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

A report on

Dylan Thomas Community School
John Street
Cockett
Swansea
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Date of inspection: February 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.

Publication date: 07/04/2016

Context

Dylan Thomas Community School is an English-medium 11-16 comprehensive school in the City and County of Swansea. There are 500 pupils on roll compared with 578 when the school was last inspected in 2010.

Around 49% of pupils are eligible for free school meals, compared with the Welsh average of 17.4% for secondary schools. This proportion is one of the highest for all secondary schools in Wales. Around 70% of pupils live in the 20% most deprived areas in Wales. Nearly all pupils come from homes where English is the dominant language and very few pupils speak Welsh fluently. The proportion of pupils who come from ethnic minority groups is around 9%. Forty-three pupils (9%) have English as an additional language.

The school's intake represents the full range of ability, although many pupils join the school in Year 7 with difficulties in reading, and around half have a reading age significantly below their chronological age on entry. Approximately 55% of pupils are identified on the special educational needs register, which is significantly higher than the national average of 25.4%. Around 11% of pupils have statements of special educational needs, which is higher than the average for Wales as a whole of 2.5%. The school houses a specialist teaching facility as well as a provision for learners with autistic spectrum disorder.

The current headteacher took up his post in 2006. The present senior leadership team comprises two deputy headteachers and one assistant headteacher.

The individual school budget per pupil for Dylan Thomas Community School in 2015-2016 is £6,073 per pupil. The maximum per pupil in the secondary schools in Swansea is £6,073 and the minimum is £3,802. Dylan Thomas Community School is the highest out of the 14 secondary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of Dylan Thomas Community School is good because:

- Over the last five years, there have been significant improvements to important aspects of the school's work, particularly the outcomes achieved by pupils at the end of key stage 4
- The school's performance in the level 2 threshold including English and mathematics has improved significantly over the last three years, and performance in this indicator has been well above modelled outcomes in three of the last four years
- The performance of pupils eligible for free school meals in important indicators at key stage 4 is well above the family average and the average for pupils eligible for free school meals in Wales
- Most pupils are respectful to each other, to staff and visitors around the school
- Most teachers establish positive working relationships with their pupils based on mutual respect and understanding
- The majority of teaching enables pupils to make good or better progress
- The attendance rates of pupils eligible for free school meals are above the average for the family of similar schools although overall attendance figures have been below modelled outcomes
- There is a beneficial range of learning experiences both in and out of the classroom

Prospects for improvement

The prospects for improvement of Dylan Thomas Community School are good because:

- The headteacher and senior leaders provide robust and effective leadership
- A shared vision of improving outcomes for all pupils has had a positive impact on provision for more vulnerable pupils and the attendance and performance of pupils eligible for free school meals
- Senior leaders challenge and support staff well
- Governors play a very important role in setting the strategic direction of the school and are highly effective in challenging the school
- There is a well-established culture of self-evaluation

Recommendations

R1 Improve the progress that all pupils make in lessons

R2 Improve attendance

R3 Improve the quality of teaching

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

The school's performance in the level 2 threshold including English and mathematics has improved significantly over the last three years. Performance in this indicator has been well above modelled outcomes in three of the last four years. It has been above the average for the family for the last two years, but the school remains in the lower 50% compared with similar schools based on eligibility for free school meals. The performance in the capped points score is also above modelled outcomes in 2015. Performance in this indicator in 2015 places the school in the lower 50% compared with similar schools in 2015 after placing it in the higher 50% in 2014 and the top 25% in 2013. However, despite a slight decline, the capped points score has remained above the average for the family for four years.

The school's performance in the level 2 threshold has shown a slight downward trend over the last three years, but has been above the family average, placing the school in the top 25% of similar schools in two of the last three years. Performance in the core subject indicator has improved over the last four years and in 2015 places the school the higher 50% of similar schools. Performance in the level 1 threshold is just below the family average in 2015 and places the school in the bottom 25% of similar schools, after placing it in the lower 50% for the two previous years.

In 2015, the proportion of pupils gaining five grades A* or A at GCSE is low and performance in this indicator remains below the family average.

Pupils' progress from key stage 2 to key stage 3 is above expectations in all indicators in 2015. Pupils' progress from key stage 2 to key stage 4 was much stronger than expected for most indicators, except for the level 1 threshold.

At key stage 3, there is a dip in performance in the core subject indicator following an upward trend of improvement over the previous three years. This indicator is below modelled outcomes and performance has placed the school consistently in the bottom quarter when compared with similar schools.

There is very little difference between the performance of boys and girls in the core subject indicator and in science and mathematics at key stage 3.

In 2015, the performance of both boys and girls at key stage 4 has improved in around half of indicators and compares well with the overall performance of the family, especially for the level 2 threshold including English and mathematics. However, boys' performance is below the family average in the level 1 threshold. The difference between the performance of boys and girls is broadly similar to that of the family.

The performance of pupils eligible for free school meals in the level 2 threshold including English and mathematics and in the core subject indicator has improved

significantly over the last three years. It is now well above the family average and the average for pupils eligible for free school meals in Wales. This is a strong feature. In most other indicators, such as the level 2 threshold and the capped point score, performance for this group of pupils compares well with family averages. However, performance in the level 1 threshold has fallen, and places the school just below the average for the family of schools for this group.

Pupils with special educational needs make very good progress against their targets.

Nearly all pupils continue in full-time education, training or employment after 16. In most lessons, pupils co-operate readily in groups and pairs and many make strong progress. These pupils recall prior learning well and apply it appropriately to new situations. However, a minority of pupils do not build well enough on their previous learning.

In many lessons, pupils listen attentively to their teachers and to other pupils. When responding to questions, a minority of pupils speak confidently and express their ideas suitably using subject specific vocabulary. However, a majority of pupils' responses are underdeveloped when expressing their opinions, and they use a narrow range of vocabulary.

A majority of pupils possess the necessary reading skills to enable them to retrieve information. These pupils are able to draw suitable inferences from text. However, the weak reading skills of a minority of pupils impede their progress across the curriculum, particularly at key stage 3.

A majority of pupils take advantage of the opportunities presented to write at length, and a minority of these pupils write clearly and accurately. A few pupils have higher order writing skills, and they use these to enable them to improve their work when drafting and redrafting. However, a majority of pupils do not write confidently without support, and a few find structuring longer pieces of text into paragraphs difficult. Many pupils make errors in writing, especially with their spelling, punctuation and grammar.

In lessons, a minority of pupils apply the basic rules of number appropriately. They collect and use data suitably, for instance, when costing products to sell, and draw relevant graphs. However, a majority of pupils do not develop sufficiently the numeracy skills they need to solve problems confidently. A minority of pupils find difficulty in selecting appropriate methods to use when applying simple formulae.

At key stage 3, performance in Welsh second language has improved steadily over the past three years and is similar to the performance of other schools in the family. At key stage 4, performance in the full GCSE course declined last year. For the short course GCSE, performance improved slightly in 2015, but was well below the performance of other schools in the family. More able pupils make worthwhile progress with their Welsh language skills. However, most pupils make slower progress.

Wellbeing: Adequate

Nearly all pupils feel safe in school and most feel that the school deals well with bullying. Many pupils take part in a wide range of physical activities, especially at key stage 3. These pupils understand well how they can keep themselves healthy through diet and exercise. Most pupils are respectful to each other, to staff and visitors around the school. A majority of pupils display positive attitudes to learning and behave well. However, a minority of pupils do not maintain their concentration and lack resilience. A very few behave in a manner that disrupts their own and others' learning.

The school has improved attendance rates in 2015. The attendance rates of pupils eligible for free school meals are now above the average for family of similar schools. However, overall, rates of attendance place the school in the bottom quarter of similar schools and have been well below modelled outcomes in the last three years. Persistent absence has decreased in 2015, but remains well above local and national averages.

There is a strong level of valuable pupil involvement in most aspects of school life, including decision-making, especially through the pupil council 'Dylan's Voice', and the eco club. Through these, pupils have influenced, for example, school policies on uniform, recycling and a whole school homework system.

Nearly all pupils develop their social and life skills soundly and make the most of worthwhile work and community experiences to prepare them for the next stage of their learning or employment.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum that reflects the vision and aims of the school well. Key stage 4 pupils have a suitable range of learning pathways that are appropriate to their needs and include academic and vocational subjects.

There is a beneficial range of learning experiences both in and out of the classroom. The school has organised the Welsh Baccalaureate Qualification in key stage 4 usefully so that pupils have the opportunity to gain valuable qualifications through a comprehensive range of learning pathways. Nearly all pupils participate in a worthwhile annual work experience placement and in community participation activities for two weeks each year. There is also a broad and varied range of sporting and cultural extra-curricular activities available to all pupils. These opportunities contribute well to the development of pupils' social and life skills.

The school has taken appropriate steps to implement the national literacy and numeracy framework. Careful preparation ensures that planning includes opportunities for pupils to develop literacy and numeracy skills in relevant and worthwhile contexts. The school deploys effective intervention and focused support for those pupils with weak skills.

The school promotes the Welsh language and the culture and customs of Wales suitably. However, very little Welsh is used by teachers and pupils, apart from at a very basic level. Although the school offers both the full-course and the short-course qualification in Welsh at GCSE, the number of pupils opting for the subject has declined. There are no pupils following the full course this year.

There is effective provision for education for sustainable development and global citizenship in the school. The pupils' eco committee contributes well to the development of the school's environment and raising awareness of sustainability.

Teaching: Adequate

Most teachers establish positive working relationships with their pupils based on mutual respect and understanding. They are knowledgeable and enthusiastic about their subjects and are sound language models.

Many teachers prepare their lessons in detail and provide engaging tasks and activities. These teachers use a variety of approaches effectively to allow pupils to work individually, in pairs or in groups.

In most classes, teachers manage pupils' behaviour positively, making sure that they are interested and able to progress with their work. However, in a very few lessons, teachers do not prepare sufficiently challenging and interesting tasks and pupils lose interest and disrupt the learning of others.

Teachers set suitably high expectations in a minority of lessons. In these lessons, teachers develop pupils' speaking, listening and reading skills well and pupils are encouraged to develop their independent learning and thinking skills. However, in a majority of lessons, teachers do not sufficiently challenge pupils and the pace of learning is not always appropriate. The quality and effectiveness of questioning vary widely. In many lessons, questioning does not deepen pupils' understanding or enable teachers to know if pupils are making sufficient progress.

In many lessons, teachers use learning support staff effectively to help and support pupils. However, many teachers do not adapt approaches to meet individual learning needs sufficiently well.

A majority of teachers' planning does not target the development of specific skills precisely enough. As a result, pupils do not consistently make satisfactory progress, particularly in their literacy and numeracy skills.

Marking is up-to-date in nearly all cases. Many teachers provide pupils with helpful written feedback on their work and give them useful guidance on what to improve. However, in the majority of cases, the comments are not specific enough on how to improve, particularly in the quality of extended writing.

The majority of teachers give opportunities for pupils to reflect on their work. However, these are often limited to checking the technical accuracy of their work.

Robust systems employed by senior and middle leaders forensically track the progress of all groups of pupils across the key stages. This identifies underachievement early and means that beneficial and timely intervention strategies are provided.

Parents and pupils receive useful regular progress summaries. Annual reports to parents set out clear areas for improvement.

Care, support and guidance: Good

The school provides very strong care and support, which have a significant impact on pupils' standards, health and wellbeing.

The school makes effective arrangements for promoting healthy eating and drinking. It promotes pupils' spiritual, moral, social and cultural well through the appropriate personal and social education provision and its beneficial focus on building positive relationships.

The school has strengthened its arrangements to monitor and support attendance and behaviour. The newly established 'Other Ways of Learning' centre provides purposeful personalised learning programmes for pupils at risk of exclusion or serious non-attendance. However, this has not had time to impact fully on attendance or exclusion rates.

The school has productive working relationships with an extensive range of external agencies. These provide valuable personal support and guidance for pupils. The school gives helpful guidance when pupils make choices at the end of key stages.

The school makes successful provision for pupils with additional learning needs. Effective, targeted learning programmes and interventions ensure that these pupils make worthwhile progress. In particular, the high level of support provided by the school's Derek Roberts Centre and Specialist Teaching Facility helps pupils to integrate well into school life and achieve sound progress.

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

Learning environment: Good

The school has a very caring ethos and is a fully inclusive community. Pupils are polite, friendly, and supportive of each other. Diversity is recognised and respected by pupils and staff. They are encouraged to understand the nature of stereotypes and challenge unfair attitudes and approaches. The school council, Dylan's Voice, promotes well the UNICEF values of a 'Rights Respecting School'.

The buildings are in a good state of repair and decoration. There are dedicated facilities for sports, drama and music, which are well used. The library is well equipped with a good range of books and suitable computer equipment. There are appropriate learning resources including information technology equipment across all other subjects. There are colourful wall displays throughout the school, which show examples of pupils' work and celebrate achievement.

Key Question 3: How good are leadership and management?	Good

Leadership: Good

The headteacher and senior leaders provide robust and effective leadership. They have been successful in promoting a shared vision of providing high quality learning experiences, and improving outcomes for all pupils. This has had a positive impact on provision for more vulnerable pupils and the attendance and performance of pupils eligible for free school meals.

In the past three years there have been additions to the senior and extended leadership teams that have allowed the school to reorganise responsibilities appropriately. This has partly been achieved through prudent use of grant funding and includes an element of succession management planning. The roles of senior leaders are well-defined and understood. Senior leaders are supportive of each other and work well together. This has led to greater consistency in leadership and accountability at all levels.

Senior leaders challenge and support staff well. There are rigorous lines of accountability between senior and middle leaders that focus clearly on strategic priorities and raising standards. The school has a clear calendar of management meetings, with agendas driven by the school's priorities for improvement. This means that staff at all levels have a sound awareness of whole-school priorities and how they can contribute to them.

The role of middle leaders has developed well and most carry out their work effectively and efficiently. Over the last few years, their roles have developed and now include greater accountability for the performance of their teams. Many have a secure knowledge and understanding of the work of their areas of responsibility and set suitable priorities for further improvements. However, the systems to hold heads of year and form tutors to account are not developed well enough.

Performance management is organised well and used consistently throughout the school. Challenging targets are set in line with school priorities and individual professional needs. Senior leaders challenge underperformance robustly.

The school takes appropriate account of national priorities. It uses data well to set challenging targets and monitor progress towards them.

Governors have a very clear understanding of the strengths and areas for development of the school, including a detailed appreciation of performance data. They are extremely well informed about what the school provides for pupils and of the impact that this has on the standards they achieve. Governors play a very important role in setting the strategic direction of the school and are highly effective in challenging the school.

Improving quality: Good

The school's review, evaluation and improvement planning processes are well linked and have had a strong impact on securing improved outcomes in most indicators at

key stage 4 over the past four years. The greatest impact has been on outcomes for pupils eligible for free school meals. There is a well-established culture of self-evaluation.

There is a regular calendared programme of self-evaluation activities. These involve a suitably wide range of leaders and staff and are supplemented usefully by external review. The evaluation and review activities make use of a comprehensive range of evidence. These include performance and progress data, scrutiny of work, lesson observations, and pupil and parent surveys.

The resulting school and faculty self-evaluation reports are clear and concise documents that identify well most of the strengths and areas for improvement in performance and provision. The self-evaluation activities have a strong focus on improving quality and consistency in teaching and assessment. A number of key areas for improvement in teaching, such as improving questioning, are aptly identified. However, the evaluation and review activities are less successful in assessing the impact of teaching and assessment on the development of skills in lessons and books. For example, apart from noting weak technical accuracy in pupils' writing, evaluation does not provide detailed commentary on strengths and areas for improvement in their writing.

The school and faculty improvement plans have a similarly clear and concise format. They set precise and challenging targets for groups of pupils, and identify appropriate actions and timescales for reviewing progress. There is a strong link between the findings of evaluation and review and the actions in plans for improvement. However, because evaluation and review do not identify precisely specific shortcomings in the higher order skills of pupils, the school and faculty plans do not give precise actions to improve these.

Partnership working: Good

The school has developed a wide range of effective partnerships in order to raise pupils' aspiration, and to improve their wellbeing and performance. The impact of these partnerships is evident in the strong pupil performance at key stage 4 over the past four years. These links are also effective in promoting pupils' wellbeing and enhancing their learning experiences.

The school has been particularly effective in developing strong partnerships with parents. Parents' opinions are sought regularly and they are well informed about school activities and especially issues affecting their own children. For example, the use of digital technology to record homework is helping parents to support their children's organisation and completion of tasks set. The partnership with parents whose children have additional learning needs is particularly strong.

There is close working with cluster primary schools to prepare pupils for the move to high school. This helps pupils to settle well and provides the school with detailed knowledge of any individual learning needs. However, the curriculum links to plan progression in the development of literacy and numeracy skills are in the early stages of development and it is too early to assess their impact.

A key factor in securing strong outcomes over the past four years has been the useful partnerships and networks the school has developed to support pupils in key stage 4 as they prepare for examinations. The impact of these partnerships is evident in the improved performance, particularly of pupils eligible for free school meals. More recently, the school is working with others to share ideas and practice relating to teaching and assessment. It is too early to assess the impact of this work.

The school has valuable links with other providers, employers and higher education that have resulted in broader curriculum provision and raised aspirations. Links with community groups are well established. They contribute well to pupils' social and life skills.

Resource management: Good

The school manages its resources well. It is suitably staffed to meet the needs of the curriculum and support learning.

The professional development needs of all staff are identified appropriately through performance management. All teachers and support staff benefit from a helpful range of professional development activities that relate clearly to whole school improvement priorities. This includes the recent introduction of a useful triad programme to enable teachers to work together in small groups to discuss important aspects of teaching and learning. There are also useful opportunities for staff to develop leadership skills through the use of grant funding to create temporary head of year positions.

The headteacher, business manager and the governing body have a secure overview of the school's financial matters with spending decisions planned and monitored well.

Grant funding is used effectively to meet identified objectives. For example, this has had a clearly beneficial impact on the attendance and performance of pupils eligible for free school meals, at the end of key stage 4.

In view of the good outcomes, the school provides good value for money.

Appendix 1

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Number of pupils on roll 512
Pupils eligible for free school meals (FSM) - 3 year average 48.9
FSM band .... 5 (30%<FSM)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	113	113	113	106		
Achieving the core subject indicator (CSI) (%)	48.7	54.0	59.3	54.7	65.5	83.9
Benchmark quartile	4	4	4	4		
English						
Number of pupils in cohort	113	113	113	106		
Achieving level 5+ (%)	59.3	60.2	61.1	61.3	69.9	87.9
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	6.2	10.6	19.5	1.9	28.5	52.6
Benchmark Quartile	4	4	4	4		
Welsh first language						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	.	90.9
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	.	56.1
Benchmark Quartile	.	.	.	.		
Mathematics						
Number of pupils in cohort	113	113	113	106		
Achieving level 5+ (%)	64.6	61.1	70.8	64.2	78.8	88.7
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	22.1	14.2	24.8	13.2	36.0	59.5
Benchmark Quartile	4	4	4	4		
Science						
Number of pupils in cohort	113	113	113	106		
Achieving level 5+ (%)	58.4	63.7	74.3	64.2	78.6	91.8
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	10.6	13.3	15.9	16.0	38.0	58.5
Benchmark Quartile	4	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.

6704076 - Dylan Thomas Community School

Number of pupils on roll	512
Pupils eligible for free school meals (FSM) - 3 year average	48.9
FSM band	5 (30%<FSM)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 15	116	127	114	110		
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	31.0	28.3	35.1	40.0	33.9	57.9
Benchmark quartile	2	4	3	3		
Achieved the level 2 threshold	65.5	88.2	86.0	79.1	72.2	84.1
Benchmark quartile	2	1	1	3		
Achieved the level 1 threshold	78.4	92.9	89.5	83.6	84.8	94.4
Benchmark quartile	4	2	3	4		
Achieved the core subject indicator (CSI)	22.4	27.6	32.5	37.3	30.3	54.8
Benchmark quartile	4	3	3	2		
Average capped wider points score per pupil	265.2	341.8	328.6	315.3	302.0	343.5
Benchmark quartile	4	1	2	3		
Average capped wider points score plus per pupil	259.7	327.2	313.4	303.1	293.9	338.7
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	0.9	3.9	0.0	0.9	5.9	16.6
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	42.2	36.2	43.9	47.3	48.8	68.6
Benchmark quartile	2	4	4	4		
Achieved A*-C in mathematics	41.4	47.2	41.2	45.5	38.9	64.4
Benchmark quartile	2	2	3	3		
Achieved A*-C in science	41.4	74.0	78.9	70.0	67.6	84.0
Benchmark quartile	4	2	3	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.

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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.

6704076 - Dylan Thomas Community School

Number of pupils on roll	512
Pupils eligible for free school meals (FSM) - 3 year average	48.9
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	51	53	49	52		
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	11.8	24.5	26.5	34.6	23.2	31.6
Achieved the level 2 threshold	54.9	77.4	77.6	71.2	64.0	69.4
Achieved the level 1 threshold	64.7	83.0	83.7	78.8	79.7	89.4
Achieved the core subject indicator (CSI)	7.8	22.6	26.5	32.7	19.6	29.3
Average capped wider points score per pupil	225.9	310.2	311.2	306.8	276.8	303.7
Average capped wider points score plus per pupil	220.1	296.8	296.7	295.1	268.6	296.4
Achieved five or more GCSE grades A*-A	0.0	1.9	0.0	0.0	2.9	4.3
Achieved A*-C in English	25.5	35.8	34.7	40.4	35.7	45.1
Achieved A*-C in mathematics	27.5	34.0	34.7	40.4	29.2	39.2
Achieved A*-C in science	31.4	64.2	77.6	63.5	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.

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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	101		38 38%	61 60%	2 2%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
				44%	52%	4%	1%	
The school deals well with any bullying	101		25 25%	59 58%	15 15%	2 2%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
				26%	57%	14%	3%	
I have someone to talk to if I am worried	100		48 48%	45 45%	6 6%	1 1%		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	101		27 27%	52 51%	18 18%	4 4%		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	100		42 42%	44 44%	13 13%	1 1%		Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
				44%	45%	9%	2%	
I am doing well at school	101		29 29%	64 63%	7 7%	1 1%		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	100		38 38%	56 56%	5 5%	1 1%		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	99		17 17%	60 61%	18 18%	4 4%		Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
				20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	100		48 48%	46 46%	6 6%	0 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	101		8 8%	47 47%	40 40%	6 6%		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	100		36 36%	37 37%	23 23%	4 4%		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	98		20 20%	56 57%	20 20%	2 2%		Mae'r ysgol yn gwrando 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	101		36 36%	59 58%	6 6%	0 0%		Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%		
The school helps me to be ready for my next school, college or to start my working life	99		32 32%	59 60%	6 6%	2 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%	9%	1%		
The staff respect me and my background	100		34 34%	59 59%	7 7%	0 0%		Mae'r staff yn fy mharchu i a'm cefndir.
			37%	54%	7%	2%		
The school helps me to understand and respect people from other backgrounds	100		31 31%	61 61%	7 7%	1 1%		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	47		7 15%	27 57%	7 15%	6 13%		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	11		0 0%	3 27%	7 64%	1 9%		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.	55	34 62%	20 36%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	55	31 56%	22 40%	2 4%	0 0%	0	Mae fy mhlentyn 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.	52	33 63%	18 35%	1 2%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	56	36 64%	19 34%	1 2%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	51	18 35%	30 59%	2 4%	1 2%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	55	34 62%	20 36%	1 2%	0 0%	0	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	56	41 73%	15 27%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	56	20 36%	33 59%	2 4%	1 2%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	55	31 56%	19 35%	4 7%	1 2%	1	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.	51	24 47%	25 49%	2 4%	0 0%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	54	36 67%	16 30%	2 4%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	55	30 55%	23 42%	2 4%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	55	33 60%	18 33%	3 5%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		35%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	55	38 69% 43%	17 31% 48%	0 0% 7%	0 0% 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	51	20 39% 31%	30 59% 56%	1 2% 11%	0 0% 2%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	54	30 56% 38%	23 43% 55%	0 0% 6%	1 2% 1%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	51	29 57% 32%	19 37% 55%	2 4% 11%	1 2% 2%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	51	29 57% 37%	16 31% 51%	5 10% 10%	1 2% 2%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	54	36 67% 43%	18 33% 50%	0 0% 5%	0 0% 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Mrs Karen Newby Jones	Reporting Inspector
Mr Tony Sparks	Team Inspector
Mrs Sue Halliwell	Team Inspector
Mr Huw Collins	Team Inspector
Mrs Christine Prescott	Team Inspector
Mr Andrew Hurley	Team Inspector
Mr Peter Trevor Lewis	Lay Inspector
Mr Mark Tidman	Peer Inspector
Mr Paul Davies (Deputy Head)	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.

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[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.