



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

A report on

**Dŵr y Felin Comprehensive School
Dwr Y Felin Road
Neath
SA10 7RE**

Date of inspection: March 2017

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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Context

Dŵr y Felin Comprehensive School is an English-medium 11-16 mixed comprehensive school in Neath Port Talbot. It has 1,134 pupils on roll. This is 38 fewer than at the time of the last inspection.

Pupils are drawn from an area that includes Neath and the surrounding area. The school moved on to one site in 2012. Just over 14% of pupils live in the 20% most deprived areas of Wales. Just over 17% of pupils are eligible for free school meals, which is in line with the Welsh average of 17.1% for secondary schools. About 1% of pupils come from Welsh-speaking homes. Most pupils are from white British backgrounds with very few from minority ethnic groups. There are 34 pupils for whom English is an additional language.

The percentage of pupils with special educational needs is 25.8%, which is in line with the national average of 25.1%. The percentage of pupils who have a statement of special educational needs is around 1%, which is below the national average of 2.5%. Fifteen pupils are under the care of the local authority.

The senior leadership team consists of the headteacher, two deputy headteachers, two assistant headteachers and a bursar. The headteacher has been in post since 2012 and the two deputies have been members of the senior leadership team since 2009 and 2008.

The school is currently a 'professional learning pioneer school'. This means that it is working with the Welsh Government and other professional learning pioneer schools to develop a national model of professional learning.

The individual school budget per pupil for Dŵr y Felin Comprehensive School in 2016-2017 is £4,183. The maximum per pupil in the secondary schools in Neath Port Talbot is £7,156 and the minimum is £3,892. Dŵr y Felin Comprehensive School is sixth out of the eight secondary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Excellent

Current performance

The current performance of the school is good because:

- Performance in most key indicators at key stage 4 has been strong for the past four years and compares favourably with that in similar schools. However, the proportion of pupils gaining five A*-A grades at GCSE or equivalent has been lower than the average for similar schools for the past two years.
- The performance of boys and of pupils eligible for free school meals compares favourably with that of the same group of pupils in similar schools
- Pupils' attendance is consistently above modelled outcomes
- In many lessons, effective teaching ensures that many pupils make strong progress, although in a minority of lessons the level of challenge, especially for more able pupils, is insufficient
- Many teachers use information from assessment and previous lessons well to plan future learning, although, in a minority of cases, teachers do not provide sufficient subject specific guidance when providing feedback about pupils' work and pupil responses to teachers' feedback are superficial
- Many pupils have well-developed literacy and numeracy skills and apply these successfully in different subjects
- Most pupils behave very well and have positive attitudes to their learning
- Many pupils are active and effective in a range of leadership roles and in community and charity events
- The quality of care, support and guidance is outstanding
- Pupils, staff and governors share suitably high expectations of themselves and each other

Prospects for improvement

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

- The headteacher provides astute and assured leadership
- Leaders at all levels have a proven track record of securing and sustaining strong outcomes
- Distributed leadership allows many staff to contribute significantly to the school's improvement work
- The governing body is very well-informed and provides highly effective support and challenge to the school
- Self-evaluation and improvement planning have been successful in raising standards, improving provision and developing leadership well
- The school has an effective range of high quality partnerships
- The school is an extremely strong learning community, which supports

- successfully the professional development needs of its staff
- The school monitors its finances closely and manages them efficiently

Recommendations

R1 Improve standards at key stage 4, including those of the more able pupils

R2 Improve the quality of teaching, especially the level of challenge for the more able

R3 Improve teachers' written feedback to pupils and the quality of pupils' responses

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the last four years, the school's performance in most indicators at key stage 4 has been strong and compares favourably with that in similar schools. Over the same period, many pupils have made more progress than expected from previous key stages.

In the level 2 threshold including English and mathematics, the school's performance has been consistently high. In 2016, this performance is above modelled outcomes and was well above in each of the previous three years.

Performance in the capped points score has improved and has been above modelled outcomes for the last four years. However, the proportion of pupils gaining five GCSEs at grades A*-A or equivalent has fallen over the last three years and has been significantly lower than in similar schools and schools nationally for the past two years.

Boys' performance at key stage 4 in the indicators that include English and mathematics has been strong over recent years and is consistently better than the average for boys in similar schools. The performance of girls in key stage 4 has also been strong over time, but declined in most indicators in 2016.

At key stage 4, the performance of pupils eligible for free school meals has generally been better than the average for the same group of pupils in similar schools over the past four years. However, in 2016 their performance dipped in the majority of indicators to below the average for similar schools. Pupils with additional learning needs make good progress.

At the end of Year 11, nearly all pupils remain in education, training or employment. One pupil has left the school without a recognised qualification in the last five years.

The performance of the small number of pupils who study the full GCSE course in Welsh is strong. However, most pupils study the short course and their performance in 2016 is below the national average.

In key stage 3, the proportion of pupils who achieve the core subject indicator has remained fairly stable over time but has been well below modelled outcomes in each of the last three years.

In many lessons, many pupils make strong progress. They demonstrate sound recall of previous learning and apply their skills and knowledge well in new contexts.

Most pupils work productively in groups and pairs, and also work successfully on their own. They display mature attitudes towards their studies and settle quickly in lessons.

Most pupils listen attentively and follow instructions promptly. Many speak clearly and fluently. They share their ideas on a range of topics confidently and express thoughtful and well-considered views on topics such as who should be king in 1066. A few pupils provide particularly well-developed and mature, extended verbal responses. For example, they discuss how technological advances have led to improved performance in sport. However, in a few lessons, a few pupils are too passive and reluctant to contribute to class discussions.

When reading, most pupils locate information efficiently and many annotate texts effectively. Many engage well with a range of fiction and non-fiction texts and make effective use of information from these texts to inform their own work. The majority of pupils are able to analyse texts well and a minority synthesise information particularly skilfully on issues such as the difference between legal matters and religious opinions.

Many pupils write accurately and organise their work effectively. They demonstrate a sound understanding of different text types and audiences. Many produce well-structured extended writing and make appropriate use of subject specific terminology. Higher ability pupils write fluently and use a wide and rich vocabulary. However, a minority of pupils make frequent punctuation and spelling errors, including when using common words and technical terms.

Many pupils have sound number skills. They add, subtract, divide and multiply accurately and use fractions and decimals confidently. Many measure and draw graphs correctly, and handle and interpret data effectively. A notable feature is the way in which many pupils apply their numeracy skills well to solve real life problems, especially in terms of statistics, measurement and currency related topics.

Many pupils have suitable basic information and communication technology (ICT) skills. In a very few lessons, pupils use sophisticated ICT skills and resources to present their work, for example by designing their own website. However, most pupils do not apply their ICT skills effectively across the curriculum.

Wellbeing: Good

Most pupils feel safe in school and know where to get support if they need it. They believe that the school deals effectively with the very few cases of bullying or harassment. Most pupils have a clear understanding of the importance of healthy eating and drinking, and of keeping fit. Many participate regularly in a wide variety of extra-curricular sports and fitness activities.

Pupils' attendance has improved and been above modelled outcomes in each of the last four years. In addition, persistent absence has fallen noticeably and is lower than in similar schools.

The very good behaviour and punctuality of most pupils are notable features. Almost all pupils are polite and friendly. They treat adults and their peers with respect. Many have well developed social skills. They show high levels of motivation and engagement, and apply themselves well in lessons.

Many pupils make a valuable contribution to the life of the school in a variety of leadership roles. These include anti-bullying ambassadors, peer mentors and teaching and learning representatives.

The work of the school council is a strong feature and has contributed effectively towards improving provision for pupils. For example, it has introduced initiatives to improve attendance, has influenced changes to the courses on offer at key stage 4 and contributed to modifications to assessment arrangements. It has also created a pupil friendly version of the school development plan. School council members communicate their work effectively through assemblies, newsletters and forums.

Many pupils participate enthusiastically in a wide range of community and fund-raising activities. As a result, they gain beneficial social and life skills. For example, over many years many pupils have successfully completed the Duke of Edinburgh Award scheme. Currently, over 100 pupils are participating in this scheme. In addition, pupils regularly support and raise funds for a range of charities including the Neath Food Bank and Macmillan Cancer Care.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a comprehensive range of learning experiences that meet the needs and interests of all pupils well.

The curriculum is broad and balanced and meets statutory requirements. At key stage 4, pupils have a wide choice of general and vocational courses, which are matched well to their needs. There is a wide range of valuable extra-curricular activities such as the craft club, the school orchestra, and trips abroad and within the locality. These contribute well to the development of pupils' social skills.

The school has made strong progress in implementing the national literacy and numeracy framework. There are well developed and co-ordinated strategies in place to improve pupils' literacy and numeracy skills. The school monitors closely the progress of pupils' skills, across the curriculum, and supports very well those pupils with weaker skills. As a result of successful collaborative work with partner primary schools, the key stage 3 curriculum builds effectively on pupils' skill development in key stage 2. For example, they have jointly developed a numeracy project that is used well across all the partner schools.

There are valuable opportunities for pupils to widen their understanding of the language and culture of Wales through formal and informal activities such as the annual Eisteddfod and a language and culture day each year. However, the provision for Welsh has not had enough impact on improving standards at key stage 4.

The school develops pupils' awareness of global citizenship and sustainability effectively. For example, there are activities such as the climate change project in geography and the sustainability themed fashion show entitled 'I'm Dreaming Of A Green Christmas', which was organised well by pupils. In addition, there are suitable whole-school environmental initiatives such as recycling, rainwater harvesting and energy conservation.

Teaching: Good

A notable feature of most lessons are the respectful and productive working relationships between teachers and pupils. Most teachers have sound classroom management skills and create a highly supportive learning environment.

Many teachers have strong subject knowledge and an assured understanding of the requirements of examinations. These teachers communicate a genuine enthusiasm for their subject and high expectations of what pupils could achieve.

In many lessons, teachers plan effectively and provide well-structured and sequenced activities that support pupils' progress well. These include carefully planned opportunities for pupils to work successfully in groups and on their own, and effective use of exemplification to model good practice.

In many lessons, teachers choose topics and activities that interest and engage the pupils suitably and produce attractive and useful resources that are used well by pupils. In these lessons the pace of learning is appropriate and many pupils make strong progress.

A few lessons are too teacher led and in these lessons pupils are not given enough opportunities to contribute or to learn for themselves. As a result, they do not make enough progress. In a minority of lessons, teachers do not provide suitably challenging activities, especially for more able pupils.

Many teachers use information from assessment and previous lessons well to plan future learning. They question pupils effectively and consistently encourage them to extend and improve their responses. In many lessons, teachers give helpful verbal feedback and advice to pupils. Through these activities, many teachers check pupils' understanding and learning regularly and effectively. However, in a few lessons, teachers do not monitor pupils' understanding and progress thoroughly or often enough.

Many teachers assess pupils' work well. They provide pupils with useful written feedback that identifies the strengths in their work and offers clear guidance on how pupils can make any improvements required. However, a minority of comments do not help pupils to improve their work because they refer to the efforts pupils make rather than to the quality of their work.

In a few subjects, many pupils respond constructively to teachers' comments and improve their work accordingly. However, in many subjects, pupil responses to teachers' marking are superficial and simply repeat the teachers' comments.

The school has recently strengthened its systems for monitoring pupil progress. There are detailed and robust processes to track pupil performance and progress against appropriately challenging targets. Senior and middle leaders make thorough use of these systems to identify pupil underperformance and intervene appropriately.

Parents receive helpful, regular progress reports. Annual reports to parents provide useful comments about pupil progress and include constructive subject specific advice for improvement.

Care, support and guidance: Excellent

The quality of care, support and guidance provided for pupils is an outstanding feature of the school's work. The school provides an extremely caring and supportive environment that focuses relentlessly on the wellbeing and personal development of all pupils. This is coupled with a clear emphasis on ensuring that all pupils achieve their academic potential. Consequently, over the past four years many pupils have made strong progress in their studies, most are polite and respectful, and their attendance is good.

A comprehensive personal and social education programme, assemblies and tutorial sessions promote pupils' moral, social, spiritual and cultural development highly effectively. Innovative arrangements for preventing and dealing with bullying are particularly strong and several of these are led by pupils.

Through its curriculum and a range of extra-curricular activities, the school makes excellent arrangements for promoting a healthy lifestyle, including diet and regular exercise.

A notable feature is that teaching and non-teaching staff throughout the school know individual pupils very well. There are well-established and rigorous systems for tracking pupils' attendance, behaviour and academic progress. The strong pastoral team monitors the development of individual pupils thoroughly and provides high quality personalised support. The team works very productively with a wide range of external agencies and specialist services to support the specific needs of individual pupils. Consequently, the behaviour of most pupils is very good and many pupils achieve well.

The school provides a comprehensive range of information for pupils and parents regarding options and career paths.

The support and care for pupils with additional learning needs is an exemplary feature. The school implements a wide range of highly personalised strategies to support these pupils and their families. These include a comprehensive performance tracking system, highly effective individual learning plans linked to intervention support, and coffee mornings for parents and carers. The planning and provision of support for pupils with additional learning needs transferring from partner primary schools is a notable feature. As a result of the quality and extent of support, pupils with additional learning needs make strong progress.

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

Learning environment: Excellent

The school's motto, 'nid da lle gellir gwell' ('it's not good enough unless it's your best'), captures the heartfelt determination of pupils, staff and governors to improve continuously and give of their best. An ethos of pride and aspiration permeates the school community and creates high expectations for both staff and pupils within a happy, calm and caring environment.

The school's extremely supportive atmosphere is reflected well in the experience of nearly all pupils and their parents, and has a positive impact on outcomes. There is a well-established culture of respect between staff and pupils and a strong sense of teamwork. The school is a fully inclusive community where pupils have equal access to everything it provides, irrespective of their background and ability.

Many of the school buildings are new or have been improved over recent years. Accommodation is maintained well and is of a very high standard. Attractive and informative displays celebrate pupils' work and achievements, and also support learning successfully. There are high quality learning resources across all subjects, including information and communication technology. The school works successfully with the local sports centre to provide all pupils with access to high quality sports facilities.

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

Leadership at all levels has created a highly-effective learning community, which has secured and sustained strong pupil outcomes over the past four years. It has also ensured particularly strong care and support for pupils that has resulted in good and improving attendance, clearly reduced persistent absence and very good behaviour from most pupils.

The headteacher provides assured and astute leadership. She is supported ably by the senior leadership team, who have a balanced and complementary range of responsibilities. The headteacher promotes a clear vision and ambition for the school's future development. Together with the senior leadership team, she has fostered successfully a strongly collegiate culture where all staff are committed fully to achieving the school's goals.

The school's particular emphasis on distributing leadership responsibilities more widely is extremely successful. As a result, many staff contribute significantly to the school's development strategies and initiatives. These include the effective working with partner primary schools and the high quality provision for pupils with additional learning needs. This culture of shared leadership strengthens well the school's capacity to maintain high performance but also to seek continuously further improvements.

Through a comprehensive range of policies and a well-established cycle of meetings, leaders successfully communicate their high expectations for all areas of the school's work. The school analyses data rigorously to identify key priorities, to set suitably challenging targets and to monitor progress against them.

The roles and responsibilities of staff are set out clearly and there are well-defined lines of accountability. Effective line-management arrangements ensure that staff are supported well and also held accountable for their work. Regular meetings at all levels are an effective means of reviewing pupils' progress and wellbeing, and promoting best practice in teaching and learning.

The school has well-established performance management procedures. Individual performance objectives relate directly to school and departmental priorities. Measurable targets provide an effective means of holding staff to account for the quality of their work. There are also useful opportunities for staff to consider their personal career aspirations. This process helps to identify relevant staff professional development needs.

The governing body provides highly effective oversight, support and challenge for the school's work. Governors are extremely well informed about all aspects of the school's performance, for example through meeting curriculum leaders to discuss departmental reviews. Many governors have a secure understanding of key performance and benchmarking data. The participation of governors in specific quality assurance activities, such as scrutiny of pupils' work, helps them to gain a better understanding of the impact of key initiatives, including strategies to improve pupils' literacy skills.

The school focuses closely on addressing national and local priorities, for example in improving the attainment of pupils eligible for free school meals and in developing pupils' literacy and numeracy skills.

Improving quality: Good

The school has a well-established and effective cycle of self-evaluation and improvement planning procedures. This has helped the school to achieve and sustain strong outcomes across many aspects of its provision. This includes pupils' performance in the indicators that include English and mathematics at key stage 4, the good progress of pupils with additional learning needs and the high levels of engagement and respect displayed by most pupils.

The school's self-evaluation report provides a comprehensive and honest appraisal of strengths and areas for improvement. The analysis of standards is robust and accurate across most areas.

Most departmental evaluations include a thorough analysis of data, including appropriate consideration of trends and benchmarks. However, in a few instances evaluations are overly positive.

Leaders use suitable first hand evidence well to inform self-evaluation. This evidence includes data analysis, lesson observations, scrutiny of pupils' work and the views of pupils. Rigorous thematic, departmental and external reviews also provide valuable overviews of performance.

Senior leaders work effectively with leaders from other schools to observe and support teaching staff. In addition, an internal peer mentoring programme is making a positive contribution to improving the quality of teaching.

The school's development plan links closely with the self-evaluation report to identify clear whole school priorities for improvement. These priorities are widely understood and provide a useful focus for improving key aspects of the school's work. All departmental development plans address whole school priorities and most link well to their self-evaluation reports. However, in a minority of instances in both the school and departmental plans, targets and success criteria are too vague and monitoring processes and deadlines are not sharp enough.

Governors, staff and pupils have a strong involvement in self-evaluation and improvement planning. For example, governors and senior leaders participate in book scrutiny, subject reviews and learning walks. Staff are fully involved in assessing pupil outcomes and their own performance.

The school takes good account of pupil voice through the school council, pupil forums and questionnaires. For example, the school has changed the arrangements for use of the canteen as a result of pupils' views. However, consultation with parents is less developed.

Partnership working: Excellent

The school has developed an extremely effective range of high quality partnerships. These partnerships enhance standards, provision and leadership significantly.

The school has exceptionally strong and successful partnerships with local primary schools. The arrangements to support pupils and their parents throughout the transition process from primary school are exemplary. Pupils benefit from well-planned after school transition clubs, timetabled classes, beneficial visits and special events. The school also works particularly well with the primary schools to undertake joint planning and quality assurance of provision, especially in the core subjects, and joint staff training activities. These well-established curriculum links are particularly effective in terms of the development of numeracy.

The school has valuable partnership arrangements with the neighbouring further education college to ensure smooth transition for Year 11 pupils into further education or training and to provide engineering provision for key stage 4 pupils. There are suitable arrangements to assure the quality of this provision.

The school plays a lead role in highly successful partnerships to support other schools and practitioners. For example, leaders take key roles in local and national professional learning networks and undertake secondments and mentoring roles to help facilitate improvement in other schools. The school also has well-established and beneficial links with an initial teacher training institution.

The school uses its partnerships highly effectively to support pupils' wellbeing and enhance their personal development. For example, leaders use well-established partnerships with a range of external agencies successfully to tackle pupil deprivation

and support vulnerable pupils. The school also has a wide range of valuable links with local community groups and organisations. For example there are successful links with the police and many pupils undertake Duke of Edinburgh award activities and support local and national charities.

Resource management: Good

The school is an extremely strong learning community. Teachers are well qualified and deployed efficiently to meet the needs of different groups of pupils. Support staff make a valuable contribution to the school's work and provide beneficial assistance to pupils.

The school is committed fully to the professional development of all its staff. There is a wide range of valuable professional development opportunities available to them. This is particularly effective in building capacity for continuous improvement. The well-established culture of collaboration within the school and across other schools significantly strengthens this provision.

The headteacher and bursar manage the school's finances robustly. Resources are allocated appropriately to identified school and national priorities. The governing body scrutinises the school's use of resources rigorously through its resource and finance sub-committee.

The school has suitable plans to use the pupil deprivation grant. These include providing additional support for targeted, disadvantaged pupils. Over the last three years, pupils eligible for free school meals have generally performed better than those in similar schools.

The school makes effective use of its resources to achieve high standards and wellbeing and provides good value for money.

Appendix 1

6714067 - Dwr Y Felin Comprehensive School

Number of pupils on roll	1078
Pupils eligible for free school meals (FSM) - 3 year average	17.5
FSM band	3 (15%<FSM<=20%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	247	172	228	216		
Achieving the core subject indicator (CSI) (%)	81.0	73.8	78.1	77.8	88.8	85.9
Benchmark quartile	3	4	4	4		
English						
Number of pupils in cohort	247	172	228	216		
Achieving level 5+ (%)	86.2	84.9	90.4	89.4	91.9	89.2
Benchmark Quartile	3	4	3	4		
Achieving level 6+ (%)	38.5	43.6	58.3	54.6	60.8	56.2
Benchmark Quartile	4	4	1	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	247	172	228	216		
Achieving level 5+ (%)	83.4	80.2	83.3	81.5	92.5	90.1
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	51.8	48.8	50.9	56.0	66.2	62.7
Benchmark Quartile	3	4	4	4		
Science						
Number of pupils in cohort	247	172	228	216		
Achieving level 5+ (%)	88.3	91.9	92.1	86.6	95.9	92.8
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	51.0	48.3	47.8	49.5	70.7	62.9
Benchmark Quartile	3	4	4	4		

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.

6714067 - Dwr Y Felin Comprehensive School

Number of pupils on roll 1078
Pupils eligible for free school meals (FSM) - 3 year average 17.5
FSM band 3 (15%<FSM<=20%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	240	211	249	175		
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	69.2	68.7	69.9	65.1	69.3	60.2
Benchmark quartile	1	1	1	2		
Achieved the level 2 threshold	96.3	95.7	98.8	97.1	89.9	83.6
Benchmark quartile	1	1	1	1		
Achieved the level 1 threshold	99.6	99.5	99.2	100.0	98.3	95.3
Benchmark quartile	1	1	2	1		
Achieved the core subject indicator (CSI)	67.9	67.3	59.0	54.3	67.3	57.5
Benchmark quartile	1	1	2	3		
Average capped wider points score per pupil	372.8	362.7	375.1	363.1	362.0	344.2
Benchmark quartile	1	2	1	2		
Average capped wider points score plus per pupil	368.7	358.4	367.2	360.1	358.8	340.3
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	25.8	17.5	14.5	10.3	20.2	15.8
Benchmark quartile	.	.	.	.
Achieved A*-C in English	78.3	76.3	77.5	72.6	77.5	69.3
Benchmark quartile	1	2	1	2		
Achieved A*-C in mathematics	76.3	75.8	73.1	74.3	75.1	66.9
Benchmark quartile	1	1	1	1		
Achieved A*-C in science	97.9	94.3	84.3	58.9	90.7	82.3
Benchmark quartile	1	2	3	4		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.	66.7	75.1
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.

6714067 - Dwr Y Felin Comprehensive School

Number of pupils on roll 1078
 Pupils eligible for free school meals (FSM) - 3 year average 17.5
 FSM band 3 (15%<FSM<=20%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	27	25	38	33		
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	48.1	40.0	39.5	33.3	40.4	35.5
Achieved the level 2 threshold	92.6	84.0	97.4	87.9	73.1	70.9
Achieved the level 1 threshold	96.3	96.0	100.0	100.0	92.3	92.1
Achieved the core subject indicator (CSI)	48.1	40.0	31.6	24.2	38.9	32.7
Average capped wider points score per pupil	342.6	326.5	354.5	337.0	317.6	311.1
Average capped wider points score plus per pupil	334.5	317.7	340.4	333.7	312.5	305.2
Achieved five or more GCSE grades A*-A	22.2	8.0	2.6	0.0	6.7	4.5
Achieved A*-C in English	63.0	56.0	50.0	42.4	51.9	47.1
Achieved A*-C in mathematics	51.9	56.0	42.1	42.4	48.6	43.6
Achieved A*-C in science	92.6	88.0	84.2	24.2	80.3	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		50.9

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.

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	284	155 55%	124 44%	4 1%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	283	82 29%	174 61%	26 9%	1 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	284	124 44%	146 51%	12 4%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	9%	2%	
The school teaches me how to keep healthy	281	83 30%	166 59%	28 10%	4 1%	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	283	131 46%	140 49%	12 4%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	284	118 42%	156 55%	10 4%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	6%	1%	
The teachers help me to learn and make progress and they help me when I have problems	283	136 48%	143 51%	3 1%	1 0%	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	284	68 24%	162 57%	46 16%	8 3%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	6%	
I have enough books and equipment, including computers, to do my work	281	167 59%	110 39%	3 1%	1 0%	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	282	22 8%	192 68%	64 23%	4 1%	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	282	90 32%	151 54%	34 12%	7 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	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		282	57 20%	180 64%	42 15%	3 1%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		280	121 43%	156 56%	3 1%	0 0%	Rwy'n cael fy annog i wneud pethau drosof 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		284	129 45%	135 48%	14 5%	6 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	10%	2%	
The staff respect me and my background		281	124 44%	149 53%	8 3%	0 0%	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		279	112 40%	155 56%	12 4%	0 0%	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		116	44 38%	56 48%	13 11%	3 3%	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		21	6 29%	11 52%	2 10%	2 10%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	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.	187	89 48%	85 45%	12 6%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	187	96 51%	83 44%	5 3%	3 2%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	186	100 54%	74 40%	4 2%	5 3%	3	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.	187	93 50%	82 44%	7 4%	3 2%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	187	31 17%	111 59%	20 11%	4 2%	21	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	4%		
Teaching is good.	187	65 35%	94 50%	10 5%	1 1%	17	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	186	99 53%	78 42%	1 1%	2 1%	6	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	187	60 32%	86 46%	23 12%	5 3%	13	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%	10%	3%		
Staff treat all children fairly and with respect.	186	60 32%	83 45%	18 10%	7 4%	18	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.	187	61 33%	88 47%	17 9%	2 1%	19	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.	187	80 43%	97 52%	4 2%	3 2%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	180	52 29%	70 39%	11 6%	6 3%	41	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		36%	52%	9%	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 am kept well informed about my child's progress.	186	59 32%	95 51%	26 14%	2 1%	4	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	13%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	187	90 48%	74 40%	10 5%	6 3%	7	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	187	57 30%	87 47%	20 11%	2 1%	21	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	55%	12%	3%		
The school helps my child to become more mature and take on responsibility.	187	70 37%	92 49%	11 6%	1 1%	13	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	184	49 27%	76 41%	22 12%	2 1%	35	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	3%		
There is a good range of activities including trips or visits.	187	62 33%	97 52%	16 9%	3 2%	9	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	186	89 48%	75 40%	10 5%	4 2%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Lowri Jones	Reporting Inspector
John Frederick Thomas	Team Inspector
Stephen Davies	Team Inspector
Ian Dickson	Team Inspector
Peter Trevor Lewis	Lay Inspector
Rebecca Venetia Collins	Peer Inspector
Martin Howell	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.