



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

A report on

**Glyn Derw High School
Michaelston and Glyn Derw Federation
Michaelston Road
Ely
Cardiff
CF5 4SX**

Date of inspection: October 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Glyn Derw High School is situated on the western edge of Cardiff, serving the large housing estate of Caerau and part of Ely. The number of pupils on roll has decreased by over 50% since the last inspection in November 2011. Presently, there are 207 pupils on roll between the ages of 11 and 16. At the time of the last inspection, the school was in the final stages of a federation process with Michaelston Community College. All pupils from both schools are currently taught together on the Michaelston Community College site. In total, approximately 830 pupils attend the federation, which includes 68 pupils in the sixth form.

Glyn Derw High School serves a catchment area in which there are particularly high levels of social and economic disadvantage. Eighty-three point two per cent of pupils live in the 20% most deprived areas of Wales. The proportion of pupils eligible for free school meals is 40.6%. This figure is considerably higher than the national average of 17.1%.

Around 40% of pupils have special educational needs, which is higher than the national average of 25.1%. The proportion of pupils who have statements of special education needs is 2.5%, which is the same as the rate in Wales.

The predominant language of the pupils is English and approximately 11% of the school's pupils come from minority ethnic backgrounds. Around 8% of pupils receive support for English as an additional language.

The school has been part of a federation with Michaelston Community College for five and a half years. Since then, there have been many changes to the composition of the leadership team. The schools currently share a governing body and an interim executive headteacher who took up post in September 2015. In addition, the senior leadership team includes three substantive assistant heads, two seconded assistant heads and a finance and business manager.

The individual school budget per pupil for Glyn Derw High School in 2016-2017 is £6,028 per pupil. The maximum per pupil in the secondary schools in Cardiff is £6,861 and the minimum is £4,327. Glyn Derw High School is third out of the 19 secondary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

Current performance is judged to be unsatisfactory because:

- Pupils' outcomes at key stage 4 are very low in many subjects
- The standard of the work of the majority of pupils is well below expectations
- Many pupils do not make enough progress in developing their literacy and numeracy skills
- The behaviour, punctuality and attitudes to learning of too many pupils are poor
- Levels of internal and external truancy are high
- The school's arrangements for safeguarding pupils do not fully meet requirements as a minority of pupils do not feel safe enough, and around half of pupils feel that the school does not respond well enough to instances of bullying
- Approximately two-thirds of teaching is not sufficiently challenging or engaging
- A majority of teachers devote too much effort to marking low-level work

Prospects for improvement

Prospects for improvement are judged to be unsatisfactory because:

- Communication across the school is weak and leaders have not shared their vision well enough with all staff and stakeholders
- Systems of accountability across the school are not strong enough
- Strategies to improve pupils' outcomes and their attitudes to learning and to raise the quality of teaching in the school have had limited impact
- Self-evaluation processes are not well established and leaders do not have a full understanding of important areas for improvement
- The school's plans for improvement do not contain a few important areas that require significant improvement
- Staff professional development in important areas such as teaching and leadership is limited
- Leaders and governors have not ensured that all statutory duties are fulfilled

Recommendations

- R1 Raise standards across the school
- R2 Improve pupils' attitudes to learning and attendance, and reduce instances of poor behaviour, bullying and truancy
- R3 Improve the quality of teaching and assessment
- R4 Improve the provision for pupils with special educational needs
- R5 Improve the quality of leadership and improvement planning across the school
- R6 Meet statutory duties not met as highlighted in the report

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, pupils' performance in many areas has been consistently weak since 2013. In 2016, performance increased slightly in the level 2 threshold including English and mathematics, although performance in this measure remains below that in similar schools. Performance in English has generally improved over the last few years and is stronger than that in mathematics and science. Boys' performance in English language, mathematics and science is noticeably poor.

Performance in the capped points score is weak and remains below that in similar schools. This is due to pupils' weak performance in many core, foundation and vocational subjects. The performance of more able pupils is very weak. In 2016, no pupils achieved five A* or A grades at key stage 4.

The performance by pupils eligible for free school meals has remained poor over the last three years. In 2016, a few of these pupils achieved the level 2 threshold including English and mathematics. Pupils from minority ethnic backgrounds and those for whom English is an additional language make sound progress. However, pupils with special educational needs make significantly less progress than expected.

At key stage 3, the proportion of pupils who achieve the core subject indicator has remained stable and is generally in line with levels in similar schools.

The proportion of pupils staying on in full time education after 16 is well below national figures. In addition, the proportion of pupils who have left school at 16 and are reported as being not in education, employment and training is much higher than local and national figures.

At key stage 4, a minority of pupils achieve a grade C or above at GCSE in Welsh. At key stage 3, performance in Welsh second language at level 5 or above has generally improved. This is broadly in line with that in similar schools.

In a minority of lessons, pupils make consistent progress in developing their knowledge, understanding and skills. In these lessons, most pupils engage positively in activities and sustain concentration throughout the lesson. They also respond enthusiastically to challenging activities planned by teachers. In addition, pupils in these lessons take pride in their work and their achievements. In a few lessons, pupils work effectively together and are confident to ask teachers searching questions about different aspects of their work. For example, they discuss how in different languages the position of adjectives in a sentence can vary.

However, in a majority of lessons, many pupils do not make enough progress in their learning. This is partly due to the low level of challenge presented by the work. In these lessons pupils display limited recall of previous learning and do not focus well enough on their work, and a minority show poor attitudes to learning. For example,

in many lessons, a minority of pupils engage in persistent low level disruption. This prevents teachers from delivering effective lessons and hinders the progress of all pupils. In addition, in a minority of lessons, a few pupils display very challenging and disruptive behaviour. This severely disrupts the learning of other pupils. Overall, in many subjects, pupils complete too little work and exercises are often missing or incomplete in their work books.

Many pupils have weak literacy skills and do not develop them well enough across the curriculum. Their written work is too brief and lacks sufficient structure and depth. In addition, too much work is copied from sources such as text books and the internet. A very few pupils write well-considered extended answers to tasks and questions and present their ideas in a structured and coherent way. However, too many pupils display a limited vocabulary when considering their age and ability. In addition, most pupils make basic errors in spelling, punctuation and grammar in their written work.

Around half of the pupils are able to read and extract information effectively from different texts. However, a high proportion of pupils have weak reading skills and this hinders their progress across the curriculum.

In the main, pupils do not use their numeracy skills across the curriculum well. In a few subjects, pupils construct simple graphs and work with percentages. However, their work often contains errors such as incorrect scales and axes.

Pupils do not develop their information and communication technology (ICT) skills sufficiently across the curriculum. As a result, pupils' skills in this aspect are underdeveloped.

Wellbeing: Unsatisfactory

A minority of pupils say that they do not feel safe in school. Incidences of bullying are high and around half of pupils do not have confidence that the school deals with this issue effectively. Many pupils know where to go to get support and feel that they can rely on their teachers to help them. In a minority of lessons, most pupils have positive attitudes to their learning. However, a minority of pupils show little interest in lessons and their poor behaviour disrupts their own learning and that of other pupils. Frequently, they miss lessons or arrive late and cause disruption around the school. The number of fixed term exclusions remains consistently high.

Attendance rates have remained steady over the last few years at about 92%. This is in line with modelled outcomes. However, unauthorised absence and rates of persistent absenteeism are too high.

Most pupils do not feel the school promotes the importance of healthy eating and drinking well enough. The level of participation in extra-curricular sport is low.

A few pupils are involved in beneficial activities with community organisations, such as the Czech-Roma project. This has improved their attendance and engagement in lessons. The school council is involved in a few useful initiatives such as a survey for pupils about their views on school. However, the council does not meet regularly and

pupils are unsure of its role and purpose. In addition, representatives are not democratically elected and the school council is not represented on the governing body.

Around half of the pupils do not feel that the school prepares them well enough for the next stage in their lives. A few pupils do not develop social and life skills and do not enter further education, employment or training after leaving school.

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Unsatisfactory

The school provides a relevant curriculum, which meets the needs of many pupils. At key stage 4 there is an appropriate range of courses on offer to pupils. However, too many pupils do not complete their courses or attend lessons, after early entry, to improve their grades. As a result, pupils' outcomes are not as strong as they should be.

The school is making limited progress implementing the national literacy and numeracy framework. In a majority of subjects there are suitable opportunities identified for pupils to develop their literacy and numeracy skills. However, this work is underdeveloped and pupils' skills remain weak. The school provides intervention programmes that offer suitable support for specific groups of pupils. However, the school does not plan well enough to challenge more able pupils to reach their potential.

The development of pupils' ICT skills is limited. The school's arrangements for the Welsh Baccalaureate Qualification provide pupils with sound opportunities to develop a range relevant life and social skills.

Recently, the school has increased its provision for Welsh second language at key stage 4. A suitable range of activities, such as an Eisteddfod in key stage 3, are beginning to help develop the Welsh culture and traditions across the school.

The school provides a satisfactory range of extra-curricular activities that helps to extend pupils' academic and recreational interests. The school uses educational trips and visits to reward pupils for good attendance and attitudes to learning appropriately.

The school's provision for sustainability and global citizenship is limited.

Teaching: Unsatisfactory

In a minority of lessons, teachers plan work and manage their classrooms well. In these lessons, teachers build productive relationships with pupils and deal with instances of poor behaviour in a firm and sensitive way. Importantly, teachers plan activities that are challenging and quickly capture the interests of pupils. These activities consolidate and build on pupils' prior learning and skills successfully. In addition, resources are well chosen and stimulate, enthuse and engage pupils in their work. This means that pupils stay focused and interested throughout these lessons.

Teachers provide pupils with beneficial support and use praise and encouragement to develop pupils' confidence. In a few lessons, teachers adapt and modify tasks skilfully to match the needs of pupils.

In a majority of lessons, teaching contains shortcomings. In these lessons, planned activities do not challenge or engage pupils sufficiently and teachers do not make the best use of time. For example, they spend too much time on low level activities before pupils work on more meaningful tasks. As a result, many pupils lose focus and stray off task. Furthermore, in these lessons, teachers do not plan well enough to develop and build on pupils' knowledge and skills over time. Therefore, pupils often work at levels that are too low for too long. In around half of lessons, teachers' management of pupils' poor behaviour is not consistent or strong enough. This, coupled with a lack of sufficiently challenging activities, results in too many pupils not working well enough in lessons.

The school's arrangements for organising work and supporting supply staff when teachers are absent are insufficient. As a result, pupils generally make no progress in cover lessons.

The school's recently revised assessment policy sets clear and appropriate expectations. Nearly all teachers mark pupils' work regularly and include encouraging comments in pupils' books. A minority of teachers focus their marking strategically on extended pieces of work. Their written feedback identifies strengths and areas for improvement, and sets useful targets for improvement. However, in a majority of instances, teachers devote too much effort to marking low-level work such as copied diagrams or text. As a result, their comments do not identify weaknesses in skills or subject understanding that pupils need to improve. In a minority of lessons, teachers give useful oral feedback to pupils on how to improve their work. However, in a majority of lessons, teachers offer pupils too much praise for completing simple tasks or complying with basic instructions.

Since February 2016, the school has set suitably ambitious attainment targets for pupils. The school has an appropriate tracking system that allows leaders to identify individuals and groups of pupils at risk of under-performing. Teachers have acted upon this information appropriately by providing additional support for these pupils. This has had a modest impact on a minority of key indicators in 2016.

Many reports to parents and carers provide suitable information about the progress of pupils. However, the majority of targets for improvement are too general and do not specify the skills or subject knowledge that pupils should improve.

Care, support and guidance: Unsatisfactory

The in-house behaviour support base and the internal inclusion room are worthwhile facilities. They are beginning to have a positive impact on the attitudes, attendance and social skills of a few pupils. A whole-school policy for dealing with behaviour has been recently reviewed. However, it has not had a positive effect on the behaviour of all pupils and poor behaviour is at an unacceptable level.

The school's provision for personal and social education is limited. There has not been sufficient coordination of this area within the school and there is an over dependence on external providers.

The school does not have appropriate arrangements for promoting healthy eating and drinking. The provision for developing healthy attitudes towards diet and exercise has had limited impact. The school does not meet the statutory requirement for a daily act of collective worship.

A wide range of external agencies provide suitable support to promote the wellbeing of pupils. However, advice and guidance to prepare pupils for the next step in their education are insufficient.

The school has appropriate policies for safeguarding. However, a significant minority of pupils do not feel safe because of the poor behaviour of others and around a half of pupils do not feel that the school deals well with bullying. The number of pupils absent from lessons without reason is also a cause for concern. Overall, the school's arrangements for safeguarding pupils do not fully meet requirements.

The school's provision for vulnerable pupils is developing suitably. The school produces appropriate individual education plans for pupils with additional learning needs that are regularly reviewed. A useful pupil profile is linked to these plans. However, insufficient use is made of the information to plan for the needs of pupils in lessons. The leadership and management of this area of the school's work have been inconsistent. As a result of these shortcomings, overall, pupils with additional learning needs do not make enough progress.

Learning environment: Unsatisfactory

The school provides an inclusive environment and welcomes pupils from a wide range of backgrounds. Pupils generally have equal access to the curriculum, and gender and social stereotypes are challenged appropriately. In addition, there is a consistent emphasis on supporting vulnerable pupils in many aspects of school life. However, overall, the general learning ethos around the school is not positive. The school does not have a Strategic Equality Plan.

Accommodation is of variable quality. A large proportion of the school's buildings are generally in poor condition and there is too much litter around the school. However, a few areas have been updated and provide a welcoming learning environment, such as the open learning centre and the expanded indoor communal area. In general, classrooms are of a sufficient size and in a few instances wall displays enhance the learning environment. There are adequate indoor sports facilities with a large sports hall and dance studio.

Learning resources, such as text books and ICT equipment, are insufficient to meet pupil needs.

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

There have been significant changes in the leadership of the school in recent years.

The school has had three headteachers (substantive, acting and interim) over the last 18 months and there have been other changes in the composition of the leadership team, including the introduction of seconded senior leaders for short periods of time from other schools. However, overall, the leadership of the school has had a limited impact on standards and provision.

The interim headteacher has restructured senior leadership to focus more appropriately on the needs of the school. Senior leaders have clearly defined roles and responsibilities. However, recently there have been too many changes to membership, structure and roles within the senior leadership team. As a result, there has been a lack of continuity in approaches to school development, and important strategies for improvement have had limited impact.

Generally, communication across the school is weak. There is a vision for improvement that informs aspects of the school's strategy. However, this vision has not been shared well enough with all staff and stakeholders. This means that the vision does not underpin the work of the school successfully enough. In addition, decisions arising from strategic meetings are not communicated well enough to staff, and there have been too many changes in strategies for improvement, for example in approaches to improve behaviour. As a result, policies are not implemented consistently and progress is hindered. Middle leaders are unclear about their responsibilities. This means that they are unable to undertake their roles effectively.

The interim headteacher has re-established a system of performance management that aligns individual teachers' targets with whole-school priorities. This means that staff can now be held more securely to account and provides an opportunity to identify professional development opportunities. However, in a majority of cases, teachers' objectives are not sufficiently measurable, and in many instances the identification of support for professional development is not specific enough. Furthermore, not all job descriptions are in place. Overall, systems of accountability are not strong enough.

The school has recently developed processes to gather and analyse data more systematically. This has enabled leaders to begin to identify individual pupils and groups of pupils who are underperforming. The school now has a clearer understanding of targets for improvement, and this is beginning to inform the strategic direction of the school.

Recently, the interim headteacher has introduced a more structured approach to managing the work of the school, such as a calendar of meetings and a useful staff handbook. Line management and other meetings are beginning to focus appropriately on raising standards. However, actions for improvement arising from meetings are not identified clearly enough or followed up securely.

Governors are fully committed to supporting the school. They understand key aspects of the school's work, such as pupils' performance and financial management sufficiently well to offer an appropriate level of challenge to the school. However, governors and school leaders have not ensured that all statutory requirements are met.

Improving quality: Unsatisfactory

The school has recently re-introduced appropriate arrangements to gather first hand evidence for self-evaluation. However, these arrangements are not systematic, comprehensive or rigorous. They do not provide leaders with a secure basis for strategic planning. As a result, there has not been enough improvement in the quality of teaching, standards or pupils' wellbeing.

The whole-school self-evaluation report includes an appropriate analysis of data and an honest appraisal of performance in most key indicators. However, it does not include an evaluation of a few important aspects such as the performance of non-core subjects or the proportion of pupils who have left school at 16 and are reported as being not in education, employment and training. It does not consider the progress pupils make during lessons. The report includes a suitable discussion of the strengths and areas for improvement in teaching. However, this analysis is based on an incomplete sample. This is because leaders have not observed all teachers, a minority of records from lesson observations have been misplaced and senior leaders have not scrutinised pupils' work across all subjects. Leaders listen to the views of pupils and parents informally. However, they do not collect their opinions in a systematic manner.

Middle leaders' involvement in departmental self-evaluation and planning is underdeveloped. Subject leaders carry out scrutiny of pupils' work appropriately. However, only a few have observed lessons. This means that they do not have full understanding of standards attained by pupils in lessons or the quality of teaching in their department. Most departmental self-evaluation reports include an accurate analysis of examination and teacher assessment data. However, these reports do not include a useful analysis of strengths and weaknesses in teaching and learning.

Most departmental improvement plans include ambitious targets for improvement. However, action to bring about improvements focus too much teachers offering additional catch-up lessons out of school time.

In general, the school improvement plan includes appropriate priorities and suitably ambitious targets for most key indicators. The majority of actions to bring about improvements are appropriate. However, plans to improve the quality of teaching, provision for pupils with special educational needs and pupils' behaviour are too superficial. In addition, the plan does not include actions to bring about improvement in a few important areas such as bullying, the performance of non-core subjects or the proportion of pupils who have left school at 16 and are reported as being not in education, employment and training.

Partnership working: Unsatisfactory

The school works with an appropriate range of partners. The suitable partnership between the school and community partners such as 'Action for Caerau and Ely' (ACE) is effective in providing a range of activities, such as the school breakfast club to promote and support pupil wellbeing. However, the impact of partnerships on improving pupils' attendance rates and behaviour has been limited. Overall, these have not reduced the impact of poverty on attainment.

Worthwhile transition activities such as the XLR8 summer camps, links with Glamorgan Cricket Club and the HE:RO health mentoring project ensure that most pupils transfer from primary to secondary school with confidence. However, the transition plan from key stage 2 to key stage 3 does not focus strongly enough on improving the standards of literacy and numeracy.

The partnership between the school and parents has been enhanced through relevant provision such as the 'Strengthening Families' programme provided by ACE. However, these programmes do not ensure the engagement of enough parents. Communication between school and parents is poor.

Resource management: Unsatisfactory

The school has not managed its finances efficiently in the past and currently the school's delegated budget has been suspended. However, in partnership with the local authority, the interim executive headteacher, finance manager and governing body now monitor finances more closely. As a result, expenditure is directed more appropriately on the school's priorities.

Recently, the school has appointed staff to key areas such as financial management, administrative support and data management. These additional staff are beginning to make a positive contribution to the day-to-day running of the school.

Teachers are suitably qualified and are generally deployed appropriately to make best use of their subject expertise. However, the school has provided too few opportunities for teachers to observe or to share good practice, and staff professional development in important areas such as teaching and leadership is limited.

Generally, the school allocates spending appropriately on its priorities for improvement. However, action planning and the monitoring of spending are not robust enough to evaluate the impact of actions on pupils' outcomes. The school's use of its Pupil Deprivation Grant has not improved the outcomes for pupils disadvantaged by poverty.

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

Appendix 1

6814035 - GLYN DERW HIGH SCHOOL

Number of pupils on roll	275
Pupils eligible for free school meals (FSM) - 3 year average	40.6
FSM band	5 (30%<FSM)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	94	71	80	54		
Achieving the core subject indicator (CSI) (%)	69.1	62.0	68.8	70.4	70.6	85.9
Benchmark quartile	2	4	3	3		
English						
Number of pupils in cohort	94	71	80	54		
Achieving level 5+ (%)	75.5	77.5	73.8	75.9	77.6	89.2
Benchmark Quartile	2	3	3	3		
Achieving level 6+ (%)	25.5	36.6	37.5	35.2	37.3	56.2
Benchmark Quartile	3	2	2	3		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.		92.0
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		57.2
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	94	71	80	54		
Achieving level 5+ (%)	84.0	74.6	85.0	90.7	81.3	90.1
Benchmark Quartile	1	4	2	1		
Achieving level 6+ (%)	28.7	43.7	47.5	38.9	39.3	62.7
Benchmark Quartile	4	2	2	3		
Science						
Number of pupils in cohort	94	71	80	54		
Achieving level 5+ (%)	83.0	81.7	81.3	81.5	83.2	92.8
Benchmark Quartile	1	3	3	4		
Achieving level 6+ (%)	31.9	38.0	51.3	38.9	35.0	62.9
Benchmark Quartile	3	3	1	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.

6814035 - GLYN DERW HIGH SCHOOL

Number of pupils on roll 275
Pupils eligible for free school meals (FSM) - 3 year average 40.6
FSM band 5 (30%<FSM)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	119	128	117	88		
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	33.6	27.3	25.6	23.9	33.9	57.9
Benchmark quartile	2	4	4	4		
Achieved the level 2 threshold	62.2	80.5	67.5	63.6	72.2	84.1
Benchmark quartile	2	1	4	4		
Achieved the level 1 threshold	85.7	86.7	85.5	79.5	84.8	94.4
Benchmark quartile	3	4	4	4		
Achieved the core subject indicator (CSI)	29.4	23.4	22.2	23.9	30.3	54.8
Benchmark quartile	2	4	4	4		
Average capped wider points score per pupil	272.9	299.9	287.6	278.8	302.0	343.5
Benchmark quartile	3	3	4	4		
Average capped wider points score plus per pupil	269.7	292.3	282.0	273.7	293.9	338.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	0.0	3.1	1.7	1.1	5.9	16.6
Benchmark quartile	.	.	.	.
Achieved A*-C in English	47.1	43.8	40.2	38.6	48.8	68.6
Benchmark quartile	2	3	4	4		
Achieved A*-C in mathematics	39.5	28.9	29.9	27.3	38.9	64.4
Benchmark quartile	2	4	4	4		
Achieved A*-C in science	38.7	48.4	51.3	72.7	67.6	84.0
Benchmark quartile	4	3	4	3		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.	*	75.2
Benchmark quartile	.	.	.	.

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

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

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

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

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

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

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

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

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

6814035 - GLYN DERW HIGH SCHOOL

Number of pupils on roll 275
 Pupils eligible for free school meals (FSM) - 3 year average 40.6
 FSM band 5 (30%<FSM)

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	40	43	43	34		
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	27.5	18.6	18.6	14.7	23.2	31.6
Achieved the level 2 threshold	55.0	76.7	58.1	50.0	64.0	69.4
Achieved the level 1 threshold	77.5	81.4	76.7	67.6	79.7	89.4
Achieved the core subject indicator (CSI)	15.0	16.3	14.0	14.7	19.6	29.3
Average capped wider points score per pupil	243.5	280.3	260.2	244.6	276.8	303.7
Average capped wider points score plus per pupil	239.5	273.5	254.3	239.4	268.6	296.4
Achieved five or more GCSE grades A*-A	0.0	2.3	0.0	0.0	2.9	4.3
Achieved A*-C in English	45.0	37.2	34.9	26.5	35.7	45.1
Achieved A*-C in mathematics	32.5	18.6	20.9	17.6	29.2	39.2
Achieved A*-C in science	20.0	44.2	37.2	67.6	61.1	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		51.5

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

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

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

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

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

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

6814035 - GLYN DERW HIGH SCHOOL

Number of pupils on roll in sixth form

#N/A

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	*	14	.	.		
Average wider points score per pupil	*	256.1	.	.	472.7	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	*	*	.	.		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	*	*	.	.	87.3	97.0
Achieved 3 A*-A at A level or equivalent	*	*	.	.	3.6	7.9
Achieved 3 A*-C at A level or equivalent	*	*	.	.	45.5	68.1

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

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

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	211	35 17%	139 66%	27 13%	10 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	209	8 4%	92 44%	82 39%	27 13%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	15%	3%	
I have someone to talk to if I am worried	209	41 20%	121 58%	38 18%	9 4%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	210	17 8%	100 48%	78 37%	15 7%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	210	24 11%	117 56%	59 28%	10 5%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	210	52 25%	139 66%	13 6%	6 3%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	209	26 12%	147 70%	29 14%	7 3%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	209	20 10%	89 43%	75 36%	25 12%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	208	32 15%	122 59%	46 22%	8 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	210	1 0%	62 30%	100 48%	47 22%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	211	23 11%	122 58%	50 24%	16 8%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		209	6 3%	77 37%	89 43%	37 18%	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		209	41 20%	149 71%	16 8%	3 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		211	34 16%	128 61%	37 18%	12 6%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	2%	
The staff respect me and my background		211	31 15%	138 65%	34 16%	8 4%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds		207	33 16%	138 67%	30 14%	6 3%	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		102	12 12%	53 52%	25 25%	12 12%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		54	13 24%	31 57%	5 9%	5 9%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	15%	7%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	15	1 7%	4 27%	4 27%	6 40%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	15	2 13%	7 47%	3 20%	3 20%	0	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.	15	2 13%	7 47%	3 20%	3 20%	0	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.	15	3 20%	5 33%	1 7%	6 40%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	13	2 15%	0 0%	5 38%	6 46%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	15	0 0%	7 47%	5 33%	3 20%	0	Mae'r addysgu yn dda.
		35%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	15	2 13%	6 40%	5 33%	2 13%	0	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.	12	2 17%	4 33%	2 17%	4 33%	3	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.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	12	2 17%	6 50%	1 8%	3 25%	2	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.	12	2 17%	7 58%	0 0%	3 25%	3	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.	14	3 21%	4 29%	5 36%	2 14%	1	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'.	9	1 11%	2 22%	2 22%	4 44%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		

	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 am kept well informed about my child's progress.	14	1 7%	3 21%	5 36%	5 36%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	12%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	15	1 7%	7 47%	5 33%	2 13%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	13	1 8%	7 54%	2 15%	3 23%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	55%	11%	2%		
The school helps my child to become more mature and take on responsibility.	13	1 8%	6 46%	2 15%	4 31%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	13	1 8%	2 15%	5 38%	5 38%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	14	2 14%	3 21%	6 43%	3 21%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	13	1 8%	5 38%	4 31%	3 23%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Robert Davies	Reporting Inspector
Meinir Ebbsworth	Team Inspector
Ceri Jones	Team Inspector
Elwyn Vaughan Williams	Team Inspector
Sarah Lewis	Team Inspector
Andrea Louise Davies	Lay Inspector
Karyn Keane	Peer Inspector
Kath Duggan	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.