

Governors' Report to Parents 2026-2027

Introduction

Dear parents/carers,

I am pleased to introduce our Annual Report to you for the academic year 2026-2027.

Afon Taf is a thriving comprehensive school. We have the highest expectations of our learners and aim to maximise the potential of each individual pupil.

Our staff work hard to provide students with the skills and opportunities to follow their dreams, and we encourage them to aim high. We are a caring and inclusive community in which all students are valued and in which everybody's opinion counts.

In our most recent inspection report, Estyn commented:

"The care and support for pupils is a particularly strong feature of the school. Allied to the excellent behaviour and positive attitudes to their learning of many of these pupils, this creates a very respectful climate where pupils and staff flourish. Afon Taf High School is a very happy school."

Afon Taf continues to increase in popularity as evidenced in the continual increase in pupil numbers.

I wish to thank the whole school community, parents, staff, governors and of course the students for all their hard work and look forward to another successful year for the school.

Mr Gareth Lewis

Chair of Governors

Governing Body

The members of the Governing Body are all well respected members of our community who give a great deal of their time in providing guidance and support to the work of the school.

The members of our Governing Body include representatives of the Local Authority (LA), parents, teaching and non-teaching staff, and co-opted members who regularly have business or commercial involvements within the town.

The full Governing Body meets each term in discharging its statutory duty. In addition, the various committees meet regularly to assist the Headteacher in addressing the essential issues and aspects of school life.

At each full Governing Body meeting the Headteacher provides for discussion a written report on the school activities during the term. Information is also received from the Chief Education Officer and debate is undertaken on a range of matters. The work of the school, its achievements and targets for the future are central to all debates. School policies and procedures are reviewed and updated periodically as necessary.

The governing body operates a system of sub-committees, reporting each term to the full governing body. Each sub-committee manages, supports and oversees different areas of school life. To be effective, regular visits to the school take place, with opportunities to share training events and to link closely with different members of staff and their areas of responsibility.

Afon Taf High School Governing Body

Chairperson: Councillor Gareth Lewis

Vice Chairperson: Mr Jonathan Martin

COMMITTEE	MEMBERS
Selection Panel for Head and Deputy Appointments Quorum:	**Chair of Committee: Councillor Gareth Lewis** Headteacher Mrs Melanie Davies Mrs Catherine Griffiths Mr Jonathan Martin Mr Andrew O'Keefe **Reserve: Mrs Judith Edwards**
Teaching / Non-teaching Appointments Committee Quorum: Fixed term delegated to head	**Chair of Committee: Councillor Gareth Lewis** Headteacher Mrs Susan Pound Mrs Beverley Thomas
Performance Management / Pay Review Committee Quorum:	**Chair of Committee: Councillor Gareth Lewis** Mr Jonathan Martin Mrs Susan Pound **Reserve: Mrs Judith Edwards**
Performance Management / Pay Review Appeals Committee Quorum:	**Chair of Committee: Mrs Kirsty Parry** Mr Andrew O'Keefe Mrs Alyson Price
Staff Disciplinary & Dismissal Committee (Including Redundancy, Capacity and Grievance) Agreed that Chair be given power to lift the suspension of staff Quorum:	**Chair of Committee: Mr Andrew O'Keefe** Mrs Melanie Davies Mrs Susan Pound
Staff Disciplinary & Dismissal Appeals Committee (Including Staffing, Redundancy, Capability and Grievance) Quorum:	**Chair of Committee: Mr Jonathan Martin** Miss Joanne Baber Mr Andrew O'Keefe Mrs Alyson Price
Staffing Committee Quorum:	**Chair of Committee: Councillor Gareth Lewis** Headteacher Mr Andrew O'Keefe Mrs Alyson Price
Finance Committee Quorum:	**Chair of Committee: Mr Jonathan Martin** Headteacher Councillor Gareth Lewis Mrs Susan Pound Mrs Alyson Price Parent Vacancy
Pupil Discipline & Exclusion Committee Quorum:	**Chair of Committee: Mr Jonathan Martin** Mrs Melanie Davies Mr Andrew O'Keefe Mrs Susan Pound
Complaints Committee	**Chair of Committee: Mr Jonathan Martin**

COMMITTEE	MEMBERS
Quorum:	Mrs Susan Pound Mrs Sarah Pritchard
Policies Review Committee Quorum:	**Chair of Committee: Councillor Gareth Lewis** Headteacher Mr Stephen Baber (with voting rights) Mrs Catherine Griffiths Mr Jonathan Martin
Standards Committee Quorum:	**Chair of Committee: Councillor Gareth Lewis** Full Governing Body
Premises, Health & Safety and Transport Committee Quorum:	**Chair of Committee: Mr Andrew O'Keefe** Headteacher Miss Joanne Baber Mrs Catherine Griffiths Mr Nicholas Jones Councillor Gareth Lewis Associate Pupil Governors (Head Boy/Girl)
Wellbeing Committee	**Chair of Committee:** Miss Joanne Baber Councillor Gareth Lewis Mrs Kirsty Parry Mrs Beverley Thomas

ALN GOVERNOR	**Mrs Beverley Thomas**
ATTENDANCE GOVERNOR	**Mr Andrew O'Keefe**
EQUALITIES GOVERNOR	**Mrs Alyson Price**
INFORMATION TECHNOLOGY	**Councillor Gareth Lewis**
LINK GOVERNOR	**Councillor Gareth Lewis**
SAFEGUARDING GOVERNOR	**Mr Andrew O'Keefe**
WELLBEING / CLA GOVERNOR	**Mrs Beverley Thomas**
WHISTLEBLOWING GOVERNOR	**Mr Jonathan Martin**
COMMUNITY FOCUSED SCHOOL GOVERNOR	**Councillor Gareth Lewis**

Governors agreed to set a reserve list for all committees. Where a committee is not quorate the reserve list will be called where appropriate:

1. Mr Jonathan Martin
2. Mrs Susan Pound
3. Miss Joanne Baber – Not including PDC
4. Mrs Michelle Morgan
5. Mrs Claire Williams
6. Mr Andrew O'Keefe
7. Mrs Melanie Davies
8. Mrs Kirsty Parry
9. Mrs Rebecka Stone
10. Mrs Beverley Thomas
11. Mrs Catherine Griffiths

Governors linked with faculties:

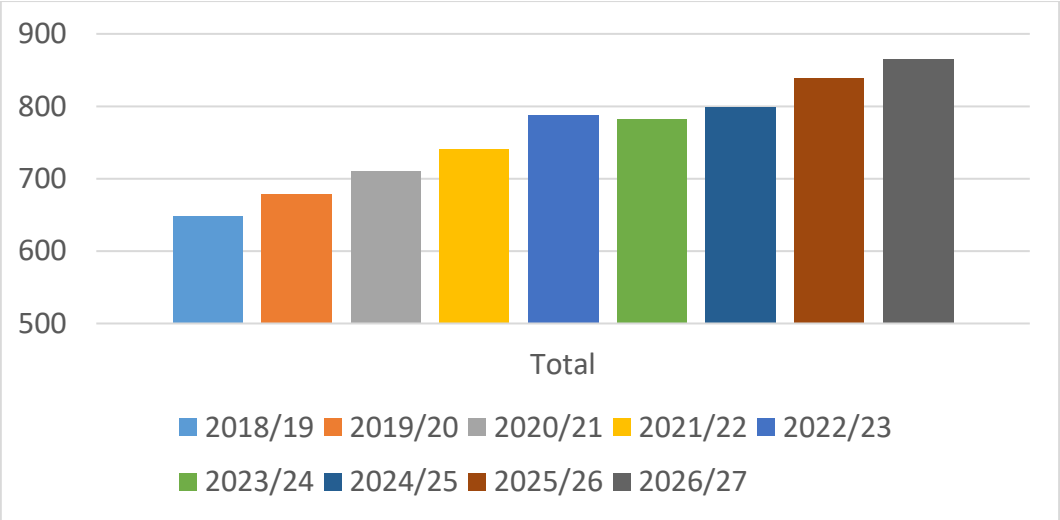
- Mrs Kirsty Parry- ALN
- Mr Andrew O'Keefe - Attendance
- Mr Jonathan Martin - English / Literacy
- Mrs Susan Pound - Music / Performance
- VACANCY - ICT / DT
- Mr Jonathan Martin - Science
- Mrs Beverley Thomas - Maths
- Councillor Gareth Lewis - Humanities
- VACANCY - Welsh Baccalaureate
- Miss Joanne Baber - Language

Number of Pupils on school roll (as at 15/10/26 and earlier years)

Year	2018	2019	2020	2021	2022	2023	2024	2025	**2026**
Year 7	148	152	152	150	181	159	179	189	178
Year 8	123	152	153	153	150	173	164	175	193
Year 9	132	128	149	154	149	152	168	163	176
Year 10	127	128	131	155	157	150	148	166	164
Year 11	118	119	126	129	151	149	140	146	154
Totals	**648**	**679**	**711**	**741**	**788**	**783**	**799**	**839**	**865**

2026 Breakdown by Year group and gender

Year	Males	Females	Total
7	97	81	178
8	106	87	193
9	92	84	176
10	95	69	164
11	71	83	154
Totals	**461**	**404**	**865**



KEY STAGE 4 STANDARDS REPORT • 5-YEAR TREND & COHORT (N = 145) ANALYSIS

KS4 Academic Performance Report (2021/22 – 2025/26)

A summary of Year-on-Year changes, 5-year trends, 3-year rolling averages, core subject outcomes, APS points, and pupil group differences (gender and eFSM).

Print Report | Rolling Averages

L2 INCLUSIVE ↓ -5.57 ppt	LEVEL 1 (5 A*-G) ↓ -0.67 ppt	5 A*-A THRESHOLD ↑ +5.88 ppt	CAPPED 9 SCORE ↑ +1.0 pts	BEST LITERACY ↑ +2.76 ppt	BEST NUMERACY ↓ -4.60 ppt	BEST SCIENCE ↓ -6.9 ppt
55.86%	**98.62%**	**15.17%**	**379.0**	**78.47%**	**61.11%**	**66.67%**
2025/26 ('24/25: 61.43%)	2025/26 ('24/25: 99.29%)	2025/26 ('24/25: 9.29%)	2025/26 ('24/25: 378.0)	2025/26 ('24/25: 75.71%)	2025/26 ('24/25: 65.71%)	2025/26 ('24/25: 73.57%)
Boys / Girls: 50.6% / 65.5%	Boys / Girls: 100% / 98.2%	Boys / Girls: 5.6% / 30.9%	Boys / Girls: 367 pts / 406 pts	Boys / Girls: 71.9% / 89.1%	Boys / Girls: 57.3% / 67.3%	Boys / Girls: 58.4% / 69.1%
eFSM / Non: 46.7% / 58.8%	eFSM / Non: 96.7% / 100%	eFSM / Non: 16.7% / 14.9%	eFSM / Non: 356 pts / 389 pts	eFSM / Non: 70.0% / 80.7%	eFSM / Non: 50.0% / 64.0%	eFSM / Non: 50.0% / 65.8%
3-Yr Rolling Avg: 57.36%	3-Yr Rolling Avg: 98.60%	3-Yr Rolling Avg: 11.59%	3-Yr Rolling Avg: 371.9 pts	3-Yr Rolling Avg: 73.77%	3-Yr Rolling Avg: 62.59%	3-Yr Rolling Avg: 63.65%
5-Yr Gain: +4.30 ppt	5-Yr Gain: +3.32 ppt	5-Yr Gain: +2.67 ppt	5-Yr Gain: +34 pts	5-Yr Gain: +12.84 ppt	5-Yr Gain: +4.86 ppt	5-Yr Gain: +8.95 ppt

Executive Summary

A summary of the main results for the 2026 cohort, looking at multi-year trends and gaps between pupil groups.

Overall Performance

There has been a consistent positive increase in performance over the past 5 years. The **Level 2 Inclusive 3-year rolling average** has improved steadily, rising from **52.00% (2019–22)** to **57.36% (2023–26)**. Although L2+ results were lower this year at **55.86%**, the overall 5-year trend remains positive (+4.30 ppt). The Level 1 pass rate was excellent at **98.62%**, bringing its rolling average up to **98.60%**.

Core Subjects

Best Literacy improved to 78.47% (+12.84 ppt increase over 5 years), helped by strong results in English Literature (73.94%) and Language (66.90). **Best Numeracy is at 61.11%**, which is still a positive 5-year increase (+4.86 ppt), with Mathematics achieving 59.31%. **Best Science achieved 66.67%**. Pupils did very well in Double Award Science (87.88%), but the overall Science score was brought down by results in Applied Science (42.86%).

Pupil Groups (Gaps)

There are noticeable gaps between different groups of pupils. Non-eFSM pupils scored higher than eFSM pupils by **12.11 ppt in L2 Inclusive** (58.77% vs 46.67%), 10.7 ppt in Best Literacy, and 14.04 ppt in Best Numeracy. Also, female pupils scored higher than male pupils across all main measures, including a **14.89 ppt difference in L2 Inclusive** (65.45% vs 50.56%) and 17.18 ppt in Best Literacy.

Top Grades & Average Points

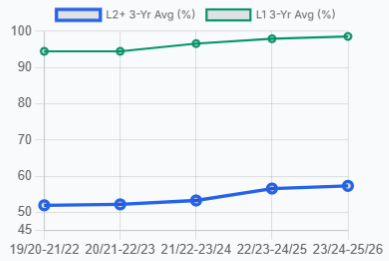
The number of top grades improved this year. The **5 A*-A measure increased to 15.17%** (+5.88 ppt increase from last year), bringing the 3-year rolling average up to **11.59%**. Importantly, the overall value of grades across the whole year group improved. The **Average Capped 9 Points Score reached 379.0 points** (an increase of 34.0 pts since 2021/22), which is at the upper end of our target (365–380 pts).

TREND TRACKING

3-Year Rolling Average Trends

Looking at averages over 3 years helps us see the bigger picture and smooths out single-year variations (2019/20 to 2025/26).

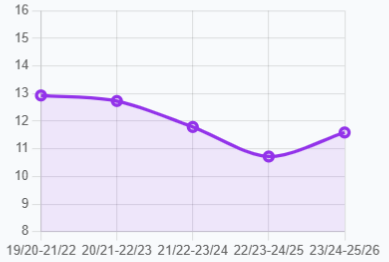
L2 Inclusive & Level 1 (3-Yr Averages)



L2+ Latest 3-Yr Avg: 57.36% (+4.30 ppt vs Start)

L1 Latest 3-Yr Avg: 98.60% (+3.32 ppt vs Start)

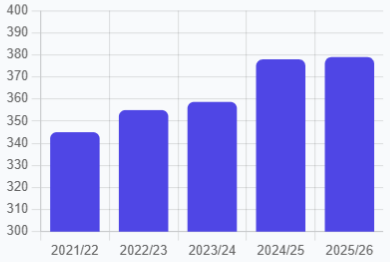
5 A*-A Grades (3-Yr Averages)



Lowest 3-Yr Period: 10.72% ('22/23–'24/25)

Current 3-Yr Period: 11.59% ('23/24–'25/26)

Capped 9 Points (5-Year Trend)



2021/22 Start: 345.0 Points

2025/26 Result: 379.0 Points (+34.0 pts)

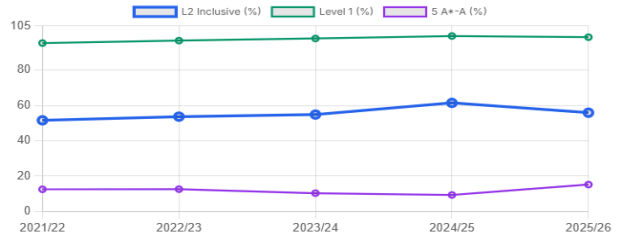
Measure	2019/20 – 2021/22	2020/21 – 2022/23	2021/22 – 2023/24	2022/23 – 2024/25	2023/24 – 2025/26	Change Over Time
L2 Inclusive (L2+)	52.00%	52.25%	53.33%	56.62%	57.36%	+5.36 ppt
Level 1 (5 A*-G)	94.50%	94.50%	96.63%	97.96%	98.60%	+4.10 ppt
5 A*-A Grades	12.93%	12.73%	11.79%	10.72%	11.59%	-1.35 ppt

Visual Performance Trends & Pupil Gaps

Graphs showing the 5-year trend, gaps between boys and girls, and eFSM vs Non-eFSM pupils.

Whole-School 5-Year Trends

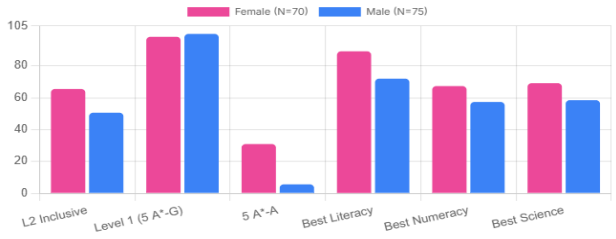
2021/22 – 2025/26



** Shows the 5-year direction for L2 Inclusive (up 4.30 ppt overall), Level 1 (up 3.32 ppt), and 5 A*-A (up 2.67 ppt).*

Gender Gap (2025/26)

Boys vs Girls



** Girls scored higher than boys in L2 Inclusive (+14.89 ppt), Best Literacy (+17.18 ppt), and Best Science (+10.66 ppt).*

eFSM Gap (2025/26)

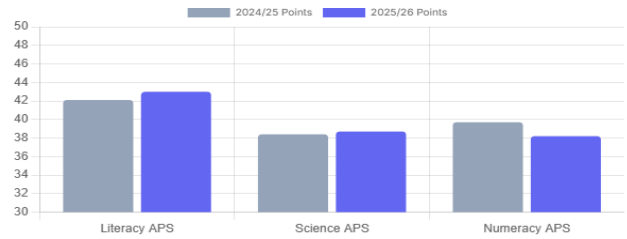
eFSM vs Non-eFSM



** Non-eFSM pupils scored higher than eFSM pupils in L2 Inclusive (+12.11 ppt), Best Science (+15.79 ppt), and Best Numeracy (+14.04 ppt).*

Subject Points Breakdown (2025/26)

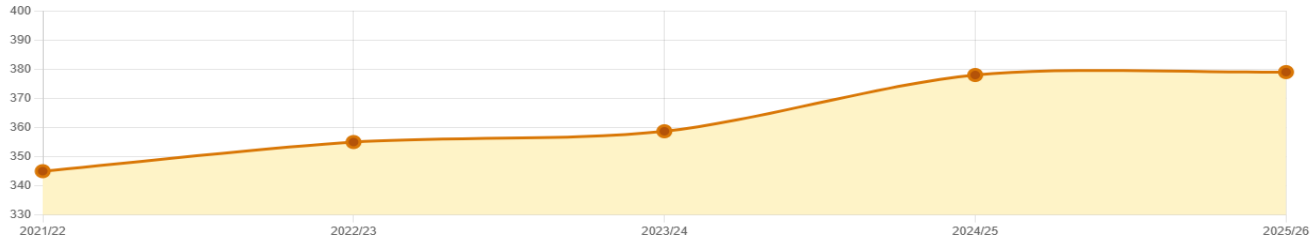
Literacy, Numeracy, Science APS



** Average Points Scores (APS) in core subjects: Literacy = 43.0 pts, Science = 38.2 pts, Numeracy = 38.7 pts.*

Whole Year Group Capped 9 Points (5-Year Trend)

Capped 9



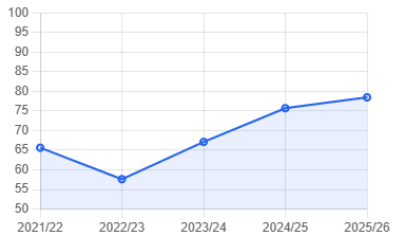
2021/22: **345.0 pts** | 2022/23: **355.0 pts** | 2023/24: **358.7 pts** | 2024/25: **378.0 pts** | 2025/26: **379.0 pts (+34.0 5-Yr)**

Detailed Analysis & Core Subjects

A closer look at specific measures, 5-year trends, and the gaps between different groups of pupils.

Literacy 5-Year Trend

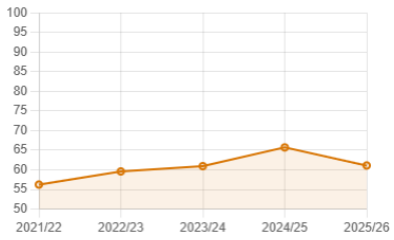
2022-2026



Best Literacy ('26): **78.47% (+12.84 ppt)**
Eng Lit ('26): **73.43%**

Numeracy 5-Year Trend

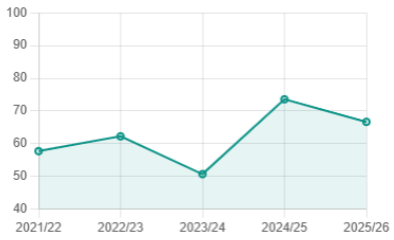
2022-2026



Best Numeracy ('26): **61.11% (+4.60 ppt)**
Mathematics ('26): **59.31%**

Science 5-Year Trend

2022-2026



Best Science ('26): **66.67% (+8.95 ppt)**
Double Award: **87.88%**

MAIN MEASURE

Level 2 Inclusive (L2+)

Target: **55.0% - 58.0%** | Achieved: **55.86% (81/145)**

2021/22	2022/23	2023/24	2024/25	2025/26
51.56%	53.64%	54.80%	61.43%	55.86%



The percentage of pupils achieving Level 2 Inclusive (5 A*-C including English & Maths) was 55.86% (81 out of 145 pupils). We met our target range (55.0%-58.0%), but this is a decrease of 5.57 percentage points (ppt) from last year's result of 61.43%.

5-Year Trend: Over the last five years, the Level 2 Inclusive score has shown a steady upward trend, increasing from **51.56% in 2021/22 to 55.86% in 2025/26** (an overall gain of 4.30 ppt). Even though the score dropped from last year's high, the 3-year average improved to **57.36%** (2023/24–2025/26), up from 56.62% previously.

Boys vs Girls: Girls achieved **65.45% (45/70)** while boys achieved **50.56% (36/75)**. This means there is a **14.89 ppt gap** between them. Girls beat their target, but boys' results were lower.

eFSM vs Non-eFSM: Non-eFSM pupils scored **58.877% (67/114)** in L2+, compared to **46.67% (14/36)** for eFSM pupils. This is a gap of **12.11 ppt**.

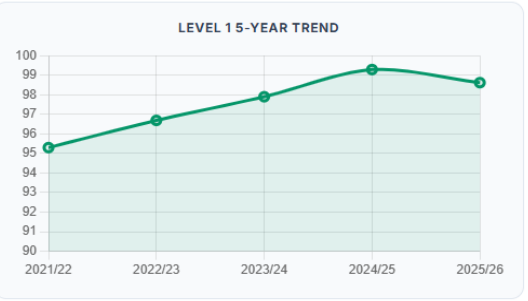
Missing Pupils: 64 pupils failed to gain the L2+ measure (44 boys / 20 girls, 16 eFSM pupils). The average attendance of those pupils not achieving the L2+ measure was **81.8%** (not including the non-attender who was in hospital), compared to the whole cohort average of **84.6%** and **86.8%** of those who achieved the measure. Of the 64 pupils, **32** pupils achieved a grade C or above in either English Language or English Literature but not in mathematics or numeracy. **18** of these pupils achieved a grade D in one or both of the numeracy qulifications. **7** pupils achieved at least a C grade in mathematics and/or numeracy. **All** of these 7 pupils achieved a D grade in English language or English literature. **34** pupils sat the foundation paper in mathematics. Of the 34, **14** pupils achieved at least a grade C in one or both of the English qualifications.

BASIC PASSES

Level 1 (5 A*-G)

Target: **97.0% - 99.0%** | Achieved: **98.62% (143/145)**

2021/22	2022/23	2023/24	2024/25	2025/26
95.30%	96.69%	97.90%	99.29%	98.62%



The percentage of pupils getting at least 5 A*-G grades (Level 1) was **98.62% (143 out of 145 pupils)**. This is **within our target (97.0%-99.0%)** but is a very small decrease of 0.67 percentage points (ppt) from last year. The **two** pupils who did not achieve the measure were non attenders with one not sitting any examinations.

5-Year Trend: Despite the decrease this year, there is still a **3.32** percentage points increase from the figure 5 years ago. The 3-year average is now **98.60%**, up again from the previous 3-year figure.

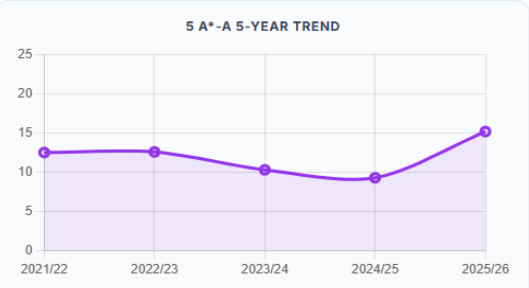
Pupil Groups: Girls achieved **98.18% (53/55)** and boys achieved **100% (89/89)**. Non-eFSM pupils achieved **100.0% (114/114)** and eFSM pupils achieved **96.67% (28/30)**. **132 pupils (91% of the cohort)** achieved two 'B' grades thanks to the **Equality and Diversity qualification**, and **135 pupils (94.41% of the cohort)** achieved a C or above in the **Skills Challenge Certificate qualification**.

TOP GRADES

5 A*-A Grades

Target: **12.0% - 17.0%** | Achieved: **15.17% (22/145)**

2021/22	2022/23	2023/24	2024/25	2025/26
12.50%	12.58%	10.30%	9.29%	15.17%



The percentage of pupils achieving 5 A*-A grades was **15.17% (22 out of 145 pupils)**. This is **within our target (12.0%-17.0%)**, and is a big **increase of 5.88 percentage points (ppt)** from last year's result of 9.29%.

5-Year Trend: The increase to **15.17%** is the **first time in 3 years** that we have increased on the previous year. 15.17% is **2.67 percentage points above** our 2021/22 figure (12.50%)/. The **3-year average** has also **increased for the first time in 3 years** but remains below the 2019/20-2021/22 high of 12.93%.

Pupil Groups: Girls did better than boys at getting the top grades, with **30.91% (17/55)** getting 5 A*-As compared to **5.62% (5/89)** of boys. The gap is much bigger when looking at eFSM pupils: Non-eFSM pupils scored **18.35% (17/114)** while only **5.56% (2/30)** of eFSM pupils got 5 A*-As. **Only 2** of the targeted girls did not achieve the measure, although these two were outsiders.

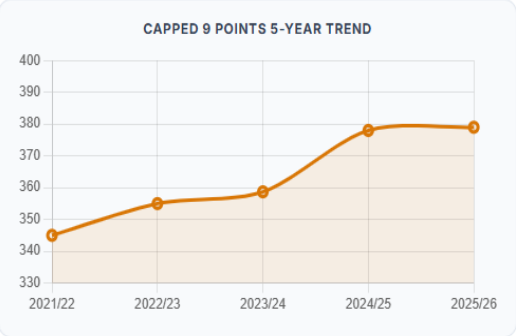
Core Subjects: Performance of A*/A grades in best of numeracy, **increased to 15.97%** (12.86% in 2025). In best of literacy, the figure **increased to 26.39%** (22.14% in 2025). In science the figure **decreased slightly, moving from 12.14% to 11.81%**

OVERALL VALUE

Average Points Score (Capped 9)

Target: **365 - 380** | Cohort APS: **379.00 Points**

2021/22	2022/23	2023/24	2024/25	2025/26
345.0	355.0	358.7	378.0	379.0



The average points score based on each pupil's best 9 subjects (Capped 9) was **379.0 points**. This is **within our target range (365-380 pts)** and is an increase of 1.0 points from last year.

5-Year Trend: This is a new record for the school, showing a big **increase of 34.0 points** since 2021/22. The 3-year average **increased from 363.9 points (2022/23-2024/25) to 371.9 points (2023/24-2025/26)**. As discussed in the level 1 measure, the performance in qualifications such as equality and diversity and skills challenge, as well strong performance in a range of non-core subjects such as art, construction, health and social care and child care and hospitality and catering.

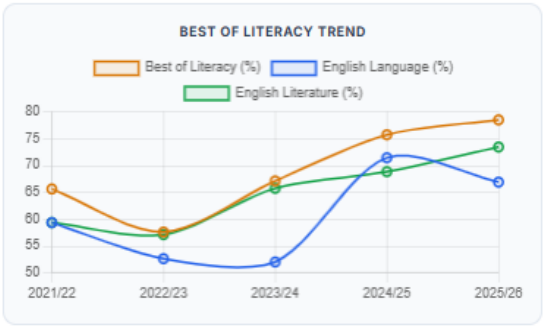
Pupil Groups: Non-eFSM pupils scored an average of **389.0 points**, while eFSM pupils scored **356.0 points**. This is a gap of **33 points**. Girls scored an average of **406 points**(above the target of 370-390 points), compared to **367.0 points** for boys (slightly below the target set - 370-390 points).

OVERALL VALUE

Best of Literacy

Target: **42 - 44 APS** | Cohort APS: **43.0 APS**

	2021/22	2022/23	2023/24	2024/25	2025/26
Best of Literacy	65.63%	57.62%	67.12%	75.71%	78.47%
English Language	59.38%	52.67%	52.05%	71.43%	66.90%
English Literature	59.38%	57.14%	65.75%	68.84%	73.43%



The percentage of pupils achieving grade C or above in **Best of Literacy** was 78.47% (113 out of 144 pupils), an increase of 2.76 percentage points (ppt) from last year's 75.71%. Across individual qualifications, **English Literature** rose by 4.59 ppt to 73.43% (105 pupils, up from 68.84%), while **English Language** decreased by 4.53 ppt to 66.90% (97 pupils, down from 71.43%).

5-Year Trend:

- **Best of Literacy:** Increased for the third consecutive year to 78.47%, sitting 12.84 ppt above the 2021/22 baseline of 65.63%. The 3-year average reached a high of 73.77%.
- **English Literature:** Continued its upward trajectory for a third year, rising to 73.43% (14.05 ppt above its 2021/22 baseline of 59.38%), with a 3-year average of 69.34%.
- **English Language:** Dropped to 66.90% following a peak in 2024/25 (71.43%), but remains 7.52 ppt higher than its 2021/22 figure (59.38%), holding a 3-year average of 63.46%.

Pupil Groups:

- **Best of Literacy:** Girls outperformed boys with 89.09% (49/55) achieving A*-C compared to 71.91% (64/89) of boys (17.18 ppt gap) Non-eFSM pupils achieved 80.70% (92/114) compared to 70.00% (21/30) for eFSM pupils (10.70 ppt gap).
- **English Literature:** Girls recorded 88.89% (48/54) against boys' 64.77% (57/88) (24.12 ppt gap). Non-eFSM pupils scored 76.99% (87/113) versus 62.07% (18/29) for eFSM pupils (14.92 ppt gap).
- **English Language:** Girls achieved 80.00% (44/55) compared to 59.55% (53/89) for boys (20.45 ppt gap). Non-eFSM pupils scored 70.18% (80/114) versus 56.67% (17/30) for eFSM pupils (13.51 ppt gap).

Subject Breakdown & Overall Metrics:

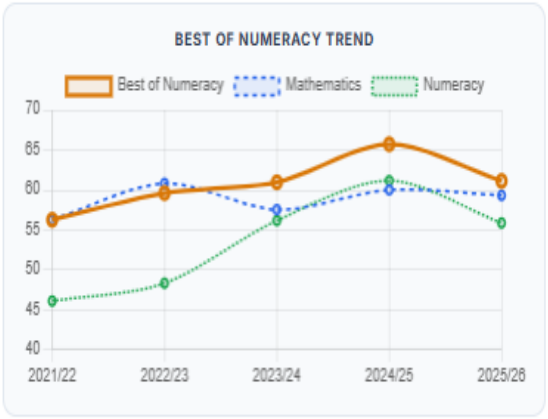
At A*-C, English Literature outperformed English Language by 6.53 ppt (73.43% vs 66.90%). Across the full grade spectrum for Best of Literacy, 26.39% (38 pupils) achieved A*-A grades, while 100.00% (144 pupils) secured A*-G grades. Overall average point score for Literacy stood at 43.0, with females averaging 47.5 compared to 40.7 for males (-6.9 gap), and non-eFSM pupils averaging 43.8 compared to 41.4 for eFSM pupils (-2.4 gap). When comparing to national data, we see that English language **outperformed the national average (66.9% vs 54.0)** at grades C and above, and also at **A grade and above (21.4% vs 11.6%)**. In English literature, we fell **slightly below the national average at grade C or above (73.4% vs 74.8%)** but **above the national average for grade A and above (21.7% vs 21.1%)**. It is worth noting that pupils completed the qualification in year 10.

CORE SUBJECT

Best of Numeracy

Target: **40 - 42 APS** | Cohort Achieved: **38.7 APS**

	2021/22	2022/23	2023/24	2024/25	2025/26
Best of Numeracy	56.25%	59.60%	60.95%	65.71%	61.11%
Mathematics	56.25%	60.81%	57.53%	60.00%	59.31%
Numeracy	46.09%	48.32%	56.16%	61.15%	55.86%



The percentage of pupils achieving grade C or above in **Best of Numeracy** was **61.11%** (88 out of 145 pupils), a decrease of 4.60 percentage points (ppt) from last year's 65.71%. Across individual qualifications, **Mathematics** stood at **59.31%** (86 pupils), while **Numeracy** reached **55.86%** (81 pupils).

5-Year Trend:

- **Best of Numeracy:** Holds a 5-year increase of +4.86 ppt above the 2021/22 baseline (56.25%), maintaining a strong 3-year average of 62.59%.
- **Mathematics:** Shows steady performance near the 60% mark, holding a 3-year average of 58.95%.
- **Numeracy:** Decreased to 55.86% from last year's peak (61.15%), but remains higher than the 2021/22 baseline (46.05%).

Pupil Groups:

- **Best of Numeracy:** Girls achieved **67.27%** (37/55) compared to **57.30%** (51/89) for boys (9.97 ppt gap). Non-eFSM pupils achieved **64.04%** (73/114) compared to **50.00%** (15/30) for eFSM pupils (14.04 ppt gap).
- **Mathematics:** Girls achieved **67.27%** (37/55) compared to **55.06%** (49/89) for boys (12.22 ppt gap). Non-eFSM pupils achieved **64.04%** (73/114) compared to **50.00%** (15/30) for eFSM pupils (14.04 ppt gap).
- **Numeracy:** Girls achieved **65.45%** (36/55) compared to **55.56%** (45/89) for boys (14.89 ppt gap). Non-eFSM pupils achieved **59.65%** (68/114) compared to **43.33%** (13/30) for eFSM pupils (16.32 ppt gap).

Subject Breakdown & Overall Metrics:

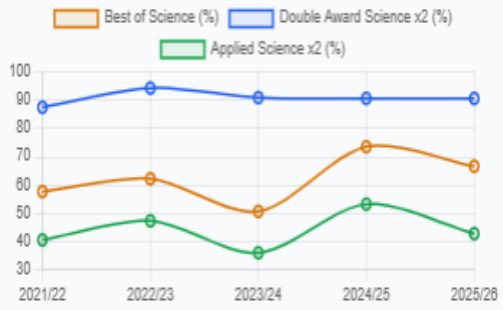
At A*-C, mathematics **outperformed numeracy by 3.45 ppt** (59.31% vs 55.86%). Across the full grade spectrum for Best of numeracy, **15.97% (23 pupils) achieved A*-A grades**, while **99.31% (143 pupils)** secured A*-G grades. Overall average point score for numeracy stood at **38.7**, with females averaging **41.2 compared to 37.6** for males (-3.6 gap), and non-eFSM pupils averaging **39.6 compared to 36.5** for eFSM pupils (-3.2 gap). When comparing to national averages, we see that mathematics **significantly outperformed the national figure at grade C and above (59.3% vs 48.6%)** and at grade A, met the national figure. In numeracy, again the school **outperformed the national average at grade C and above (55.9% vs 49.4%)** and **outperfromed the national average for grade A and above (13.8% vs 11.9%)**.

CORE SUBJECT

Best of Science

Target: **40-42 APS** | Cohort Achieved: **38.2 APS**

	2021/22	2022/23	2023/24	2024/25	2025/26
Best of Science	57.72%	62.25%	50.70%	73.57%	66.67%
Double Award Science x2	87.50%	94.29%	90.90%	90.63%	90.63%
Applied Science x2	40.66%	47.37%	36.10%	53.27%	42.86%



The percentage of pupils achieving at least one grade C or above in **Best of science** was **66.67%** (96 out of 144 pupils), a decrease of **6.90** percentage points (ppt) from last year's 73.57%. In the double award qualification, **90.63%** of pupils sitting the qualification (29 out of 32) achieved 2 C grades or above, with **100%** achieving at least 1 C grade. In the applied science qualification, **42.86%** achieved at least 2 C grades (48 out of 112). This is **10.41** ppt lower than the previous year. **57.14%** of pupils gained at least 1 grade C in the applied science qualification. Those achieiving two grades C or above in the applied qualification **outperformed the national average (42.9% vs 33.1%)**. No pupils achieved two A grades or above, compared to 2.4% nationally.

5-Year Trend:

• **Best of Science:** Holds a 5-year increase of +8.95 ppt above the 2021/22 baseline (57.72%), maintaining a strong 3-year average of 63.65%.

• **Double Award x2:** Shows a steady increase over the 5 year period, rising 3.13 ppt. However, the three year average fell to 90.72% from 91.94%. • **Applied Science x2:** Decreased to 42.86% from last year's peak (53.27%), but remains higher than the 2021/22 baseline (40.66%). Three year average has decreased to 44.08% from 45.58%.

Pupil Groups:

• **Best of Science:** Girls achieved **69.09%** (38/55) compared to **58.43%** (52/89) for boys (10.66 ppt gap). Non-eFSM pupils achieved **65.79%** (75/114) compared to **50.00%** (15/30) for eFSM pupils (15.79 ppt gap).

• **Double Award Science x2:** 100% of Girls achieved two grades C or above (15/15), compared to **82.35%** (14/17) for boys (17.65 ppt gap). Non-eFSM pupils achieved **92.59%** (25/27) compared to **80.00%** (4/5) for eFSM pupils (12.59 ppt gap).

• **Applied Science x2:** 69.09% of Girls achieved two grades C or above (23/39), compared to **58.43%** (52/72) for boys (24.25 ppt gap). Non-eFSM pupils achieved **45.98%** (75/87) compared to **33.33%** (8/24) for eFSM pupils (12.64 ppt gap).

Subject Breakdown & Overall Metrics:

Across the full grade spectrum for Best of science, **11.81% (17 pupils) achieved A*-A grades**, while **97.92% (141 pupils)** secured A*-G grades. Overall average point score for science stood at **38.2**, with females averaging **42.1 compared to 36.3** for males (-5.8 gap), and non-eFSM pupils averaging **39.2 compared to 35.9** for eFSM pupils (-3.3 gap).

Full Results Table (2025/26 Cohort)

A complete list of targets, results, and changes from last year.

Total Pupils: 145

Measure	Target	Last Year (24/25)	Number of Pupils	This Year (25/26)	Change from Last Year	Status
Level 2 Inclusive (5 A*-C incl Eng & Maths)	57.0% - 60%	61.43%	81	55.86%	-5.57 ppt	Below Target
Level 1 (5 A*-G)	97.0% - 99.0%	99.29%	144	98.62%	-0.67 ppt	Target Met
5 A*-A Grades	12.0% - 17.0%	9.29%	22	15.17%	+5.88 ppt	Target Met
Average Points Score (Capped 9)	365 - 380 pts	378.00 pts	145	379.00 pts	+1.00 pts	Target Met
Best Literacy (APS)	42 - 44 APS	42.10 APS		43.0 APS	+0.90 APS	Target Met
Best Numeracy (APS)	40 - 42 APS	38.41 APS		38.70 APS	+0.29 APS	Below Target
Best Science (A*-C)	40 - 42 APS	39.73 APS		38.20 APS	-1.53 ppt	Below Target
Girls L2 Inclusive	58.0% - 62.0%	62.12%	36 (of 55)	65.45%	+2.81 ppt	Target Exceeded
Boys L2 Inclusive	45.0% - 58.0%	60.81%	45 (of 89)	50.56%	-10.25 ppt	Below Target
eFSM L2 Inclusive	47.0% - 51.0%	40.00%	14 (of 30)	46.67%	+6.67 ppt	Below Target

5-Year Results Summary (2021/22 – 2025/26)

Looking back at the last 5 years of results for our main measures and subjects.

Measure / Subject	2021/22	2022/23	2023/24	2024/25	2025/26	Change Over 5 Years
Level 2 Inclusive (L2+)	51.56%	53.64%	54.80%	61.43%	55.86%	+4.30 ppt
Level 1 (5 A*-G)	95.30%	96.69%	97.90%	99.29%	98.62%	+3.32 ppt
5 A*-A Grades	12.50%	12.58%	10.30%	9.29%	15.17%	+2.67 ppt
Average Points Score (Capped 9)	345.0	355.0	358.7	378.0	379.0	+34.0 pts
Best Literacy	65.63%	57.62%	67.12%	75.71%	78.47%	+12.84 ppt
Best Numeracy	56.25%	59.60%	60.95%	65.71%	61.11%	+4.86 ppt
Best Science	57.72%	62.25%	50.70%	73.57%	66.67%	+8.95 ppt

Attendance

The following attendance data has been prepared by the Local Authority for the academic year from September 2025 until 17th July 2026.

Attendance Summary: School Year 2025-26

	25-26
Afon Taf	89.79%
Merthyr CBC Secondary Schools	87.30%

Attendance by Month (Academic Year 2025-2026)

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Afon Taf %	92.97%	92.61%	92.90%	91.86%	92.09%	92.16%	92.30%	92.25%	91.96%	90.76%	89.79%
MTCBC %	89.90%	89.67%	89.60%	88.52%	88.80%	88.90%	89.12%	89.05%	88.93%	88.09%	87.30%

Attendance eFsm /non eFSM (Academic Year 2025-26)

	eFSM	Non eFSM
Afon Taf	83.66%	90.09%
Merthyr Secondary Schools	79.86%	88.69%

Attendance by Year Group 25-26

		National Curriculum Year Group				
	All Years	Year 7	Year 8	Year 9	Year 10	Year 11
Afon Taf	89.79%	92.72%	91.08%	88.90%	89.09%	84.98%
Merthyr Sec	87.30%	90.85%	86.61%	87.01%	86.76%	84.59%

Persistent Absentee Data 25-26

	% of pupils with attendance less than 80%	% of pupils with attendance less than 90%
Afon Taf	10.90%	40.36%
Merthyr Sec	16.47%	45.20%

Exclusions 25-26

	2023-24		2024-2025		2025-26	
	No. Exclusions	No. Days Lost	No. Exclusions	No. Days Lost	No. Exclusions	No. Days Lost
Afon Taf	137	94.5	117	108	148	160
MTCBC	500	811	426	647	510	760

Organisation of the school 2026-27

Timetable

We operate a two week timetable, with five one hour lessons per day. We start at 8:30 am and finish at 3:05 pm, though staff are expected to be in school before the start of the school day and remain for at least ten minutes at the end of the day. The school is open from 7:05 to staff and 8:00 am to pupils.

School Day

8:30am-	8:55 am	Registration/Assembly
8:55am-	9:55am	Lesson 1
9:55am-	10:55am	Lesson 2
10:55am-	11:20am	Break Time
11:20am-	12:20am	Lesson 3
12:20am-	1:20pm	Lesson 4
1:20pm-	2:05pm	Lunch Time
2:05pm-	3:05pm	Lesson 5

Term Dates 2026-27

TERM	TERM BEGINS	HALF TERM STARTS	HALF TERM ENDS	TERM ENDS
AUTUMN 2026	Tuesday 1 September	Monday 26 October	Friday 30 October	Friday 18 December
SPRING 2027	Monday 4 January	Monday 8 February	Friday 12 February	Friday 19 March
SUMMER 2027	Monday 5 April	Monday 31 May	Friday 4 June	Tuesday 20 July

Finance

Budget Summary

Afon Taf ended the financial year @ 31/3/26 with a surplus budget of £92K.
In line with the Local Authority's Schools Financial Monitoring, Scrutiny and Intervention Policy, Afon Taf has been categorised as being at low financial risk (Green) for the following reasons:
School budgeted to end the financial year @ 31/3/27 with a surplus of £102K which is 2.2% of formula funding.
School considered to be at low risk of a deficit over its Medium-Term Financial Plan (MTFP).

Wellbeing

This continues to be a key focus for Afon Taf, and we have worked very diligently with pupils and their families to ensure that pupils are as happy as possible when learning in school. We have a dedicated team who support pupil wellbeing in the school. We run a variety of support programmes in the school and have undertaken training as a trauma informed school to ensure we better understand our pupils' needs and issues. Our stakeholder surveys tell us, that the majority of pupils and parents are happy with the school and the support we provide.

Sporting Programme and Fixtures

Pupils from all year groups have participated in a wide variety of sports, many progressing to gain representative honours. Pupils participate in range of sports on a carousel basis. Underpinning this participation is an extensive programme of extra-curricular activities provided by teachers and support staff. We have superb sporting facilities to support these activities.

ALN

The school publishes an Additional Needs Policy, which encompasses the framework of identification, assessment and provision for students with ALN. Mrs Hayley Searle is the school's Additional Learning Needs Co-ordinator (ALNCo).

Provision of Toilet Facilities

The School provides gender neutral cubicles and disabled access toilets for pupils. The toilet area is open plan. Toilets are cleaned daily at the end of school by a cleaning contractor.

Healthy Eating

At Afon Taf High School we promote healthy eating and fitness as key to helping our pupils to lead active and healthy lives. There is a whole school approach which encompasses learning across the curriculum, extracurricular activities, planning of the school site, provision of school meals and drinking water.

Key aspects include

- Promoting healthy choices around food and fitness in our school parliament and other pupil focus groups
- teaching food preparation and food hygiene skills
- teaching about the relationship between food, physical activity and health benefits - long and short term
- promoting the take-up of school meals and of healthy packed lunches for those students
- bringing food into school
- working with the school catering service
- offering a diverse range of physical activities through the PE curriculum and in extra-curricular provision, for both girls and boys
- providing suitable indoor and outdoor space for physical activity
- promoting healthy living both within the school and in the community via social media
- teaching personal health and wellbeing through dedicated RSE lessons and in form time
- Working with our site contractors to promote healthy food and fitness choices

Links with the community

Afon Taf is proud to be at the heart of our local community. We actively encourage and promote co-operative and constructive partnerships with parents, local industry, other educational establishments and the community at large.

School Improvement

Identified key school priorities 2026-29

Identified Key School Priorities 2026-29					
P1	**Develop Pupils' Skills** Intended Outcome: 2026–27 - Most leaders will implement a clear, progressive plan for Literacy, Numeracy, Digital Competence and Welsh skills within their subject, planning learning that develops skills progressively and setting high expectations for pupils' achievement. 2027–28 - Most teachers will embed the planned progression of Literacy, Numeracy, Digital Competence and Welsh through consistently effective teaching, ensuring pupils apply and develop these skills purposefully and with increasing sophistication across the curriculum. 2028-29 - As a result of consistently effective teaching, most pupils will demonstrate secure progression in Literacy, Numeracy, Digital Competence and Welsh, independently applying these skills with confidence, accuracy and increasing challenge across the curriculum.		P4	**Develop Teaching and Learning** Intended Outcome: 2026-27 – Nearly all pupils are able to learn effectively with a high level of independence. 2027-28 – Develop whole school coaching model where staff continuously develop their practice to positively impact on standards. 2028-29 - Embed peer coach where staff routinely share best practice and challenge each other to provide high quality teaching that impacts on standards.	
P2	**Attendance and Attitudes to Learning** Intended Outcome: 2026-27 – Most eFSM pupils have over 90% attendance 2027-28 – Nearly all eFSM pupils have over 90% attendance 2028-29 - Nearly all eFSM pupils have over 92% attendance		P5	**Improved leadership impacting on standards** Intended Outcome: 2026-27 – Many Middle Leaders increase the precision of self-evaluation and improvement processes 2027-28 – Most Middle Leaders increase the precision of self-evaluation and improvement processes 2028-29 - All Middle Leaders increase the precision of self-evaluation and improvement processes	
P3	**Improved Outcomes for Learners in English and Mathematics** Intended Outcome: 2026-27 – Nearly all pupils make expected progress in English and Mathematics 2027-28 – Many pupils achieve above their MEG for English and Mathematics 2028-29 - …				

Afon Taf Examination Performance Targets

Performance Measure	Overall Target	Boys	Girls	eFSM	eFSM Boys
Level 1	97% - 99%	97% - 99%	98 - 100%	96% - 100%	92% - 100%
Level 2 Inclusive	57% - 60%	55% - 58%	58% - 62%	47% - 51%	45% - 48%
5 A*/A	12% - 17%	9% - 12%	16% - 20%	10% - 14%	3% - 5%
Average Capped Points	370 - 390 APS	370 - 390 APS	370 - 390 APS	330 - 350 APS	320 - 340 APS
Best of Numeracy	40 - 42 APS	39 - 42 APS	39 - 42 APS	33 - 35 APS	36 - 38 APS
Best of Literacy	42 - 44 APS	41 - 43 APS	43 - 45 APS	36 - 38 APS	33 - 35 APS
Best of Science	40 - 42 APS	39 - 42 APS	39 - 42 APS	33 - 35 APS	33 - 35 APS