress from previous key stages.

Performance in the level 2 threshold, including English and mathematics, improved between 2013 and 2015. In 2015, performance places the school in the upper half of similar schools, after having placed it in the lower half in 2013 and in the bottom quarter in 2014. Performance in this indicator in 2015 is well above modelled outcomes, after having been in line with modelled outcomes for the previous two years. Provisional data for 2016 indicates that performance in the level 2 threshold, including English and mathematics, has improved slightly and continues to place the school in the upper half of similar schools.

Performance in the capped points score improved between 2013 and 2015 and has been above modelled outcomes for the last two years. This places the school in the upper half of similar schools in 2014 and 2015. Performance in the level 2 threshold improved significantly between 2013 and 2015, and places the school in the top quarter of similar schools in 2015. Performance at five A\*-A at GCSE improved between 2013 and 2015 and has been consistently above the family average during this period. Provisional data for 2016 suggests that performance in all of these indicators has continued to improve.

At key stage three, at level 5 or above, the proportion of pupils that achieve the core subject indicator has improved slightly over the last three years.

At key stage 3, girls perform better than girls in the family of similar schools in many indicators. However, boys' performance is below the family average for boys in many indicators. At key stage 4, boys' performance improved in all indicators between 2013 and 2015 and was above the family average for boys in many of them. Girls' performance over this period has also improved in all indicators. It was above the family average in many indicators in 2015 after having been below the family average in half of them in 2014. Provisional data for 2016 indicates that boys' performance has continued to improve in all indicators, and that girls' performance has continued to improve in half of them. However, girls' performance in English has declined.

Between 2013 and 2015, at key stage 3, the performance of pupils eligible for free school meals in the core subject indicator improved substantially and is above the

national average for this group of pupils. At key stage 4, the performance of pupils eligible for free school meals improved in all indicators between 2013 and 2015. The performance of this group is above the national average for pupils eligible for free school meals in many indicators.

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

Nearly all pupils demonstrate a positive attitude to learning. They engage enthusiastically in tasks and maintain concentration well. Nearly all pupils listen carefully to their teachers and to each other and work together effectively in pairs or groups. A few pupils are highly effective in supporting the learning of their peers. Most pupils recall their prior learning well and apply successfully their knowledge and skills to new contexts. They demonstrate high levels of independence and resilience when attempting challenging tasks. As a result, these pupils make consistently strong progress in their lessons.

Many pupils speak with confidence and express their ideas and opinions clearly. They have a sound grasp of subject terminology and make effective contributions to class discussion and group work.

Many pupils read aloud confidently and use a helpful range of reading strategies, for example when skimming and scanning texts to select relevant information. A minority demonstrate strong higher-order reading skills and a few are able to synthesise information from a range of sources well.

Many pupils write fluently and accurately for a range of purposes and produce well-structured pieces of extended writing. More able pupils produce well-crafted and engaging writing, including descriptive and narrative pieces. However, a few pupils do not take sufficient responsibility for improving the quality and accuracy of their work. As a result, they continue to make too many basic errors. A few pupils, mainly boys, produce work that is poorly presented or left incomplete.

Many pupils have sound problem solving skills and develop well their numeracy skills across the curriculum. For example, they interpret climate data in geography and analyse statistical information in history. Many pupils demonstrate well-developed ICT skills, for example when evaluating and enhancing their work in art using tablet technology.

At key stage 3, performance in Welsh second language is consistently above the family average. At key stage 4, performance has improved significantly over the last three years. Nearly all pupils follow the full course GCSE and many pupils gain a C grade or above. Performance in this indicator is substantially above the national average.

### **Wellbeing: Excellent**

The high level of pupil wellbeing is an outstanding feature of the school.

Nearly all pupils feel safe in school. Most say that the school deals well with bullying and any incidents are acted upon very quickly and effectively. Nearly all pupils have a clear understanding of how to keep healthy through diet and exercise. Many pupils participate enthusiastically in a wide range of extra-curricular activities.

The behaviour of pupils in class and around school is exemplary. In nearly all lessons, pupils demonstrate highly positive attitudes toward learning and engage enthusiastically in all activities.

Rates of attendance are outstanding. They have improved significantly over the last three years and have been well above modelled outcomes throughout this period. Attendance rates have placed the school in the top quarter of similar schools based on free-school-meal eligibility for the last two years. Persistent absence has reduced substantially and is well below family, local and national averages. Between 2013 and 2015, the attendance of pupils eligible for free school meals improved by five percentage points and in 2015 it was well above the Welsh average for this group of pupils. Nearly all pupils are punctual to lessons and tutor periods.

Nearly all pupils feel that their views are taken seriously. They contribute constructively to decision-making in the school through a range of groups, such as the school council, nutrition action group and eco schools committee.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a broad and balanced curriculum, which is closely matched to the needs of individual pupils and builds well on their previous learning. At key stage 4, pupils have an appropriate choice of general and vocational options. The school provides a wide range of extra-curricular activities that are well attended.

The provision for the development of pupils' literacy and numeracy is well established and coordinated. Careful planning and consistency of approach across nearly all subject areas makes a positive contribution to the development of pupils' skills. The school monitors closely the progress of pupils' skills development across the curriculum. This enables the school to identify clearly pupils with weak literacy and numeracy skills and plan effective interventions. The school provides a wide range of relevant opportunities across the curriculum for pupils to develop their ICT skills.

The school's provision for Welsh language development is a strong feature in both key stages, and nearly all key stage 4 pupils follow the Welsh second language full course GCSE. Pupils' knowledge and understanding of Welsh history and culture are developed well through a range of subjects and extra-curricular activities, including participation in the Urdd national eisteddfod and residential visits to Llangrannog and Glanllyn.

Most pupils have a strong awareness of sustainable development and global citizenship issues. Visits, assemblies, an annual 'Theme Week' and subject activities contribute well to pupils' knowledge and understanding. The active eco-schools committee effectively leads whole school initiatives on sustainability issues such as recycling and energy conservation.



## **Teaching: Good**

The school has been successful in establishing consistently strong teaching. This is having a positive impact on improving the standards pupils achieve.

In nearly all lessons, teachers develop a supportive and productive learning environment. They demonstrate good subject knowledge and are successful in establishing strong working relationships and clearly-understood routines. In these lessons, teachers use carefully-prepared resources that engage pupils well. They set clear learning objectives that help pupils to understand the purpose of tasks. This helps the teacher and the pupils to assess clearly the level of progress being made.

In most lessons, teachers have high expectations. They use a variety of engaging and demanding activities to challenge pupils and help them to make strong progress. These teachers plan carefully-structured lessons, based on detailed knowledge of individual pupils, to ensure that tasks are closely matched to pupils' ability.

In many instances, teachers use questioning well to probe and deepen pupils' understanding. In these lessons, teachers monitor pupils' progress closely and quickly address any misconceptions. These teachers are effective in striking a careful balance between strengthening subject knowledge and developing a wide range of pupils' skills.

In a few lessons, teaching is exceptionally effective. In these lessons, meticulous planning, very skilful questioning and a wide variety of highly challenging activities help pupils to make outstanding progress.

In nearly all cases, teachers mark pupils' work regularly. Many teachers pay close attention to the content and accuracy of pupils' writing and provide them with helpful guidance about how to improve their work. The majority of teachers provide useful opportunities for pupils to evaluate and improve their own work and that of their peers. However, in a minority of cases, teachers do not ensure that pupils take sufficient responsibility for improving their own work. In a few instances, teachers' comments are not precise enough to help pupils make improvements.

The school has established consistent and rigorous processes for tracking the progress of individual pupils across all age groups. It uses this information to plan effective interventions to address any underperformance or weaknesses. Parents and pupils receive regular and worthwhile progress summaries based on current performance and progress towards targets. End-of-year reports to parents are thorough and provide clear, subject-specific targets for improvement.

## **Care, support and guidance: Good**

The school's provision for care, support and guidance has a positive impact on outcomes for pupils. The social, emotional and learning needs of each pupil are identified and supported well. This is a strong feature of the school.

The school makes appropriate arrangements for promoting healthy eating and drinking. It supports pupils' spiritual, moral, social and cultural development well, for

example through its personal and social education programme. Assemblies and tutor periods are used effectively to give consistent and positive messages about attitudes and values as well as attendance and behaviour.

Learning co-ordinators and their teams monitor the attendance and progress of pupils carefully. This allows them to identify quickly any concerns and arrange effective intervention and support. The school makes valuable use of a wide range of external agencies to provide specialist support where needed. It monitors closely and reviews regularly these interventions to ensure their effectiveness.

The school supports pupils with additional learning needs well. Pupils and parents are involved beneficially in the development of individual education plans and kept closely informed about progress. Most teachers adapt their lessons successfully to meet the needs of these pupils. Learning support assistants support the progress of pupils with additional learning needs in lessons well.

The school provides helpful advice and guidance for pupils when they make choices at the end of key stage 3 and key stage 4. The school supports the transition of pupils with additional learning needs to further education particularly well. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Excellent**

The school has a highly caring and inclusive ethos where staff and pupils demonstrate mutual respect and concern for each other. There is a clear emphasis on ensuring equal opportunities for all pupils regardless of their background. Staff and pupils are highly supportive of each other and of the successes achieved by individuals and the whole school community. Pupils demonstrate exceptional pride in their school.

The school building and grounds provide a learning environment that meets the needs of pupils very well. Recent improvements to the school building have resulted in a calm, safe and attractive environment that supports learning very effectively. This has also increased the self-esteem of pupils and their sense of pride in their school. Attractive displays in corridors are highly successful in promoting pupils' achievements in and out of school. All teaching areas and communal spaces are welcoming, well organised and well equipped. Overall, the school provides high quality learning resources for all pupils, with particularly useful ICT equipment and software.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher provides purposeful and assured leadership, which impacts clearly on all aspects of school life. She communicates clearly her expectation that the whole-school community works together for the success of every pupil. This creates a supportive and positive school ethos where everyone is valued and most are motivated to succeed.

Senior leaders understand their roles well and provide the headteacher with very useful support. Together they form an increasingly effective leadership team. This has contributed to clear improvements in important aspects of the school's work, including the quality of teaching, pupils' attendance and the standards they achieve. The school plans very successfully to meet national priorities, such as ensuring that pupils do not underachieve due to social disadvantage.

Senior leaders hold middle leaders to account well. Meetings are regular and focus consistently upon teaching and learning and the further raising of standards. In turn, most middle leaders challenge their teams successfully to support the continuous improvements in provision and pupil outcomes. Senior and middle leaders use data well. Learning co-ordinators possess a very useful pastoral and academic overview of pupils. They play an important role in tracking pupil progress and identifying under-achievement. This allows subjects to provide helpful intervention as required to support pupil progress.

The school has well understood and robust processes to manage staff performance. This identifies the professional development needs of all staff well and links suitably to the school's professional development programme.

Governors understand well the strengths of the school and the areas in need of further development. They have a comprehensive understanding of pupil performance data and monitor the school's budget carefully. They play a clear role in setting the strategic direction of the school and fulfil the role of critical friend well.

### **Improving quality: Good**

The school's self-evaluation processes are regular and well understood, and they form a strong basis for its plans for improvement. As a result, there is a trend of improvement in important areas, leading to very high rates of attendance, strong performance and consistently good quality teaching. Senior and middle leaders know their school well and have a clear and shared understanding of the priorities for improvement.

The analysis of performance data by senior and middle leaders is rigorous and focuses well on trends and comparison with similar schools. The senior leadership team have worked effectively with middle leaders to develop their capacity to assess outcomes and performance in their areas. Most middle leaders analyse standards of achievement in their areas of responsibility well. As a result, any areas of underperformance are identified quickly and actions put in place to bring about improvement.

Self-evaluation is based on a suitably wide range of first hand evidence, including lesson observations, scrutiny of pupils' work, data analysis, listening to learner activities and parent surveys. Most activities focus well on the impact of provision on standards. However, whilst the scrutiny of books has improved the consistency of marking, it does not evaluate effectively the standards of pupils' work and the impact of teacher feedback on their progress.

Governors, staff and pupils are involved fully in self-evaluation activities. The findings are fed back consistently and usefully so that all have a clear understanding of the strengths, areas for improvement and the actions that will be taken to bring about improvement. This is a strong feature.

There is a close link between self-evaluation and planning for improvement at school, departmental and team level. The whole-school and nearly all departmental and year team self-evaluation reports and improvement plans provide a sound basis for development. They focus appropriately on standards, the quality of teaching and progress toward national priorities. Nearly all improvement plans set out suitable timescales and clear success criteria to enable leaders to monitor and evaluate progress effectively.

### **Partnership working: Excellent**

The school has developed a range of highly effective and meaningful partnerships. This has a significant impact on the wellbeing and standards of pupils.

Links with partner primary schools are exceptionally strong. A notable feature is the work that has been undertaken to secure consistent learning and teaching practice in partnership with local primary schools. This helps pupils to settle quickly and they benefit considerably from effective continuity and progression in learning.

Very strong partnerships with community organisations benefit the wellbeing and achievement of pupils. These partnerships allow the school to provide highly effective interventions, including those that improve the attendance and attainment of disadvantaged pupils.

Effective links with the local further education college contribute substantially to raising the aspirations and ambitions of pupils through, for example, the college's participation in transition events and the annual careers day. Local businesses and former pupils inspire and enthuse pupils through the school's successful mentoring programme.

Partnerships with parents are strong. Parents are supportive of the school and most feel that the school responds effectively to concerns and issues.

### **Resource management: Good**

The school manages resources carefully and deploys teachers well. Most non-teaching staff support teachers helpfully. There are very useful arrangements for the professional development of all staff. This includes opportunities to be part of the extended leadership team and all teachers being members of the teaching and learning group which supports well the cross-curricular sharing of good practice. The headteacher and business manager monitor the budget closely so that spending decisions link well to the school improvement priorities. The governors' finance, staffing and premises committee meets regularly and has a strong input to all financial decisions. In recent years, the school has faced considerable challenges, including the loss of the sixth form and reduced pupil numbers. This required significant staffing restructuring. However, careful financial planning has ensured that the school maintains a secure financial position without compromising the quality of provision and the standards pupils achieve.

The school allocates funding from the pupil deprivation grant successfully to improve the attendance and performance of the school's most vulnerable pupils.

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

# Appendix 1

## 6774061 - Tredegar Comprehensive School

Number of pupils on roll 660  
 Pupils eligible for free school meals (FSM) - 3 year average 27.7  
 FSM band 4 (20%<FSM<=30%)

### Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
<b>Number of pupils in Year 9 cohort</b>	152	137	138	115		
<b>Achieving the core subject indicator (CSI) (%)</b>	61.2	79.6	82.6	80.0	82.0	85.9
Benchmark quartile	4	1	2	3		
<b>English</b>						
Number of pupils in cohort	152	137	138	115		
Achieving level 5+ (%)	69.1	83.2	84.1	80.9	85.6	89.2
Benchmark Quartile	4	3	3	4		
Achieving level 6+ (%)	23.0	35.8	40.6	44.3	43.4	56.2
Benchmark Quartile	4	3	3	3		
<b>Welsh first language</b>						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	85.0	92.0
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	30.0	57.2
Benchmark Quartile	.	.	.	.		
<b>Mathematics</b>						
Number of pupils in cohort	152	137	138	115		
Achieving level 5+ (%)	68.4	83.2	91.3	90.4	87.0	90.1
Benchmark Quartile	4	3	1	2		
Achieving level 6+ (%)	34.9	46.7	48.6	61.7	49.3	62.7
Benchmark Quartile	4	3	3	1		
<b>Science</b>						
Number of pupils in cohort	152	137	138	115		
Achieving level 5+ (%)	77.6	90.5	91.3	91.3	90.9	92.8
Benchmark Quartile	4	2	2	3		
Achieving level 6+ (%)	32.2	33.6	42.0	53.0	54.4	62.9
Benchmark Quartile	3	4	4	3		

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.

6774061 - Tredgar Comprehensive School

Number of pupils on roll 660  
 Pupils eligible for free school meals (FSM) - 3 year average 27.7  
 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	167	140	154	145		
<b>Percentage of 15-year-old pupils who:</b>						
<b>Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics</b>	29.3	38.6	41.6	52.4	48.6	57.9
Benchmark quartile	4	3	4	2		
<b>Achieved the level 2 threshold</b>	53.9	71.4	85.1	91.0	86.5	84.1
Benchmark quartile	4	3	2	1		
<b>Achieved the level 1 threshold</b>	78.4	92.9	97.4	97.9	96.4	94.4
Benchmark quartile	4	3	2	2		
<b>Achieved the core subject indicator (CSI)</b>	29.3	37.1	40.9	51.7	46.4	54.8
Benchmark quartile	4	3	3	2		
<b>Average capped wider points score per pupil</b>	272.5	316.7	340.1	348.8	342.9	343.5
Benchmark quartile	4	3	2	2		
<b>Average capped wider points score plus per pupil</b>	268.2	313.0	332.4	341.0	335.6	338.7
Benchmark quartile	.	.	.	.		
<b>Achieved five or more GCSE grades A*-A</b>	11.4	9.3	11.7	17.9	9.9	16.6
Benchmark quartile	.	.	.	.		
<b>Achieved A*-C in English</b>	52.1	50.7	58.4	62.8	61.1	68.6
Benchmark quartile	2	3	3	2		
<b>Achieved A*-C in mathematics</b>	30.5	46.4	46.1	59.3	55.9	64.4
Benchmark quartile	4	3	4	2		
<b>Achieved A*-C in science</b>	53.9	72.9	84.4	89.0	88.0	84.0
Benchmark quartile	4	3	3	2		
<b>Number of pupils aged 15 who entered Welsh First Language:</b>	.	.	.	.		
<b>Of those who entered Welsh First Language:</b>						
<b>Achieved A*-C in Welsh</b>	.	.	.	.	46.2	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.

6774061 - Tredegar Comprehensive School

Number of pupils on roll 660  
 Pupils eligible for free school meals (FSM) - 3 year average 27.7  
 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	36	37	44	50		
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	8.3	32.4	27.3	38.0	33.3	31.6
Achieved the level 2 threshold	30.6	54.1	79.5	86.0	77.3	69.4
Achieved the level 1 threshold	52.8	81.1	95.5	96.0	93.8	89.4
Achieved the core subject indicator (CSI)	8.3	29.7	25.0	36.0	30.5	29.3
Average capped wider points score per pupil	189.3	268.9	309.5	324.3	318.8	303.7
Average capped wider points score plus per pupil	186.0	265.9	301.0	314.2	310.7	296.4
Achieved five or more GCSE grades A*-A	2.8	10.8	2.3	8.0	3.8	4.3
Achieved A*-C in English	25.0	37.8	43.2	44.0	46.3	45.1
Achieved A*-C in mathematics	11.1	35.1	29.5	46.0	39.8	39.2
Achieved A*-C in science	22.2	62.2	63.6	82.0	81.5	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.



6774061 - Tredegar Comprehensive School

Number of pupils on roll in sixth form

#N/A

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	49	37	.	.		
Average wider points score per pupil	631.9	704.4	.	.	668.6	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	46	36	.	.		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	97.8	97.2	.	.	91.3	97.0
Achieved 3 A*-A at A level or equivalent	2.2	5.6	.	.	2.1	7.9
Achieved 3 A*-C at A level or equivalent	32.6	44.4	.	.	50.0	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	162		99 61%	63 39%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%	
The school deals well with any bullying	162		63 39%	83 51%	14 9%	2 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	57%	15%	3%	
I have someone to talk to if I am worried	160		57 36%	93 58%	9 6%	1 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	52%	8%	1%	
The school teaches me how to keep healthy	161		48 30%	101 63%	10 6%	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	161		62 39%	80 50%	18 11%	1 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	162		65 40%	91 56%	5 3%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	160		61 38%	89 56%	10 6%	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	161		36 22%	88 55%	25 16%	12 7%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	161		92 57%	67 42%	2 1%	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	160		12 8%	101 63%	44 28%	3 2%	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	161		54 34%	77 48%	24 15%	6 4%	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	159	42 26%	90 57%	19 12%	8 5%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	161	73 45%	87 54%	1 1%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	161	75 47%	74 46%	12 7%	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%	2%	
The staff respect me and my background	161	70 43%	89 55%	2 1%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds	159	69 43%	88 55%	1 1%	1 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	62	23 37%	30 48%	7 11%	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.
		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	6	1 17%	5 83%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	50%	15%	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.	70	40 57%	28 40%	2 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	69	32 46%	34 49%	3 4%	0 0%	0	Mae fy mhleintyn 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.	70	39 56%	26 37%	4 6%	1 1%	0	Cafodd fy mhleintyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	70	38 54%	28 40%	4 6%	0 0%	0	Mae fy mhleintyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	64	25 39%	31 48%	5 8%	3 5%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	69	28 41%	38 55%	3 4%	0 0%	1	Mae'r addysgu yn dda.
		35%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	69	37 54%	31 45%	1 1%	0 0%	1	Mae'r staff yn disgwyl i fy mhleintyn 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.	69	21 30%	41 59%	5 7%	2 3%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhleintyn yn ei ddysgu yn yr ysgol.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	67	27 40%	33 49%	5 7%	2 3%	3	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.	68	31 46%	34 50%	3 4%	0 0%	2	Caiff fy mhleintyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	69	39 57%	27 39%	3 4%	0 0%	1	Mae fy mhleintyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	60	27 45%	29 48%	3 5%	1 2%	9	Mae fy mhleintyn 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.	70	36 51%	27 39%	6 9%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhleintyn.
		34%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	67	36 54%	25 37%	5 7%	1 1%	3	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.	67	29 43%	30 45%	6 9%	2 3%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	55%	11%	2%		
The school helps my child to become more mature and take on responsibility.	69	32 46%	35 51%	2 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoledb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	58	21 36%	31 53%	6 10%	0 0%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	69	31 45%	35 51%	3 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	65	41 63%	22 34%	2 3%	0 0%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

## Appendix 3

### The inspection team

Steven Pringle	Reporting Inspector
Sue Halliwell	Team Inspector
Tony Sparks	Team Inspector
Jayne Edwards	Team Inspector
T Anne Morris	Team Inspector
Catherine Mary Jenkins	Lay Inspector
David Haynes	Peer Inspector
Richard Carter-Evans	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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 <sup>1</sup>
- mathematics
- science

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

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

### Key stage 4 and sixth form terms

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

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<sup>1</sup> This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh <sup>1</sup> and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh <sup>1</sup> 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.