

# Coleg Cymunedol Y Dderwen

## Governing Body Annual report to Parents

### December 2025

CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge.



## The Curriculum at CCYD

At CCYD, our curriculum is designed to place learning and wellbeing at the heart of everything we do. Our vision is to empower learners to become collaborative, resilient, and reflective individuals with the confidence to embrace challenges.

We aim to:

- Equip learners with the experiences, knowledge, and skills needed for employment, lifelong learning, and active citizenship.
- Develop learners in line with the Four Purposes of the Curriculum for Wales, helping them become ambitious, capable, and compassionate individuals.
- Provide meaningful and challenging learning experiences that foster creativity and innovation.

Our curriculum follows the Curriculum for Wales framework, organised into six Areas of Learning and Experience (AoLEs):

- Languages, Literacy & Communication
- Mathematics & Numeracy
- Science & Technology
- Health & Well-being
- Expressive Arts
- Humanities

We also embed essential cross-curricular skills such as literacy, numeracy, and digital competence, alongside wider themes like children's rights, diversity, careers education, and local, national, and global contexts.

Mandatory elements include Welsh, Relationships and Sexuality Education (RSE), and Religion, Values and Ethics (RVE). These are delivered through lessons, assemblies, and enrichment activities.

## Qualifications and Pathways

In September 2025, our Year 10 learners began studying new-style GCSE qualifications, which include a broader range of assessment methods such as controlled class assessments. This approach supports learners who thrive beyond traditional exams.

We offer a wide and varied curriculum across all key stages, including vocational qualifications and alternative pathways, ensuring every learner can follow a route that suits their strengths and aspirations. Our goal is for all learners to leave CCYD prepared for successful, fulfilling futures.

Our most recent Estyn report (December 2023) highlighted:

*"A particular strength of the school is how it prepares pupils to make informed choices about their aspirations and future careers."*

Detailed information about the CCYD curriculum is available on our website:

<https://ccyd.co.uk/curriculum-development-teaching-learning/>

## School Improvement Plan

From September 2025, CCYD has implemented a three-year improvement plan based on school, local and national priorities. Each of these are supported by subject and team development plans.

Teaching - Effective Questioning, New Wave GCSEs and Mixed Ability Teaching
Progressive development of skills - Literacy, Numeracy, DCF and Welsh
Further develop an effective and robust use of data to identify gaps, monitor progress and inform teaching and learning
Improve whole school attendance for all groups of learners
Improve learner wellbeing to create and foster a safe, supportive and inclusive environment
Further embed a rigorous approach to school improvement planning and self-evaluation
Raise standards for all year groups and groups of learners

The key purpose of our School Improvement Plan is to ensure we provide the best possible learning experiences and outcomes for all learners. This plan helps us identify strengths and areas for development, supports sustained improvements in teaching and leadership, and promotes professional reflection and discussion.

Our self-evaluation process is continuous, honest, and aligned with improvement planning. It considers a wide range of evidence, including learner voice, and focuses on wellbeing and progress—not just data.

### Monitoring and Evaluation

To ensure progress towards our targets, the following structures are in place:

The Headteacher reports progress to the Full Governing Body every term.

The Senior Leadership Team (SLT) reviews progress in January and April, with a full evaluation in July.

Strategic Leads, Team Leaders, Heads of Year, and TLR holders report regularly through SLT link meetings and governor meetings.

School priorities are reflected in performance management objectives for all staff.

External scrutiny is provided by our Improvement Partner.

## Clerk to and Chair of the Governing Body

Mrs Melanie Hopkins, CCYD is the clerk to the Governing Body. Mrs Hopkins can be contacted by email: [melanie.hopkins@ccyd.bridgend.cymru](mailto:melanie.hopkins@ccyd.bridgend.cymru)

Cllr Heather Griffiths has been elected Chair of Governors for the 2025/2026 academic year.

## Members of the Governing Body

Name	Status	End of Office
Cllr Heather Griffiths	LA	18/12/2027
Mrs T Evans	LA	14/11/2026
Mrs Elizabeth Morgan	LA	17/10/2026
Mr Paul Deenik	LA	16/01/2028
Mr Nicholas Miles	Community	20/11/2027
Vacancy	Community	
Vacancy	Community	
Vacancy	Community	
Miss Georgina Bunch	Community	22/11/2027
Karen Evans	Parent	15/11/2026
Julie Lewis	Parent	15/11/2026
Claire Bloomfield	Parent	19/12/2027
Maxine Barrett	Parent	19/12/2027
Dawn Byrne	Parent	19/12/2027
Claire Jones	Parent	19/12/2027
Mrs Helen Williams	Support staff	18/10/2028
Mrs Hazel Deeming	Teacher	04/06/2027
Miss Abigail Lambert	Teacher	23/11/2028
Mrs T Wellington	Headteacher	

Members of the Leadership team also attend Governing Body meetings to provide updates linked to their strategic areas of responsibility. These staff are:

Mrs Catherine Waithaka - Deputy Headteacher

Mrs J Williams - Assistant Headteacher

Mrs J James - Assistant Headteacher

Mr M Humphreys - Assistant Headteacher

Mrs C Pope - Assistant Headteacher

Mrs K Hewitt - Assistant Headteacher

Mrs M Hopkins - Director of Finance & Personnel

## Election of Governors

When parent governor positions become available, parents are informed, and a ballot is held to elect. If more than one parent submits an application this is coordinated by representatives at Bridgend County Borough Council.

Community Governor Vacancies are advertised via the school communication system and social media accounts.

## **Policies reviewed and ratified**

All school policies are published on our website and shared internally with staff. Policies are formally adopted at full governing body meetings after thorough scrutiny by the Senior Leadership Team and the Policy Review Group. This group works collaboratively to ensure policies remain effective and up to date. Some policies are provided by the Central South Consortium, Local Authority, or union representatives and are presented to the governing body for approval.

## **School Attainment**

Our vision is to provide an excellent education for all learners, and the 2024/25 academic year gave us much to celebrate. CCYD achieved strong results in GCSE, BTEC, A Level, and Level 3 qualifications, reflecting the hard work of learners and staff. We remain committed to ensuring every learner reaches their full potential.

Further details about CCYD's attainment and a summary of school performance can be viewed on the Welsh Government's My Local School website:

<https://mylocalschool.gov.wales/School/6724086?lang=en>

This site will be updated with current data from mid-December 2025.

## **Language of the school: English**

The main language of instruction at CCYD is English.

## **Welsh Language**

We are committed to promoting the Welsh language and culture in line with the Local Authority's Welsh in Education Strategic Plan (WESP) and the Welsh Government's ambition to reach one million Welsh speakers by 2050, as outlined in Cymraeg 2050. Nearly all learners complete the full Welsh course qualification.

A wide range of curricular and extra-curricular activities support the development of the Welsh dimension, including Criw Cymraeg, a Welsh club, and enrichment sessions delivered by the Urdd. Our focus is on building confidence, with KS3 learners coached by KS4 and KS5 learners through games, songs, and interactive activities. Learners also take part in our annual Eisteddfod, celebrating Welsh culture across the curriculum.

We have strong transition arrangements with cluster schools to ensure consistency and progression in Welsh learning. We are proud to have achieved the Bronze Award for Siarter Iaith Cymraeg Campus and are now working towards the Silver Award, which we aim to achieve by the end of the year.

## **School Roll**

Admissions are managed by Bridgend County Borough Council in line with their policy, available on the BCBC website. Our current school roll is 1,302 learners, with 30% eligible for free school meals. We have a dedicated team of 146 staff, comprising 75 teaching staff and 71 support staff, all working together to provide the best possible education and support for our learners.

## **School Prospectus**

The CCYD school prospectus will be made available electronically on the school website.

## **Extra curricular activities**

At CCYD, we believe that extra-curricular activities are an important investment in every learner's future. Research shows that taking part in activities beyond the classroom can lead to higher grades, better exam results, and a more positive overall school experience.

We are proud to offer a wide range of opportunities, including Numeracy and Literacy clubs, STEM

## **Additional Learning Needs (ALN) at CCYD**

Coleg Cymunedol Y Dderwen is proud to be an inclusive school, supporting a wide range of learners with additional learning needs. Estyn recently described our provision for ALN as “a strength of the school.”

Our approach follows the Additional Learning Needs Code for Wales (2021) and the Additional Learning Needs and Education Tribunal (Wales) Act 2018. We also host a Local Authority-funded Learning Resource Provision for learners with moderate learning difficulties, with placements allocated by the Local Authority.

Our dedicated ALN team works closely with staff to ensure every learner’s needs are met. The Student Support department offers tailored interventions for ALN, medical needs, English as an additional language, and social/emotional support. Learners can access many services without needing a formal diagnosis or Individual Development Plan (IDP).

Support includes language programmes, reading interventions, social skills development, Lego therapy, emotional literacy support, and access to an independent school-based counsellor. Differentiation and knowing our learners are key priorities in our teaching and learning strategy.

## **Accessibility**

Our annual accessibility audit confirms that the building is fully accessible for wheelchair users and those with physical impairments. We have two lifts, three hoists, and specialist facilities for personal care. Visual aids are in place for learners with visual impairments, and improvements are ongoing.

## **Target Setting**

During the 2023–2024 academic year, following the pandemic, schools were not required by the Welsh Government, Local Authority, or Regional Consortia to publish or set targets at Key Stage 3, Key Stage 4, or Key Stage 5.

## **Attendance**

Although attendance rates at CCYD have continued to improve year on year across all key measures, they have not yet returned to pre-pandemic levels. We recognise that there is still work to do to engage and re-engage some learners, and improving attendance remains a key priority for the school.

### Attendance:

- Attendance data 2024/2025: whole school 84.24 /efsm 74.66/ persistent absentees 594
- Attendance data 2023/2024: whole school 87.1 / e fsm 81.4 / persistent absentees 222
- Attendance data 2022/2023: whole school 86.2 / e fsm 80.4 / persistent absentees 218

Our school performed 1.4% below the family average and slightly below both the Local Authority (LA) and Wales figures. Within our family of schools, results were as expected for our position, being 1.8% below the modelled outcome. The attainment gap between eFSM and non-FSM learners remains a concern at 13.6%, but this is consistent with patterns across the family, LA, and Wales. Attendance for December 2025 was 85%, similar to last year, with persistent absence at 45% (543 learners), which is above the national average. Attendance among eFSM learners was 77% compared to 90% for non-FSM learners. Our improvement priorities for attendance are:

- To continue to work to improve whole school attendance to meet modelled expectations or above
- Reduce the gap between e fsm and n fsm learners
- Reduce persistent absenteeism
- Refine attendance processes and procedures
- Improve attendance for all groups of learners

## **School links**

The following is a list of providers that we work in partnership with Children's services:

Barnardos

Action for Children

Cluster collaboration (all 10 feeder primary schools)

BCBC Secondary Schools

BASSH - Bridgend Association of Headteachers

Secondary Behaviour & Wellbeing Network

ALN forum

Curriculum Development Leaders group

Welsh Baccalaureate network group

Digital Leaders group

Heads of KS4 Leaders group

BCBC Teaching & Learning Leaders group

South Wales Partnership

## Term Dates

TERM 1
Start: Monday 1 <sup>st</sup> September 2025
Half-term: Monday 27 <sup>th</sup> October 2025 - Friday 31 <sup>st</sup> October 2025
End: Friday 19 <sup>th</sup> December 2025
Term 2
Start: Monday 5 <sup>th</sup> January 2026
Half-Term: Monday 16 <sup>th</sup> February 2026 - Friday 20 <sup>th</sup> February 2026
End: Friday 27 <sup>th</sup> March 2026
Term 3
Start: Monday 13 <sup>th</sup> April 2026
Half-Term: Monday 25 <sup>th</sup> May 2026 - Friday 29 <sup>th</sup> May 2026
End: Monday 20 <sup>th</sup> July 2026

## INSET Days

Monday 2 <sup>nd</sup> September 2025
Friday 24 <sup>th</sup> October 2025
Friday 19 <sup>th</sup> December 2025
Monday 23 <sup>rd</sup> March 2026
Monday 29 <sup>th</sup> June 2026
Monday 20 <sup>th</sup> July 2026

## School Day / Timetable

Tutor time and pastoral support	08:30 to 08:50
Lesson 1	8:50 to 9:50
Lesson 2	9:50 to 10:50
Break	10:50 to 11:10
Lesson 3	11:10 to 12:10
Lesson 4	12:10 to 13:10
Lunch and lunchtime clubs	13:10 to 13:50
Lesson 5	13:50 to 14:50
After school clubs	14:50 to 15:50

## **Building and toilet facilities**

Our school buildings and premises are managed in partnership with Bridgend County Borough Council (BCBC) and specialist contractors to ensure compliance with all health and safety requirements. Regular checks are carried out, including two compliance visits each year by Judicium (our Health & Safety advisory service), one visit by BCBC, and an annual fire risk assessment. Any issues identified are addressed promptly and reported to the governing body.

A nominated governor works closely with the premises team and leadership to monitor compliance. Updates are shared regularly with the governing body for scrutiny.

Our premises team includes a Premises Manager, caretakers for mornings, afternoons, weekends, and holidays, as well as a dedicated cleaning team. They work diligently to maintain a safe, clean, and welcoming environment for all.

The school also hires out facilities for community use after school, weekends, and holidays at affordable rates. Groups using our facilities include football clubs, disability clubs, youth clubs, orchestras, athletics, and language classes.

## **Toilet Facilities**

There are 10 toilet blocks across the school, located in every block and on every floor. Each block includes a disabled toilet and individual cubicles for male, female, and alternative use. These facilities have recently been upgraded with more durable doors and locks to ensure privacy and security.

## **Summary of expenditure and income financial year 2024/2025**

<b>Ledger Group</b>	<b>Allocated</b>	<b>Actual</b>	<b>Variance</b>
Curriculum resources	167034	270427.48	-103393.48
Employees	7871949	7949259.94	-77310.94
Income	-914432	-1234353.61	319921.61
Premises	737173	663566.29	73606.71
Pupil Allowances	2000	65775.76	-45775.76
Staff Development	10000	5592.29	4407.71
Supplies & Services	536478	690776.52	-154298.52
Transport	33500	42692.37	-9192.37