



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

A report on

**Coleg Cymunedol Y Dderwen
Heol yr Ysgol
Tondu
Bridgend
CF32 9EL**

Date of inspection: October 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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Publication date: 15/12/2015

Context

Coleg Cymunedol Y Dderwen is an 11 to 18 mixed English medium comprehensive school that is maintained by Bridgend local authority. The school was formed as the result of a merger of Ogmores School and Ynysawdre School in 2011. The school initially operated on a split site before moving to its new premises located near the Ynysawdre site in September 2013. It serves the Sarn, Bryncethin, Garw and Ogmores valleys.

There are currently 1,280 pupils on roll with 171 in the sixth form. Twenty-five-point-eight per cent of pupils are eligible for free school meals, which is above the national average of 17.4%. Around 34% of pupils live in the 20% most deprived areas in Wales.

The school receives pupils from the full range of ability. Very few pupils receive support to learn English as an additional language and very few pupils come from a minority ethnic background.

About 25% of pupils have special educational needs, which is broadly in line with the national average of 25.4%. The percentage of pupils with a statement of special educational needs is below the national average of 2.5%. The school has an additional designated teaching resource for pupils with moderate learning difficulties. There are currently 35 pupils educated in this resource centre.

One per cent of pupils speak Welsh as a first language or to an equivalent standard and 15% can speak Welsh, but not fluently.

In September 2015, following the resignation of the previous headteacher, the local authority appointed an interim headteacher from another school within the authority to oversee the strategic development of the school. The leadership team consists of six directors including a director of finance and personnel. There are two seconded members of the leadership team whose specific responsibilities include vertical tutoring and wellbeing. The school operates a system of vertical tutoring with pupils organised into six colleges each led by a head of college.

The individual school budget per pupil for Coleg Cymunedol Y Dderwen in 2015-2016 means that the budget is £4,679 per pupil. The maximum per pupil in the secondary schools in Bridgend is £5,121 and the minimum is £3,977. Coleg Cymunedol Y Dderwen is second out of the nine secondary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

Despite improvements in levels of attendance and in outcomes at key stage 3, current performance is judged to be unsatisfactory because:

- Performance at key stage 4 over the last four years has been poor in many indicators when compared with that of similar schools and pupils' prior attainment
- The majority of pupils have weak literacy skills and do not develop these skills well enough across the curriculum
- Rates of fixed-term exclusions are high
- Curriculum arrangements in Year 9 and at key stage 4 have contributed significantly to poor outcomes in GCSE examinations
- Strategies to develop pupils' literacy and numeracy skills across the curriculum are not co-ordinated or planned well enough
- The quality of teaching and assessment is not having enough impact on improving standards
- There are important shortcomings in arrangements for the care, support and guidance of pupils
- The school does not comply with its statutory duty to provide a daily act of collective worship for all pupils

Prospects for improvement

The school's prospects for improvement are judged to be unsatisfactory because:

- There has been a lack of clear direction and high expectations about many aspects of the school's work
- Leaders and managers do not demonstrate the capacity to secure the necessary improvement in key areas of the school's work
- The roles and responsibilities of senior leaders are not well balanced or defined clearly enough
- Systems of accountability and processes for quality assuring all aspects of the school's work are not robust enough
- The school does not have suitable procedures to manage teachers' performance
- Self-evaluation and development planning processes are not effective in securing improvements across important areas of the school's work
- The governing body does not contribute fully to the strategic development of the school

Recommendations

- R1 Raise standards, particularly in key stage 4 and improve pupils' literacy and numeracy skills
- R2 Ensure that curriculum arrangements meet the needs of all pupils
- R3 Improve the quality of teaching and the effectiveness of assessment
- R4 Strengthen arrangements for the care, support and guidance of pupils and meet the statutory requirement to provide a daily act of collective worship
- R5 Improve the effectiveness of leadership at all levels to ensure clear direction, high expectations and accountability in all areas of the school's work
- R6 Strengthen self-evaluation and improvement planning arrangements

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

At key stage 4, performance over the last four years has been poor in many indicators when compared with that of similar schools and pupils' prior attainment.

Performance in the level 2 threshold including English and mathematics improved in both 2014 and 2015. Despite this improvement, performance places the school in the bottom 25% of similar schools based on eligibility for free school meals in each of the last three years. Performance has also been below family averages and modelled outcomes based on eligibility for free school meals throughout this period.

Provisional data shows that performance in the capped points score dipped in 2015 following an improvement the previous year. During the last three years, performance has been below modelled outcomes and places the school in the bottom 25% of similar schools based on eligibility for free school meals. Provisional data shows that performance in the level 2 threshold dipped in 2015 having improved in the previous two years from a low base. In each of the last four years, performance has been below family averages and places the school in the bottom 25% of similar schools.

Provisional data for 2015, indicates that the proportion of pupils gaining five or more passes at grades A*/A is below family and Wales averages.

At post-16 in 2015, provisional data shows that the proportion of pupils achieving three passes at grades A*-C at A level or equivalent dipped from the previous year. While below Wales and local authority averages, performance remains above the family average. The proportion of pupils achieving three passes at grades A*/A is slightly above the family average. Performance in the average wider points score is below that achieved in each of the previous two years.

At key stage 3 over the last four years, there has been a steady improvement in the proportion of pupils that achieve the core subject indicator. Performance in this indicator is above modelled outcomes and places the school in the upper 50% of similar schools based on free-school-meal eligibility.

In 2015, the difference between the performance of boys and girls is smaller than Wales averages in all indicators at key stage 3. The gap has reduced significantly since 2012 largely due to considerable and faster improvements by boys than girls over this period.

At key stage 4, the difference between the performance of boys and girls has been erratic during the last four years. Provisional data for 2015 shows that the gap is larger than both family and Wales averages in the level 2 threshold and in English. In many indicators, there has been a reduction in the gap between boys' and girls' performance, largely due to an improvement in the performance of boys and a dip in the performance of girls. In all indicators apart from science and English, the performance of both boys and girls is below that of similar schools.

At key stage 3, the performance of pupils eligible for free school meals has improved in each core subject over the last two years. The proportion of these pupils achieving the core subject indicator is above the family average. At key stage 4 in 2015, provisional data shows that there is an improvement in the performance of pupils eligible for free school meals in many indicators. Performance of these pupils is now above family averages for similar pupils in the level 2 threshold including English and mathematics, the core subject indicator and both English and mathematics.

In the last two years, no pupil has left education without any qualifications. The proportion of pupils staying on in full-time education after 16 is 83%. This is below local authority and national averages. The proportion that left school at 16 who are reported as being not in education, employment and training is 6.6%. This is worse than local authority and national averages.

In a minority of lessons, pupils make suitable progress in extending their knowledge and skills, and acquiring a secure understanding of new concepts. However, in the majority of lessons pupils make limited progress. In these lessons, many pupils remain passive in their learning. They lack confidence in applying their earlier learning to tackling new problems, do not develop effective learning skills and do not include enough detail or depth in their verbal or written responses.

The majority of pupils have weak literacy skills and do not develop these skills well enough across the curriculum. A minority use subject-specific vocabulary accurately, but many have a limited vocabulary and are unable to articulate their ideas successfully both orally and in their writing. As a result, these pupils do not develop their thinking and understanding well enough in group and whole-class discussions. Generally, pupils listen attentively and work well in paired or small group activities.

Around half of the pupils read effectively, for example to extract information from a variety of texts. A few pupils use more sophisticated skills including inference to develop their understanding in a range of situations, for example when considering why certain countries are less well protected against earthquakes. A few more able pupils synthesise information well to consider topics such as 'The Last Supper'. However, the majority of pupils do not read fluently enough to develop their understanding. Partly as a consequence, they do not make enough progress in their learning.

Across the curriculum, a minority of pupils write well for a range of purposes and audiences. Many of these pupils understand the purpose of their writing, but are less clear about their audience. As a result, they frequently make incorrect language choices and their writing lacks the correct tone. A very few pupils produce well-constructed, extended writing that is technically accurate. However, many pupils make basic errors in spelling, punctuation and grammar. The majority of pupils have poor presentational skills. They also have missing or incomplete work in their books. Very few pupils take responsibility for improving the content and technical accuracy of their work.

The numeracy skills of nearly all pupils are underdeveloped. In a few lessons across the curriculum, pupils demonstrate a secure knowledge of basic numeracy, for example using multiplication and division correctly. Most pupils are able to complete

appropriate calculations accurately when working independently to solve basic algebraic equations.

Standards in Welsh second language are poor. Unverified data provided by the school shows that just 39% of those Year 11 pupils following the full GCSE course achieved a pass at grades A*-C. Only 34% of the Year 10 cohort of pupils who followed the short course gained an A*-C pass in the GCSE examination.

Wellbeing: Adequate

Many pupils feel safe in school. Around half believe that the school deals well with bullying and most know who to go to if they have a problem. The majority of pupils understand the importance of healthy living. However, only a minority take part regularly in extra-curricular sporting and fitness-related activities.

Overall attendance, including that of pupils eligible for free school meals, has improved considerably in the last two years. Attendance levels are now slightly above modelled outcomes based on eligibility for free school meals. There has also been a marked reduction in persistent absenteeism over the past two years, although the proportion of pupils who are persistent absentees remains above local authority and Wales averages.

The majority of pupils enjoy and engage productively in their learning. Many pupils behave well both in lessons and around the school. In a very few lessons, a minority of pupils disrupt the work of others. Although the school has steadily reduced the number of days per exclusion, rates of fixed-term exclusion remain above local authority and Wales averages.

There are suitable arrangements for pupils to express their views about a clear range of topics. The school council has made useful contributions to the staff recruitment process and has influenced improvements in facilities. However, pupils have had a limited influence on reviewing and strengthening aspects of teaching and learning. A few pupils engage purposefully in the school community, developing valuable social and life skills. Many show respect, care and concern for others, for example through their participation in charitable activities, as sports ambassadors and as mentors supporting younger pupils in their tutor groups.

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Unsatisfactory

Curriculum arrangements in Year 9 and at key stage 4 have contributed significantly to poor outcomes in GCSE examinations. Most pupils lack the skills necessary to maximise their full potential in those GCSE examinations they undertake at the end of Year 9 or in Year 10. By the end of key stage 4, pupils have significant gaps in their knowledge and understanding in many subjects. This is in part a result of a lack of continuity in learning experiences and through not studying a subject in depth for an extended period of time. The time allocation for Welsh second language in key stage 4 is having a detrimental impact on standards in this subject.

At all key stages, the school offers a broad curriculum, which meets statutory requirements. Constructive collaborative partnerships with several external providers offer beneficial opportunities for pupils to undertake a range of worthwhile vocational courses. This vocational provision has enabled most learners to achieve relevant level 2 qualifications.

The school provides a satisfactory range of extra-curricular activities that help to extend pupils' academic and recreational interests. However, the range of activities is more attractive to pupils in key stage 3 than others.

There is helpful individual support for pupils with weak literacy and numeracy skills. However, strategies to develop pupils' literacy and numeracy skills across the curriculum are not co-ordinated or planned well enough. The school has not made enough progress towards implementing the literacy and numeracy framework.

Pupils have insufficient opportunities to learn about Wales and develop their use of the Welsh language around the school.

There is suitable provision to ensure that pupils have a sound grasp of sustainable development and global citizenship.

Teaching: Unsatisfactory

Overall, the quality of teaching and assessment is not having enough impact on improving standards. In particular, it is not providing suitable opportunities for pupils to develop their literacy and numeracy skills.

In the majority of classes where teaching has important shortcomings, learning activities are not matched well to pupils' differing needs and do not engage them suitably. In particular, learning outcomes are not challenging and the pace of the lesson is too slow. This is because teachers do not have sufficiently high expectations of what pupils can achieve and do not provide regular opportunities for pupils to produce extended written responses. This limits pupils' progress and prevents them from acquiring an in-depth understanding of new topics and improving their skills.

In a minority of classes, teachers use their subject expertise and awareness of pupils' abilities and differing needs to plan a range of learning activities that engage and challenge them. These activities build well on previous learning and help pupils to extend their knowledge and understanding and to refine their subject-specific skills. In these classes, teachers explain new concepts and principles clearly and provide pupils with useful opportunities to work independently. In particular, teachers use questioning effectively to develop pupils' thinking and communication skills.

Most teachers mark pupils' work regularly. However, the quality of verbal and written feedback varies too much. In too many cases, teachers' comments relate largely to effort rather than offering subject-specific advice and explaining clearly how pupils can improve their work. Across the school, there is an increasing emphasis on the use of peer and self-assessment. Generally, these activities make little contribution to improving the quality of pupils' work and often reduce time available for more constructive learning activities.

The school is strengthening its tracking and monitoring arrangements. Most pupils are aware of their personal targets. Regular assessments are used to monitor and track pupils' progress towards achieving their predicted targets. This is helping staff to identify where there is underperformance and to determine suitable interventions for these particular pupils. This process is carried out systematically for Year 11 pupils. It is less well established for other year groups and has not contributed sufficiently to bringing about improvements.

Reports to parents provide helpful information about their child's progress. Many reports include clear subject-specific strategies for improvement. Despite this, the majority of parents do not feel well informed about their child's progress.

Care, support and guidance: Unsatisfactory

Despite the generally suitable arrangements for pupils' care, support and guidance, there are important shortcomings in specific areas of the school's work.

There are appropriate systems that are beginning to improve pupils' attendance. The school provides a suitable range of physical and recreational activities that support pupils' wellbeing of a minority of pupils. However, it does not promote healthy eating and drinking effectively enough.

The school has recently introduced a useful behaviour policy and generally monitors instances of poor behaviour closely. However, strategies to prevent bullying, for example through the personal and social education programme, are underdeveloped. The school does not record comprehensively the actions and outcomes of reported incidents of bullying.

There are suitable links with partner primary schools that help identify pupils' needs at an early stage. In addition, the school has constructive relationships with support agencies, such as the police, health professionals and counselling services, that provide pupils with useful guidance and support. However, pupils and parents receive limited careers guidance and information to help them choose appropriate courses at key stage 4 and in the sixth that meet their future aspirations. The school promotes pupils' moral development well through the 'thought for the week', college assemblies and tutor periods. Opportunities both within and outside the curriculum to promote pupils' spiritual, social and cultural development are not planned well. The school does not comply with its statutory duty to provide a daily act of collective worship for all pupils.

Pupils with additional learning needs receive useful support. Information about these pupils' needs is shared well with staff. A minority of teachers use this information appropriately in their teaching and planning. Learning support assistants provide helpful intervention programmes that assist pupils to make sound progress in developing their basic skills. However, procedures to evaluate the impact of these programmes and the progress these pupils make are inconsistent. Individual education plans contain valuable information and strategies to promote pupils' learning. Despite this, the targets included in these plans are not specific enough to ensure that these pupils achieve in line with their abilities.

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

Learning environment: Good

The school promotes a positive and inclusive learning environment. It seeks to ensure equality of opportunity for pupils and staff alike. The achievements of pupils and staff are praised and rewarded publicly. However, there is little emphasis on the celebration of diversity.

The school works hard to make sure that pupils do not underachieve due to social disadvantage. For example, it provides tablet computers to all pupils to ensure equality of access to learning at school and at home.

The premises and accommodation provide a high-quality and sustainable learning environment. There are excellent facilities for practical subjects, such as physical education and design and technology. Learning resources meet pupils' needs well.

In a minority of classrooms, attractive displays support pupils' learning. However, elsewhere throughout the main public areas of the school there are very few examples of pupils' work or displays that celebrate pupils' achievements or stimulate their interests.

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

There are weaknesses in leadership and management at all levels. Since the school opened in 2011, senior leaders have not provided effective strategic leadership or clear direction. As a result, progress in raising standards and improving the quality of teaching and learning has been too slow.

The recently appointed interim headteacher has set out a suitable vision for improvement. This includes raising standards, ensuring clear channels of communication throughout the school and establishing appropriate levels of accountability. In a short space of time he is beginning to improve staff morale. The structure of the senior leadership team is inappropriate. The roles and responsibilities of senior leaders are not well balanced or defined clearly enough. Responsibility for the line management of departments has not been distributed equitably among members of the leadership team.

Systems of accountability are weak across the school. Processes for quality assuring the work of middle leaders are not robust enough. Although middle leaders attend fortnightly meetings with their line manager, these meetings do not focus closely enough on raising pupils' standards or on developing their literacy and numeracy skills. Areas in need of development and agreed actions are not recorded formally.

There is too much variation in the effectiveness of middle leaders. A minority of these leaders prioritise areas for improvement well and hold departmental members

to account effectively. However, in the majority of cases where the quality of leadership is less effective, there is too little focus on improving the quality of teaching and learning.

The school does not have suitable procedures to manage teachers' performance. The individual job descriptions of many teachers are generic and do not reflect current responsibilities. Consequently, staff cannot be held to account effectively. All members of staff have been given three identical performance objectives, which do not have specific measurable targets.

The school has not addressed local and national priorities quickly or well enough. Although it has increased levels of attendance and improved outcomes of pupils eligible for free school meals, there has been too little progress in developing pupils' literacy skills.

Governors have access to an appropriate range of performance data. However, they do not compare the school's performance against that of similar schools rigorously enough. Although governors are aware that standards need to improve significantly, they do not hold senior or middle leaders to account robustly enough for important aspects of their work. The governing body's involvement in the school's self-evaluation and improvement planning process is limited. Consequently, its role in the strategic development of the school is underdeveloped.

Improving quality: Unsatisfactory

Self-evaluation and development planning processes are not effective in securing improvements across important areas of the school's work.

Self-evaluation arrangements draw on a suitable range of relevant evidence including pupil performance data, lesson observations, work scrutiny and subject reviews. However, the views of pupils are not considered well enough and the school takes little account of the views of parents. Lesson observations and work scrutiny do not focus on the quality of pupils' work and on the impact of teaching and assessment in improving standards and skills. This is a significant shortcoming as leaders do not identify key areas for improvement in pupils' skills, particularly in their writing. The self-evaluation report contains an appropriate analysis of data and highlights strengths and areas for improvement. However, this analysis does not take sufficient account of the school's performance in comparison to similar schools. As a result, the school has an overly positive view of its performance and, in particular, the quality of teaching.

Many team leaders have a developing understanding of data and of performance in their subject areas. However, subject self-evaluation processes are not sufficiently comprehensive or robust. There is not a strong enough focus on evaluating the quality of teaching and learning through rigorous lesson observations and work scrutiny. Although heads of college, who are responsible for the vertical tutoring system, self-evaluate the quality of leadership in their areas, team leaders do not. As a result, these team leaders do not identify clearly enough those aspects of their work that need strengthening.

Most of the shortcomings identified in the self-evaluation report are addressed in the school development plan. The whole-school development plan contains many clear success criteria with suitably challenging targets that are linked to improving standards. However, many of the actions identified to bring about the improvements are not robust or precise enough to have the impact required. In addition, the whole-school development plan is very broad and does not prioritise initiatives well enough.

Subject development plans draw appropriately from the whole-school plan. However, the quality of these reports is not monitored closely enough and as a result reports vary too much in quality and do not provide an effective basis for improvement

Partnership working: Adequate

The school has established a range of constructive partnerships that enhance provision in specific areas of the school's work.

A school improvement group comprising schools within the regional education consortium meets regularly to promote good practice in teaching and learning. This group facilitates useful partnerships at key stage 4 that are helping to ensure that no pupil leaves education without any qualifications.

An attendance panel involving ten partner primary schools is helping to deliver a more strategic approach to improving pupils' attendance levels across the cluster of schools. In particular, there is a more consistent approach to communications with parents. This joint initiative has had a positive impact on overall school attendance levels including those pupils eligible for free school meals.

Through collaborative working with a range of partners, including seven secondary schools and the local further education college through the Bridgend Learning Partnership, the school offers a broad range of options for sixth form pupils. However, there is no quality assurance of external provision and the impact on pupils' progress is not monitored and tracked effectively.

Partnerships with parents are underdeveloped. The school does not engage effectively with parents or take enough account of their views about its work. Around half of parents believe that the school does not provide suitable opportunities to discuss their children's progress and a minority do not feel comfortable about approaching the school, for example when they have a particular concern.

Resource management: Unsatisfactory

The director of finance and personnel together with the interim headteacher monitors the school's expenditure meticulously. Spending decisions are matched appropriately to the school's priorities. Partnership work with neighbouring schools makes effective use of shared resources. Despite this, the governors have set a budget deficit for the current financial year. The school is working closely with the local authority and there are contingencies to reduce this predicted deficit.

The Pupil Deprivation Grant is used efficiently and is having a positive impact on attendance levels and outcomes of pupils eligible for free school meals.

The school deploys its teaching staff appropriately to deliver the school's curriculum. Teaching assistants provide valuable in-class support. The school offers a suitable range of professional development activities largely in partnership with other schools. However, performance management procedures are inappropriate since they do not identify the specific professional development needs of individual staff. Overall, the school's professional development arrangements have not had sufficient impact on improving the quality of teaching and learning.

In light of the unsatisfactory standards that pupils achieve, the school offers unsatisfactory value for money.

Appendix 1

6724086 - Coleg Cymunedol Y Dderwen

Number of pupils on roll	1309
Pupils eligible for free school meals (FSM) - 3 year average	25.8
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	237	223	231	249		
Achieving the core subject indicator (CSI) (%)	47.3	69.1	75.8	82.3	80.3	83.9
Benchmark quartile	4	3	3	2		
English						
Number of pupils in cohort						
Achieving level 5+ (%)	61.2	71.7	78.4	84.7	84.8	87.9
Benchmark Quartile	4	4	4	3		
Achieving level 6+ (%)	16.5	6.7	30.7	44.6	43.9	52.6
Benchmark Quartile	4	4	4	2		
Welsh first language						
Number of pupils in cohort						
Achieving level 5+ (%)	.	.	.	.	.	90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.	.	56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort						
Achieving level 5+ (%)	63.3	74.9	81.0	84.7	86.2	88.7
Benchmark Quartile	4	4	4	3		
Achieving level 6+ (%)	18.6	35.0	44.2	49.8	53.2	59.5
Benchmark Quartile	4	4	3	3		
Science						
Number of pupils in cohort						
Achieving level 5+ (%)	64.6	78.5	85.3	89.6	89.5	91.8
Benchmark Quartile	4	4	3	3		
Achieving level 6+ (%)	34.6	36.3	37.7	47.4	48.7	58.5
Benchmark Quartile	2	3	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.

6724086 - Coleg Cymunedol Y Dderwen

Number of pupils on roll	1309
Pupils eligible for free school meals (FSM) - 3 year average	25.8
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	223	257	238	218		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	40.4	29.2	39.9	43.6	50.6	57.6
Benchmark quartile	3	4	4	4		
Achieved the level 2 threshold	55.6	60.3	63.0	59.2	77.7	83.4
Benchmark quartile	4	4	4	4		
Achieved the level 1 threshold	91.5	91.8	93.7	93.6	95.5	94.3
Benchmark quartile	3	4	3	4		
Achieved the core subject indicator (CSI)	39.5	28.8	39.9	41.7	43.9	54.3
Benchmark quartile	2	4	3	3		
Average capped wider points score per pupil	291.7	288.1	297.3	295.6	331.0	342.3
Benchmark quartile	3	4	4	4		
Average capped wider points score plus per pupil	289.7	285.0	294.7	292.1	326.3	337.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	5.8	7.0	6.3	6.0	9.9	16.5
Benchmark quartile	.	.	.	.
Achieved A*-C in English	52.5	41.6	53.4	59.2	61.3	68.3
Benchmark quartile	2	4	4	3		
Achieved A*-C in Welsh first language	.	.	.	.	.	75.1
Benchmark quartile	.	.	.	.
Achieved A*-C in mathematics	51.6	35.4	48.3	49.5	58.5	64.2
Benchmark quartile	2	4	4	4		
Achieved A*-C in science	83.0	88.7	92.0	81.2	78.3	83.3
Benchmark quartile	1	1	1	3		

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

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

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

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

. Denotes the data item is not applicable.

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

** Key stage 4 examinations results for 2015 are provisional.

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

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

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

6724086 - Coleg Cymunedol Y Dderwen

Number of pupils on roll	1309
Pupils eligible for free school meals (FSM) - 3 year average	25.8
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	48	67	47	47		
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	22.9	11.9	12.8	34.0	27.9	31.3
Achieved the level 2 threshold	37.5	50.7	38.3	44.7	60.6	68.2
Achieved the level 1 threshold	83.3	88.1	89.4	87.2	90.0	89.2
Achieved the core subject indicator (CSI)	22.9	11.9	12.8	29.8	24.4	28.8
Average capped wider points score per pupil	246.8	255.8	246.4	265.1	295.1	302.1
Average capped wider points score plus per pupil	244.6	251.8	241.7	260.3	288.6	295.1
Achieved five or more GCSE grades A*-A	2.1	1.5	2.1	2.1	4.7	4.3
Achieved A*-C in English	31.3	25.4	34.0	42.6	39.9	44.7
Achieved A*-C in Welsh first language	.	.	.	.	.	51.3
Achieved A*-C in mathematics	31.3	14.9	14.9	38.3	37.2	38.9
Achieved A*-C in science	75.0	85.1	85.1	61.7	67.6	73.5

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

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

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

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

. Denotes the data item is not applicable.

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

** Key stage 4 examinations results for 2015 are provisional.

Key stage 5

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 17	71	96	78	69		
Percentage of 17-year-old pupils who:						
Achieved 3 A*-A at A level or equivalent	0.0	3.6	1.6	3.4	2.3	7.9
Achieved 3 A*-C at A level or equivalent	60.9	52.4	75.0	55.9	54.4	67.5
Achieved the level 3 threshold	96.9	92.9	96.9	91.5	94.1	96.9
Average wider points score per pupil	788.8	729.6	840.0	696.6	725.1	787.2

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.

. Denotes the data item is not applicable.

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

** Key stage 5 examinations results for 2015 are provisional.

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	323	62 19% 44%	226 70% 52%	30 9% 4%	5 2% 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying	322	21 7% 26%	141 44% 57%	124 39% 14%	36 11% 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I have someone to talk to if I am worried	320	83 26% 38%	177 55% 52%	50 16% 8%	10 3% 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
The school teaches me how to keep healthy	322	26 8% 24%	151 47% 56%	118 37% 18%	27 8% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are plenty of opportunities at school for me to get regular exercise	324	66 20% 45%	184 57% 45%	60 19% 9%	14 4% 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	322	85 26% 32%	209 65% 62%	20 6% 5%	8 2% 1%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers help me to learn and make progress and they help me when I have problems	319	78 24% 38%	198 62% 55%	38 12% 6%	5 2% 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
My homework helps me to understand and improve my work in school	323	47 15% 20%	170 53% 54%	81 25% 21%	25 8% 5%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books and equipment, including computers, to do my work	322	123 38% 45%	176 55% 46%	14 4% 7%	9 3% 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Pupils behave well and I can get my work done	322	12 4% 10%	153 48% 57%	117 36% 27%	40 12% 6%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Staff treat all pupils fairly and with respect	324	53 16% 29%	178 55% 50%	75 23% 16%	18 6% 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.

		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		324	36 11%	174 54%	91 28%	23 7%	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		322	63 20%	218 68%	35 11%	6 2%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		321	64 20%	196 61%	48 15%	13 4%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background		321	72 22%	194 60%	42 13%	13 4%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds		319	53 17%	225 71%	34 11%	7 2%	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		152	22 14%	62 41%	46 30%	22 14%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		83	10 12%	45 54%	15 18%	13 16%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	89	4 4%	23 26%	34 38%	28 31%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	89	12 13%	36 40%	32 36%	9 10%	3	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	90	12 13%	52 58%	19 21%	7 8%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	84	11 13%	36 43%	26 31%	11 13%	7	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	84	0 0%	16 19%	40 48%	28 33%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	84	4 5%	35 42%	35 42%	10 12%	8	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	82	8 10%	52 63%	16 20%	6 7%	9	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	79	6 8%	39 49%	22 28%	12 15%	12	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	79	4 5%	34 43%	28 35%	13 16%	13	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.	77	3 4%	43 56%	19 25%	12 16%	14	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	75	6 8%	37 49%	24 32%	8 11%	14	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	68	9 13%	25 37%	24 35%	10 15%	20	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	87	6 7%	32 37%	33 38%	16 18%	4	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		35%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	86	11 13%	37 43%	24 28%	14 16%	4	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	75	9 12%	28 37%	27 36%	11 15%	17	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	77	8 10%	33 43%	27 35%	9 12%	13	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	67	8 12%	16 24%	26 39%	17 25%	22	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	74	6 8%	37 50%	19 26%	12 16%	18	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	82	2 2%	15 18%	30 37%	35 43%	9	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

John Frederick Thomas	Reporting Inspector
Delyth Lloyd Gray	Team Inspector
Andrew Hurley	Team Inspector
Sian Pascoe	Team Inspector
William Gwyn Thomas	Team Inspector
Tony Sparks	Team Inspector
Alison Huckle	Lay Inspector
Maria Edwards	Peer Inspector
Vic Mills	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

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

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

Key stage 4 and sixth form terms

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

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.