<div align="right">**AGENDA ITEM 4**</div>

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

12th FEBRUARY 2015

KEY STAGE 4 EXAMINATION RESULTS, AND THE NEW PRIMARY AND SECONDARY SCHOOL CATEGORISATION FOR 2014

REPORT OF THE DIRECTOR OF EDUCATION AND LIFELONG LEARNING
Author: Chris Bradshaw
Tel: 01443 744001

1.   PURPOSE OF THE REPORT

The purpose of this report is to provide Members with final confirmation of the Key Stage 4 examination results and the new Welsh Government Primary and Secondary School Categorisation for 2014.

2.   RECOMMENDATIONS

It is recommended that Members:

2.1   Note the information contained within this report.

2.2   Note the action taken to date and the action planned to be taken by the Director of Education & Lifelong Learning to support those secondary schools in Categories Amber and Red.

2.3   Agree that the information in this report is sent directly to all primary and secondary school governors for information.

3.   KEY STAGE 4

3.1   The table below sets out the final Rhondda Cynon Taf's Key Stage 4 results over the five years to 2014 in respect of the key indicators upon which schools and the local authority are assessed by Estyn.

Key Stage 4	2010	2011	2012	2013	2014	% point change 2010 to 2014
Level 1 threshold (A*-G at GCSE or equivalent)						
RCT	86.7%	88.3%	89%	93.0%	93.2%	6.5%
Bridgend	89.1%	89.4%	92%	93.3%	93.4%	4.3%
Merthyr Tydfil	85.7%	84.4%	87%	92.7%	95.4%	9.7%
Cardiff	87.8%	89.3%	91%	91.7%	93.2%	5.4%
Vale of Glamorgan	91.8%	91.4%	94%	94.5%	94.0%	2.2%

Key Stage 4	2010	2011	2012	2013	2014	% point change 2010 to 2014
Wales	89.7%	90.3%	92%	93.2%	94.0%	4.3%
Level 2 threshold (5 A*-C at GCSE or equivalent)						
RCT	58.0%	64.4%	69%	77.9%	84.6%	26.6%
Bridgend	60.8%	63.2%	66.4%	72.3%	79.6%	18.8%
Merthyr Tydfil	54.8%	60.6%	64.3%	72.9%	82.0%	27.2%
Cardiff	61.4%	63.9%	68.3%	73.0%	76.0%	14.6%
Vale of Glamorgan	73.4%	75.3%	79.6%	82.6%	87.0%	13.6%
Wales	63.7%	67.3%	73%	77.8%	82.3%	18.6%
Level 2 threshold (5 A*-C at GCSE or equivalent) including English/Welsh and Mathematics						
RCT	43.0%	43.4%	44%	46.3%	50.5%	7.5%
Bridgend	47.9%	44.6%	50.7%	52.3%	55.8%	7.9%
Merthyr Tydfil	34.4%	39.3%	32.5%	38.7%	48.9%	14.5%
Cardiff	47.6%	48.4%	49.3%	49.9%	54.0%	6.4%
Vale of Glamorgan	57.1%	56.0%	55.3%	55.4%	62.2%	5.1%
Wales	49.4%	50.1%	51%	52.7%	55.4%	6.0%
Core Subject Indicator (A*-C at GCSE or equivalent in English/Welsh, Mathematics and Science)						
RCT	42.5%	43.0%	43.0%	45.3%	48.7%	6.2%
Bridgend	47.5%	44.8%	49.9%	50.6%	54.5%	7.0%
Merthyr Tydfil	32.9%	38.1%	31.7%	36.3%	46.7%	13.8%
Cardiff	46.7%	47.3%	47.9%	46.7%	51.2%	4.5%
Vale of Glamorgan	54.4%	54.0%	53.9%	50.2%	60.1%	5.7%
Wales	48.0%	48.7%	49%	49.2%	52.6%	4.6%
Average Capped Wider Points Score Per Pupil						**Points increase**
RCT	288.6	295.4	305.1	323.8	336.5	47.9
Bridgend	297.0	299.9	312.7	321.5	334.1	37.1
Merthyr Tydfil	280.6	289.9	300.8	322.0	339.7	59.1
Cardiff	298.3	305.9	316.9	322.0	331.3	33.0
Vale of Glamorgan	324.4	328.9	341.0	346.8	349.8	25.4
Wales	305.1	311.6	323.5	333.1	340.8	35.7

3.2   Good progress has been made by schools in Rhondda Cynon Taf against the key performance indicators, increasing at a faster rate than the Welsh average over a number of years, and in particular in the 2013/14 academic year.

3.3   The data on these key performance indicators for each of the secondary schools in Rhondda Cynon Taf over the past 4 years is set out in Appendix A. This table shows

that for the 2014 academic year, the majority of our schools made good progress against a range of the performance measures. This analysis of the school by school performance illustrates that the majority of Rhondda Cynon Taf schools have improved the Level 1 and 2 threshold indicators, the Level 2 threshold for English and/or Welsh and Maths and the core subject indicator.

3.4   The comparative performance of the Council against the other local authorities in Wales, before taking into account socio-economic factors such as free school meals, is as follows:

- Level 1 threshold (5 A*-G or equivalent) – 19th of 22
- Level 2 threshold (5 A*-C or equivalent) – 12th of 22
- Level 2 threshold (5 A*-C at GCSE or equivalent) including English/Welsh and Mathematics – 19th of 22
- Core Subject Indicator (A*-C at GCSE or equivalent in English/Welsh, Mathematics and Science). – 18th of 22
- Average Capped Wider Points Score – 17th of 22

3.5   In reviewing the comparative position of the Council it is important for Members to recognise that social deprivation has a significant impact on educational performance. Rhondda Cynon Taf is the second most deprived local authority yet the performance of our pupils exceeds the expected level. Deprivation is not an excuse for underperformance but a well researched reason. For example, Monmouthshire County Council, has the highest performance in Wales for the Level 2 threshold (5 A*-C at GCSE or equivalent) including English/Welsh and Mathematics yet is considered by Estyn to be Special Measures in part due to the fact that the *"performance in Monmouthshire's secondary schools when compared to similar schools according to free-school-meal entitlement has been well below average for the last four years".*

3.6   Over the past five years, Rhondda Cynon Taf has improved faster for the key performance indicators than the Welsh average, but performance across the schools continues to be mixed. The following table shows the number of schools in each quartile (based on the 5 free school meal groupings of secondary schools)

Schools in each Quartile

	Q1	Q2	Q3	Q4
Lev 1	6	5	3	5
Lev 2	7	6	2	4
Lev 2+	7	1	6	5
CSI	6	6	3	4
Capped Points	6	5	4	4

3.7   In the past too many schools, when compared with similar schools based on free school meals, were in the third and fourth quartiles. This has changed in the past two years and I am pleased to report that the majority of secondary schools are in the top two quartiles when compared to similar schools in Wales, except for the Level 2 threshold including English/Welsh and mathematics, but 4 of the 6 schools in the third quartile were very close to the median.

3.8   The following table sets out pupils' performance in the four key subject areas of English, Welsh, Mathematics and Science, over the past five years.

Key Stage 4 A*-C	2010	2011	2012	2013	2014	%age point improvement 2010 to 2014
English	56.5%	57.9%	56%	56.8%	61.0%	3.5%
Welsh	69.3%	73.0%	70.0%	69.9%	70%	0.7%
Science	60.6%	67.7%	76.6%	82.0%	86.0%	25.4%
Mathematics	47.7%	49.3%	51%	53.0%	57.0%	9.3%

3.9   We can see that:

- Mathematics has made good progress in 2014, with x of the 19 schools improving the number of pupils that achieve an A*-C at GCSE. Significant support has been provided to improve the Mathematics results in 2013 through a working group of headteachers and Maths specialist teachers;
- English results have also made good progress in 2013/14 after a four years of little improvement and as with mathematics, the English results are 5% lower than the Welsh average;
- The Welsh first language results have remained relatively static in RCT for the past few years, fluctuating around 70%;
- The Science results continued to benefit from more schools offering BTEC Science in addition to the Science GCSE.

3.10 The table below shows that the gender variation in Rhondda Cynon Taf is significant, with the KS4 improvement in 2013/14 due to the excellent improvement of the girls' performance, with the boys remaining static for mathematics and the languages. As a result the gender variation in performance has further increased to the point where 25% more girls than boys achieve an A*-C in English. This is clearly an area for improvement.

Key Stage 4 A*-C	2010	2011	2012	2013	2014
English - boys	48%	47%	46%	50%	50%
English – girls	65%	70%	66%	66%	74%
Welsh – boys	61%	63%	61%	60%	59%
Welsh – girls	77%	83%	79%	78%	82%
Science – boys	57%	65%	71%	75%	81%
Science – girls	65%	72%	79%	82%	91%
Mathematics – boys	47%	48%	50%	53%	54%
Mathematics - girls	49%	51%	52%	51%	59%

3.11 If are to address the underperformance of the boys when compared to the girls' our focus has to continue to be on improving literacy standards in primary schools and Key Stage 3.

3.12 Since September 2012, all heads of department of the core subjects of English, mathematics, science and Welsh departments meet as groups with the Council's Head of School Achievement on a middle leadership development programme that shares best practice and challenges individual school data. As a result, good practice has been shared and implemented and is evident in the progress of the key subject areas. The future meetings need to focus on the underperformance of the boys and we expect to see further improvement in the core subject outcomes in 2015.

4.   PRIMARY AND SECONDARY SCHOOL CATEGORISATION

Introduction

4.1 In 2011, the Minister for Education and Skills, Leighton Andrews AM, introduced a national banding system for secondary schools. Banding formed part of a wider range of policy actions designed to give the Welsh Government a much clearer focus on the performance and progress of Welsh schools. Banding has also helped to ensure that, local authorities and consortia direct our support and resources most effectively where needed.

4.2 In May 2014 after the Robert Hill Report on the Future Delivery of Education Services in Wales, the Minister for Education & Skills announced that the Banding System would be replaced by School Categorisation.There are three steps to the new School Categorisation Model.

4.3 **Step One**: consists of data in relation to standards and performance. The first step in the process identifies how well the school is performing. An agreed set of data measures will be generated by Welsh Government and used by each consortium as part of the process to categorise schools. The agreed set of measures will be used by consortia from September and verified by Welsh Government in December/January of each year. A judgement of 1-4 will be generated in relation to standards.

4.4 **Step Two**: having made the first objective, data-driven judgement on a school's categorisation – based on the performance of pupils; the second judgment is based on the school's ability and capacity to self-improve. The process of coming to a judgement on its ability to bring about improvement will begin with the school's own self-evaluation, which it should already be undertaking on an annual cycle. The judgement on capacity to improve is to do with the school's ability to drive its own improvement for the future and will focus on leadership, learning and teaching.

4.5 Following the self-evaluation, consortia Challenge Advisers will have to be assured, and see evidence, that all school leaders use performance data robustly as part of effective school management and improvement. This will include governors, head teachers, middle and subject leaders. There must be evidence of the effective use of accurate data at individual pupil, class, group, cohort, subject and school level. Challenge Advisers will consider the performance of all learners and groups of learners and the quality of teaching and learning within the school. In particular, the performance of learners in receipt of free school meals will be reviewed and analysed – a school's context will not be used as an excuse for poor performance. A judgement of A-D will be generated.

4.6 **Step Three**: the combination of the two judgements will lead to a colour categorisation of the school which will trigger a bespoke programme of support, challenge and intervention. This will need to be agreed between the Local Authority and the regional school improvement service. The categorisation will be used to plan the targeting and deployment of resources by consortia and the Welsh Government in respect of national capacity building programmes.

4.7 The model is shown below:
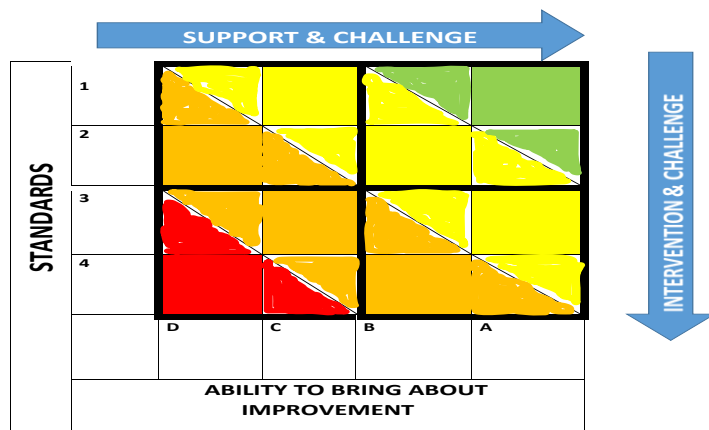
4.8   There are four categories, defined by Welsh Government as follows:

- **Green - these are our best schools who**:
  o   know themselves well and identify and implement their own priorities for improvement;
  o   have resilience within the staff team;
  o   are rewarded by greater autonomy;
  o   will be challenged to move towards or sustain excellence; and
  o   have the capacity to lead others effectively (school to school support).

- **Yellow – these are our good schools who:**
  o   will know and understand most of the areas in need of improvement;
  o   have many aspects of the schools performance which are self-improving; and
  o   will receive bespoke challenge and support deployed according to need.

- **Amber – these are our schools in need of improvement who:**
  o   do not know and understand all the areas in need of improvement;
  o   have many aspects of the schools performance which are not improving quickly enough;
  o   will receive bespoke challenge and intervention deployed according to need
  o   will receive an automatic letter from consortium;
  o   self-evaluation and school improvement plan will be signed off by consortium;
  o   will be expected to remain in an amber category for only the short-term; and
  o   will receive time limited, focused challenge and intervention to support improvement or and be at the risk of dropping to the red category.

- **Red – these are our schools in need of greatest improvement who:**
  o   will receive critical intervention;
  o   receive an automatic warning letter from LA and subsequent use of statutory powers where necessary;
  o   trigger intensive and effective collaboration between LA and consortium;
  o   trigger the all-Wales common school causing concern arrangements; and
  o   will lose autonomy and be subject to a more directed approach.

4.9   Following the verification of data with Step One of the model, the categorisation of all schools will be published in January of each year.

4.10   In the first year the National School Categorisation System for primary schools will operate on a pilot basis and will be reviewed if necessary. Detailed information on the performance measures used and the weighting placed upon each measure has now been made available to parents and other interested parties. As with Banding, the Welsh Government is using school performance data to make a judgement on a school and the principles of Banding remain an integral part of the wider National School Categorisation System.

What are the results of the School Categorisation in RCT?

4.11   The outcome of the School Categorisation for the Council's primary schools is shown in Appendix B, and the secondary schools in Appendix C. At present there is no categorisation for special schools or pupil referral units.

4.12   A summary of the categorisation of the Council's schools is shown below:

Category	Primary Schools		Secondary Schools	
	No of schools	%	No of schools	%
Green	7	6.7	3	17.6
Yellow	61	58.1	2	11.8
Amber	33	31.4	11	64.7
Red	4	3.8	1	5.9

4.13   The categorisation information on the Welsh Government website also includes the categorisation of Aberllechau Primary School and Rhiwgarn Infants' School that were both closed on 31 December 2014. Both schools were categorised as Red schools.

4.14   The Central South Consortium's Framework for Challenge and Support sets out the response from the School Improvement Service to schools in each of the four categories, with the greatest support and challenge targeted at the amber and red schools.

4.15   For the amber and red schools, the diagnosis of need for improvement undertaken by the challenge advisor with the school will drive the work within the school. The challenge adviser of the red and amber schools may have available a monetary resource to support some of the costs associated with the support. The challenge adviser will provide the core allocation of contact according to the school's category and will broker the required additional support through the commissioning function of the school improvement service working closely with the strategic advisers as necessary.

4.16   The nature and amount of support will be determined by the identified need and may be derived from a number of sources, which could include one or a combination of:

- Support from the Literacy or Numeracy or Welsh teams based in the Consortium
- Specific leadership and or teaching development;
- Support from other schools in the region;
- Support from other school improvement organisations and or individuals from across the UK.

4.17   For schools requiring amber or red support s/he will need to keep the school's progress and the appropriateness and impact of the support under review so as to

make changes where required in good time. The focus will be on the impact of the work to secure improvement rather than the number of days delivered.

4.18   Furthermore, in Rhondda Cynon Taf the headteacher and chair of governors of red schools meet the Director of Education and key school improvement officers, including the challenge advisor, every half term to monitor progress against the agreed action plan. Amber schools undertake a similar exercise once a term.

4.19   To date, sufficient progress is being made by the vast majority of amber and red schools. Over the next few years, the Council and the schools will work together to strive to ensure all our schools are good schools and no school is in the Red category.

5   CONCLUSION

5.1   Education performance in Rhondda Cynon Taf at Key Stage 4 has made a significant step forward in 2014 with many schools making significant progress. This rate of progress must be sustained if we are to ensure that all our secondary schools compare favourably to similar schools across Wales.

5.2   An improvement in educational performance in Rhondda Cynon Taf will only occur when:

- Standards of teaching continue to improve;
- Individual pupil's performance is rigorously tracked and appropriate timely interventions and support provided to the pupils; and
- Headteachers are prepared to tackle staff underperformance at all levels in their school, at senior and middle leadership levels as well as main-scale teachers. Currently, some schools are more rigorous in their approach to school improvement and that is reflected in the school's performance.

5.3   Schools and the Council have a responsibility to all pupils to reduce the school by school and in school variation in education performance. Each secondary school headteacher has had a copy of the Key Stage 4 results of all the secondary schools and the categorisation information across Wales. It is evident from the information as to which schools are the high achievers and from whom schools need to learn best practice.

5.4   The Council and the schools have made a concerted effort in the past year to improve standards of teaching and learning in schools, through a variety of approaches. The next step is for headteachers and their senior management teams to consistently share and implement successful approaches to leadership and management; and teaching and learning, with the support of the Council and the Consortium.

5.5   As a group, the secondary schools in Rhondda Cynon Taf have made good progress in 2014 and the governing bodies, headteachers, staff and pupils should be congratulated for the improvement in performance. School improvement is not a smooth process but it does require significant focus, rigour and commitment if it is to be achieved. Clearly, if this focus, rigour and commitment continues, the pupils of Rhondda Cynon Taf will achieve even better educational outcomes in 2015 and onwards.

APPENDIX A

School	Free School Meal Band	KS4 Level 1 Threshold				KS4 Level 2 Threshold				Level 2 inc English/Welsh First Language & Maths				CSI			
		10/11	11/12	12/13	13/14	10/11	11/12	12/13	13/14	10/11	11/12	12/13	13/14	10/11	11/12	12/13	13/14
Aberdare Girls'	>30%	92%	97%	93%	95%	81%	82%	73%	83%	54%	45%	37%	53%	54%	45%	35%	52%
Aberdare High	>20% but < 30%	81%	83%	88%	86%	62%	46%	67%	66%	34%	27%	44%	20%	34%	27%	42%	20%
Blaengwawr	>30%	85%	82%	95%	93%	51%	57%	81%	80%	33%	33%	39%	29%	33%	32%	38%	27%
Bryncelynnog	>15% but >20%	93%	93%	97%	93%	66%	72%	73%	76%	54%	52%	43%	53%	54%	52%	43%	53%
Cardinal Newman	>15% but >20%	96%	92%	100%	100%	69%	71%	86%	84%	57%	60%	57%	72%	55%	53%	57%	69%
Ferndale	>30%	88%	87%	96%	99%	42%	46%	84%	97%	24%	25%	38%	47%	23%	24%	37%	46%
Hawthorn High	>20% but < 30%	85%	82%	94%	95%	51%	55%	83%	93%	40%	41%	34%	40%	39%	41%	31%	37%
Mountain Ash	>30%	86%	90%	93%	90%	78%	75%	86%	84%	35%	31%	43%	36%	34%	31%	41%	36%
Pontypridd High	>20% but < 30%	93%	90%	94%	90%	55%	60%	60%	79%	39%	36%	46%	52%	39%	35%	44%	48%
Porth County	>20% but < 30%	86%	88%	90%	91%	61%	66%	63%	63%	33%	37%	43%	47%	33%	37%	42%	48%
St John Baptist	>10% but <15%	96%	96%	99%	99%	67%	82%	81%	94%	58%	66%	73%	75%	60%	66%	72%	70%
Tonypandy	>20% but < 30%	87%	91%	92%	96%	59%	86%	80%	90%	28%	28%	29%	31%	28%	28%	29%	30%
Tonyrefail	>20% but < 30%	87%	85%	91%	99%	60%	67%	77%	87%	33%	40%	35%	52%	31%	39%	35%	52%
Treorchy	>20% but < 30%	97%	97%	97%	97%	85%	93%	95%	94%	54%	43%	58%	47%	53%	42%	58%	47%
Y Pant	>10% but <15%	95%	97%	99%	98%	79%	82%	92%	93%	70%	71%	68%	75%	69%	71%	68%	70%
YG Cymer	>15% but >20%	92%	90%	100%	99%	77%	60%	99%	99%	41%	40%	48%	54%	38%	40%	41%	53%
YG Garth Olwg	>10% but <15%	92%	92%	98%	95%	69%	75%	71%	80%	50%	56%	44%	54%	49%	56%	42%	48%
Ysgol Llanhari	>10% but <15%	97%	96%	97%	99%	69%	74%	71%	97%	49%	58%	53%	65%	49%	61%	53%	64%
YG Rhydywaun	>10% but <15%	92%	93%	97%	98%	60%	61%	82%	98%	48%	42%	56%	60%	48%	43%	56%	60%
RCT		**88%**	**89%**	**93%**	**93%**	**64%**	**69%**	**78%**	**85%**	**45%**	**44%**	**46%**	**50%**	**43%**	**43%**	**45%**	**49%**
Wales		**90%**	**92%**	**93%**	**94%**	**67%**	**73%**	**78%**	**82%**	**50%**	**51%**	**53%**	**55%**	**49%**	**49%**	**49%**	**53%**

This page is left Blank.

PRIMARY SCHOOL CATEGORISATION 2014/15

Primary School	Support Category
Penderyn Primary School	Amber
Oaklands Primary School	Yellow
Aberllechau Primary School	Red
Alaw Primary School	Yellow
Abernant Primary School	Yellow
Cilfynydd Primary School	Amber
Brynnau Primary School	Green
Coedpenmaen County Primary School	Red
Bodringallt Primary School	Amber
Blaengwawr Primary School	Yellow
Coedylan Primary School	Yellow
Caegarw Primary School	Yellow
Cwmlai Primary School	Yellow
Dolau Primary School	Green
Capcoch Primary School	Yellow
Cymmer Junior School	Yellow
Caradog Primary School	Yellow
Cymmer Infants School	Amber
Ffynnon Taf Primary School	Yellow
Hawthorn Primary School	Yellow
Darran Park Primary School	Yellow
Ferndale Infants School	Amber
Llanilltud Faerdref Primary	Yellow
Gelli Primary School	Amber
Llantrisant Primary	Amber
Cwmaman Infants School	Yellow
Hafod Primary School	Amber
Maes-Y-Coed Primary School	Yellow
Cwmdar County Primary School	Yellow
Parclewis Primary School	Yellow
Llwyncelyn Infants School	Amber
Llanharan Primary School	Amber
Llwynypia Primary School	Yellow
Darrenlas Primary School	Yellow
Llanhari Primary School	Green
Glynhafod Junior School	Yellow
Pontyclun Primary School	Yellow
Parc Primary School	Yellow
Rhigos Primary School	Amber
Tonyrefail Primary School	Amber
Pentre Primary School	Amber
Hirwaun Primary School	Yellow
Penygraig Junior School	Green
Penygraig Infants School	Yellow

Primary School	Support Category
Llwydcoed Primary	Red
Trallwng Infants School	Amber
Pengeulan Primary School	Yellow
Pontrhondda Primary School	Yellow
Trehopcyn Primary School	Amber
Pontygwaith Primary School	Yellow
Trerobart Primary School	Yellow
Porth Infants School	Yellow
Y.G.G. Pont Sion Norton	Amber
Perthcelyn Community Primary School	Yellow
Heol Y Celyn Primary School	Red
Ton Pentre Junior School	Green
Craig Yr Hesg Primary School	Yellow
Llwyncrwn Primary School	Yellow
Ton Pentre Infants School	Yellow
Tonypandy Primary School	Yellow
Ysgol G.G. Aberdar	Amber
Trealaw Primary School	Yellow
Glenboi Primary School	Amber
Cefn Primary School	Yellow
Ysgol Gymraeg Garth Olwg	Yellow
Treorchy Primary School	Amber
Williamstown Primary School	Yellow
Maesybryn Primary School	Yellow
Tylorstown Primary School	Amber
Tref-y-Rhyg Primary School	Yellow
Ysgol G.G. Tonyrefail	Amber
Penygawsi Primary School	Green
Ysgol G. G. Llwyncelyn	Yellow
Ysgol G.G. Ynyswen	Amber
Rhiwgarn Infant School	Red
Porth Junior School	Yellow
Tonysguboriau Primary School	Yellow
YGGG Llantrisant	Amber
Ysgol G.G. Bodringallt	Red
Ysgol G.G. Castellau	Yellow
Ysgol G.G. Llyn y Forwyn	Yellow
Ysgol G.G. Evan James	Yellow
Ysgol Gymraeg Abercynon	Yellow
Ysgol G.G. Bronllwyn	Amber
Miskin Primary School	Yellow
Penpych Community Primary School	Yellow
Hendreforgan Community Primary School	Yellow
Penyrenglyn Primary School	Yellow
Penywaun Primary School	Amber
Penrhys Primary School	Amber
Gwaunmeisgyn Primary School	Amber

Primary School	Support Category
Gwauncelyn Primary	Yellow
Penrhiwceibr Primary	Yellow
Ysgol Yr Eos	Amber
Ynyshir Primary School	Amber
Cwmclydach Primary	Yellow
Aberdare Park Primary	Yellow
Maerdy Community Primary School	Yellow
Cwmbach Community Primary School	Amber
Ynysboeth Community Primary School	Amber
Abercynon Community Primary School	Amber
Our Lady's R.C. Primary School	Amber
St Michael's R.C. Primary School	Yellow
S.S. Gabriel & Raphael R.C. Primary School	Green
St Margaret's R.C. Primary School	Yellow
Aberdare Town C.I.W. Primary School	Yellow
Cwmbach C.I.W. Primary School	Yellow

This page is left Blank.

APPENDIX C

SECONDARY SCHOOL CATEGORISATION 2014/15

Secondary School	Support Category
Bryncelynnog Comprehensive School	Amber
The Pontypridd High School	Amber
Hawthorn High School	Amber
Mountain Ash Comprehensive School	Amber
Ysgol Gyfun Garth Olwg	Amber
Tonyrefail Comprehensive School	Amber
Treorchy Comprehensive School	Yellow
Ferndale Community School	Yellow
Porth County Community	Amber
Tonypandy Community College	Red
Y Pant Comprehensive	Green
Ysgol Gyfun Cymer Rhondda	Amber
Ysgol Gyfun Rhydywaun	Amber
Aberdare Community School	Amber
Cardinal Newman R.C.	Green
St.John Baptist High School	Green
Ysgol Llanhari	Amber

This page is left Blank.