

**Inspection under Section 28 of the
Education Act 2005**

A report on the quality of education in

**Ysgol Gyfun Gymraeg Bro Myrddin
Croesyceiliog
Carmarthen
SA32 8DN**

School number: 6694056

Date of inspection: 7 December 2009

by

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Introduction

Ysgol Gyfun Gymraeg Bro Myrddin was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gyfun Gymraeg Bro Myrddin took place between 07/12/09 and 09/12/09. An independent team of inspectors, led by William Gwyn Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below explains the terms that Estyn uses to indicate quantities. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **Short** inspection.

Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	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

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Context

The nature of the provider

- 1 Ysgol Gyfun Gymraeg Bro Myrddin is an 11-18 mixed, designated bilingual school maintained by Carmarthenshire Unitary Authority (UA). There are currently 893 pupils on roll with 196 in the sixth form, compared with 860 at the time of the last inspection in November 2003 when there were 170 students in the sixth form.
- 2 The school is situated in Croesyceiliog, about half a mile from the town of Carmarthen. The school serves the town of Carmarthen but has a catchment area which extends over a large area of Carmarthenshire. Pupils come from areas that are neither prosperous nor economically disadvantaged.
- 3 About 2% of pupils are eligible for free school meals. This figure is well below the UA and national average.
- 4 Pupils of all abilities are received by the school. There are 16 pupils with a statement of special educational needs (SEN) and a further 124 have been identified as needing some support. The percentage of compulsory age pupils on the SEN register is 17.9% compared with the national average of 20.9%. Nine pupils are disapplied from the National Curriculum (NC). One pupil is "looked after" by the local authority and two pupils are dual registered.
- 5 About 47% of the pupils come from homes where the predominant language spoken is Welsh. All pupils speak Welsh as a first language or to an equivalent standard in school. Nineteen per cent of pupils come from homes where English is the predominant language and 34% come from homes where one parent speaks Welsh. No pupil receives support teaching in English as an additional language.
- 6 The headteacher was appointed to the post in September 2006 and the composition and structure of the leadership team (LT) was altered to take effect as from September 2009. These leaders were already in post or shadowing members of the LT before being appointed.

The school's priorities and targets

- 7 The school's aims are set out clearly in the school handbook and prospectus. The school's priority is to enable pupils of all abilities and backgrounds to achieve their full potential-academically, socially and personally- within the context of a designated bilingual comprehensive school.
- 8 The school's development plan (SDP) for 2009-2012 identifies areas for development that meet both the school's and national needs. The school has prepared a detailed plan for 2009-2010 and identifies six areas which will have priority from 2009 onwards. These include raising standards further in all key stages, teaching and learning, resources, self-evaluation, monitoring and skills, including developing information and communications technology (ICT).
- 9 The school also sets numerical targets for success at the end of key stage (KS) 3/4. In 2010, 88.3% of pupils should reach at least level 5 in teachers' assessments in all core subjects combined at the end of KS3 (Welsh first language 86% / English 85%, mathematics 89% and science 90%).

Performance in external examinations at the end of KS4

- 10 In 2010, the following are the percentages of 15 year old pupils targeted to achieve:

Level 1 threshold (a volume of qualifications at level 1 equivalent to five General Certificate of Secondary Education (GCSE) grades A*-G)	98%
Level 2 threshold (a volume of qualifications at level 2 equivalent to five GCSE grades A*-C)	82%
Level 2 threshold including English or Welsh first language and mathematics (a volume of qualifications at level 2 equivalent to five GCSE grades A*-C including English or Welsh first language and mathematics)	79%
Core subject indicator (CSI) English/Welsh first language, science and mathematics combined	78%
Leaving full-time education without a recognised qualification	0%
Average wider points' score (AWPS)	600

Performance in external examinations at the end of year (Y) 12/13

- 11 In 2010, the following percentage of 17 year old students targeted to achieve is:

Level 3 threshold (a volume of qualifications at level 3 equivalent to two Advanced (A) level grades A-E)	98%
AWPS	950

Summary

- 12 Ysgol Gyfun Gymraeg Bro Myrddin is a very good school with many outstanding features in all the key questions. The school has responded well to the key issues noted in the 2003 inspection report especially by raising standards and sharpening the process of self-evaluation at departmental and whole-school level. The inspection team agrees with all of the judgements made by the school in its self-evaluation report.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

Standards

- 13 Results in tests, statutory assessments and performance in examinations are good in KS3 and outstanding in KS4 and the sixth form. Pupils' performance in external examinations is above local and national averages in nearly all indicators in KS4. The school's CSI is outstanding in KS3 and KS4 and is significantly above local and national averages. Students' performance in external examinations in the sixth form has risen continuously during the last three years and is outstanding. Pupils' performance at KS3, KS4 and in the sixth form is above what was expected in 2009, based on prior attainment. The grades awarded for the key skills are:

STANDARDS IN KEY SKILLS	KS3 GRADES		KS4 GRADES		SIXTH FORM	
	Welsh	English	Welsh	English	Welsh	English
Speaking	1	1	1	1	1	1
Listening	1	1	1	1	1	1
Reading	1	1	1	1	1	1
Writing	1	1	1	1	1	1
Numeracy	1		1		1	
ICT	1		1		1	
Creative & Problem Solving	1		1		1	
Improving Own Learning	2		2		1	
Working With Others	1		1		1	

- 14 Standards in all key skills have at least good features and no important shortcomings (grade 2). Where a grade 1 was awarded, standards are good with outstanding features. The table for standards in key skills clearly identifies the grades awarded to each key skill at each key stage. The standard in nearly all key skills is a grade 1.
- 15 Learners' bilingual skills are outstanding. All learners are able to transfer their linguistic skills from one language to the other with confidence and ease.
- 16 Pupils with SEN make very good progress in relation to their ability and achieve high standards.
- 17 The standard of pupils' and students' spiritual, moral, cultural and social development is outstanding.
- 18 All pupils behave in an outstanding manner. A high priority is given within the school to respect for one another. Learners value the opportunities that the school provides for them on a daily basis and take pride in the quality of the buildings' interior. The school is a very civilized community in which all pupils are courteous and respectful.
- 19 Pupils are proud to be members of the school and they enjoy being in the school. Nearly all pupils are punctual to lessons. The school's attendance level is 92.8% which is above the local and national figure.

The quality of education and training

- 20 Teaching is outstanding. The proportion of grade 1 lessons is exceptional. The quality of relationships between teachers and pupils is outstanding. The support and encouragement given to learners is outstanding. Pupils listen very attentively and members of staff have high behavioural and academic expectations of them. Teachers know their pupils well, and there is mutual respect.
- 21 There is pace and challenge in most lessons and a good range of resources of quality are used well. Nearly all teachers have a firm grasp of their subject knowledge and there is effective use of group work to stimulate discussion.
- 22 The quality of teaching in all the lessons observed by the inspectors is significantly higher than the national average as reported in Estyn's annual report for 2008/09. The grades are shown in the grid below:

61 lessons observed	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	48%	43%	9%	0%	0%
All-Wales 08/09	25%	56%	11%	8%	0%

- 23 The school's assessment system has several good features. There is consistency throughout the school and a close relationship exists between departmental targets and results achieved. Pupils are more aware of their targets in KS4 and the sixth form. Departments record subject-targets consistently for each learner and there is clear guidance on their work on how to improve. There is some inconsistency in the quality of the advice given. The school's new electronic system for monitoring has not yet been embedded or developed sufficiently to ensure a clear understanding of pupils' progress against agreed targets. Targets for improvement on reports to parents are not always consistently detailed enough to give clear guidance on how to improve.
- 24 The school's curriculum satisfies legal requirements for pupils of statutory school age. It offers an outstanding range of subjects, including vocational courses, to its pupils in KS4 and the sixth form. Several courses are provided through collaboration with schools and a college. The curriculum is accessible to all and provides very good appropriate opportunities for pupils to gain qualifications.
- 25 The development of learners' entrepreneurial skills is outstanding and the provision of work-related education is extremely effective.
- 26 Partnerships with other organisations are outstanding. There are very good links with parents. Businesses provide work-experience opportunities and outside speakers enhance the spiritual and moral development of pupils through the outstanding personal and social education (PSE) programme. The Careers service contributes effectively to the work-related education (WRE) programme within the school. Pupils' personal developments are enriched by the outstanding range of extra-curricular activities which are provided by the school. Many pupils also benefit from the school's well-promoted wide range of cultural activities.
- 27 The school contributes outstandingly to the well-being of its pupils. It promotes healthy eating and healthy lifestyles. The school is on phase 4 of the Healthy Schools' initiative. The canteen provides a daily menu of healthy foods. The wide range of physical activities is well supported. The school's involvement in sustainable development and global citizenship issues is developing well.

- 28 The quality of care, support and guidance provided for pupils is outstanding. Pupils and students are very happy in the school. They are appreciated and supported by all adults. There is very effective liaison with external agencies.
- 29 The school has an outstanding pastoral system which provides care and support of high quality for pupils. Children settle into the school quickly because of the outstanding induction procedures. Transitional arrangements are outstanding. Personal support of very high quality is available to all learners.
- 30 The provision for pupils with SEN has many outstanding features. The quality of provision and management of SEN is a strength. Links with subject departments are very good. A committed team of experienced learning support assistants (LSAs) provide valuable and sensitive support both in mainstream classes and in small groups.
- 31 The school's provision for equal opportunities is good with outstanding features. There are very good arrangements for pupils' inclusion regardless of their disability. No discrimination or unpleasant behaviour is tolerated. Child protection procedures are well established.
- 32 The school council makes an effective contribution to the life of the school. The school listens well to its views and often acts upon its recommendations.

Leadership and management

- 33 The headteacher provides outstanding leadership to the school. He leads with vision and gives a clear strategic direction to the school. He works very well with his LT and with the staff, all of whom are involved in the consultation processes. The quality of middle-management leaders is mostly very good. The development of national initiatives and the professional development of all staff are outstanding.
- 34 The governing body's role as critical friend is outstanding. The contribution of this body to the effective organisation of the school is outstanding. Links between the governing body and departments are well established.
- 35 The monitoring and evaluation of all aspects of school life on a formal and informal basis are very effective. The school's process for monitoring underachievement is being trialled and refined. The comprehensive self-evaluation process is rigorous and well developed. It provides the basis for the SDP of high quality. All members of staff are involved and the views of all interested parties are taken into account. The school is in the process of developing further the use of targets to plan for improvement.
- 36 The school has a sufficient number of well-qualified staff to meet curricular and administrative needs. The LSAs make an outstanding contribution to the development of the pupils they support. The work-force remodelling has been completed successfully. The very few teachers who teach outside their own speciality receive good support.
- 37 Overall, the quality of the accommodation is good. The provision of appropriate and up-to-date ICT resources has impacted positively on standards and the quality of teaching. There are shortcomings in the facilities available to the physical education, drama and music departments. The provision for sixth-form accommodation and the school's dining arrangements are inadequate.

- 38 Due to the significant number of outstanding features, for example, support for pupils, delivery of learning programmes, range of extra-curricular activities, exemplary behaviour of all pupils, breadth of the curriculum, management and control of the budget, quality of the headteacher's leadership and standards, the school provides outstanding value for money.
- 39 The comprehensive educational programmes and range of opportunities ensure that the needs of all learners are met fully.

Recommendations

In order to achieve its objectives, the school should focus on the following priorities:

- *R1. Continue to refine the school's tracking procedures of pupils' performance against targets to ensure that they are sufficiently rigorous to enable clearer identification of underachievement.
- *R2. Continue to work closely with the UA to provide:
- suitable facilities for the physical education, music and drama departments; and
 - adequate dining and sixth-form facilities.
- *R3 Implement a more rigorous system for raising attendance levels.

** The SDP addresses all of these recommendations.*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving this report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 40 This grade matches the school's self-evaluation grade. The outstanding features include the:
- overall results in teacher assessments and performance in external examinations;
 - high standards of key skills; and
 - exceptional development of learners' personal, social and learning skills.

KS3 and KS4

Pupils' success in attaining agreed learning goals

- 41 Results in teachers' assessments at the end of KS3 have been good or better in two of the last three years. There had been a dip in pupils' performance in 2008. In 2009, with the exception of English, all core subjects and the CSI were in the top quarter of results in comparison with those of similar schools in Wales.

- 42 Attainment improved significantly in all the core subjects and the CSI in 2009 compared with the previous year.
- 43 Overall, attainment at KS3 was above what was expected in 2009, based on prior attainment in the CSI, Welsh first language, science and mathematics.
- 44 The percentage of pupils achieving level 5 or more in the CSI, Welsh first language, English, mathematics and science was well above the family (the school has been placed in a group of nine contextually similar schools), local and national average in 2009. The school was the top school in nearly all these indicators compared with the family of schools in 2009.
- 45 Pupils' performance in external examinations in KS4 in most subjects is outstanding and compares very well against local and national averages. In the core subjects and the CSI over the last four years, pupils' performance has been consistently high.
- 46 Ysgol Gyfun Gymraeg Bro Myrddin has performed above the family, local and national averages in all key indicators.
- 47 The school's performance in 2009 resulted in:
 - 97% of pupils achieving the level 1 threshold, well above local and national averages;
 - 78% of pupils achieving the level 2 threshold, significantly above local and national averages; and
 - 75% of pupils achieving the level 2 threshold including mathematics and English or Welsh first language, exceptionally above local and national averages.
- 48 The school is placed in the top quarter of results for the threshold level 2 indicator including mathematics and English or Welsh first language, the CSI and the AWPS. It is in the top half for threshold level 1 and 2 indicators. In comparison with all Welsh-speaking schools, it is in the top quarter of all indicators.
- 49 Many able pupils achieve their full potential. About 41% of pupils gained the A*/A grades in the GCSE examinations in 2009.
- 50 Pupils' performance at KS4 in 2009 was above what was expected, based on prior attainment at KS3.
- 51 Standards achieved by pupils with SEN are very good in both key stages.
- 52 In the end of KS3 assessments in 2009, girls outperformed boys in most indicators. At KS4, girls outperformed boys in all key indicators.

Their progress in learning

- 53 Pupils' progress in nearly all lessons is good in KS3 and very good in KS4.
- 54 In KS3 and KS4, nearly all key skills have standards which have good and outstanding features. Only the skill of improving one's own learning has standards which have good features and no important shortcomings.
- 55 Nearly all pupils have communication skills which are outstanding in both languages. They listen very well, use extended speech confidently, write extensively and read written passages effectively.

- 56 Learners' bilingual skills are outstanding. The Welsh language is used constantly and all pupils spoke to one another and to inspectors to very high standards.
- 57 Nearly all pupils work exceptionally well in pairs or larger groups throughout both key stages. Standards during group activities are high and pupils are on task.
- 58 Pupils' creative and problem-solving skills of high quality are visible in design and technology, art and on display around the school. Decision-making exercises of quality were frequently observed in lessons.
- 59 Standards in the skill of improving one's own learning in both key stages have good features and no important shortcomings. Self-assessment processes are developing well in KS3 and KS4. Most pupils in KS3 and KS4 understand what they are doing and how well they are progressing. Most pupils in KS4 are clear on what they need to do to improve and this is impacting positively on the standard of their work.
- 60 Nearly all pupils are very confident in using number in a range of subjects across the curriculum to a very high standard.
- 61 Nearly all pupils use word-processing skills and simulation packages innovatively.
- 62 All pupils with SEN make very good progress in relation to their ability. In KS3 and KS4, many pupils of low ability achieve very well. However, some middle and lower ability girls do not achieve their potential. In a very few subjects in KS4, pupils make limited progress towards their targets.
- 63 The most able pupils make very good progress.

The development of their personal, social and learning skills

- 64 Pupils' behaviour is outstanding in KS3 and KS4. During the inspection all pupils behaved in an exemplary manner. Pupils were very courteous, orderly and respectful. Pupils understand the high expectations which the school has of them, in terms of work, behaviour and attitude.
- 65 The school is a very orderly, caring and an inclusive community. During the last academic year, seven pupils were temporarily excluded and no pupil was permanently excluded.
- 66 The attendance level for the three terms prior to the inspection was 92.8%. This is above the all-Wales figure of 91% for 2008/09 and above the UA average of 90.8%. The school experienced lower levels of absence than expected in 2009 and compares very favourably with the family of schools, namely the group of schools that they resemble. Nearly all pupils are punctual to lessons and attendance rates in lessons during the inspection were good.
- 67 Nearly all pupils make outstanding overall progress in their personal, social, moral and wider development. The standard of pupils' spiritual, social, moral and cultural development is outstanding. The Welsh cultural dimension is an outstanding feature.
- 68 In KS3, pupils are prepared for participation in the workplace and community to good standards and to very good standards in KS4.

Sixth form

Students' success in attaining agreed learning goals

- 69 Overall, standards of attainment have risen consistently from 2007 and are outstanding in the three-year period (2007-2009).
- 70 Results at A level are above those recorded in the previous inspection in two of the last three years. Students' successes at two A level grades A-C have been well above local and national averages for the last three years.
- 71 Performance in external examinations is very good and the success rate is exceptionally high.
- 72 In 2008 (97%) and 2009 (100%) of students achieved the level 3 threshold. These results are above the local (96% and 97%) and well above the national averages (94% and 96%) respectively.
- 73 In 2009, students' AWPS of 799 points was above the local (729) and national average (688).
- 74 Boys outperformed the girls in the AWPS in 2009.
- 75 In September 2009, 75% of Y11 pupils returned to the sixth form and about 16% continued their studies in Further Education (FE). One per cent left full-time education without a recognised qualification. Eighty-six per cent of Y13 students entered Higher Education (HE).

Their progress in learning

- 76 Many students make very good progress during their period of study in the sixth form. All students exhibit outstanding standards in key skills.
- 77 Outstanding levels of communication through the medium of both English and Welsh are evident in class discussion. Students' writing skills are strong with evidence of accurate extended work available in files. In general, Welsh was the only language spoken by nearly all students in conversations amongst students around the school and in free time in the study centre. Linguistic skills of high quality were also evident when discussions were held with members of the school council. Students' bilingual skills are outstanding.
- 78 The standard of students' number skill is outstanding. The work evidenced in files is exceptional. The standard of this skill is supplemented by the fact that half the students in the sixth form study A level mathematics.
- 79 The high standard of students' ICT skill is evidenced in their project work and class presentations. Students use PowerPoint presentations of high quality to highlight aspects of their work. They work outstandingly in pairs or larger groups when delivering these presentations. They work very well together when engaged in class group work.
- 80 Nearly all students have an understanding of their levels of achievement and what they have to do to improve. Nearly all of their work is marked rigorously and targets for improvement are given. Nearly all written feedback is constructive, subject-specific and of a good standard.

The development of their personal, social and learning skills

- 81 The standard of students' personal, social, spiritual, moral, cultural and learning development is outstanding. Their attitude to learning is very good. Nearly all students enjoy being in school.
- 82 Many students organise their work well, without supervision in readiness for university life. They prepare to the best of their ability and use study facilities appropriately. The library is full of students on a daily basis.
- 83 They accept responsibility and work well as groups to raise money for charity. Nearly all students have a strong social conscience. Many have been trained by Child Line to assist those pupils experiencing problems.
- 84 Nearly all students are very good role models for younger pupils and for one another. Their leadership skills are extensive and students have taken responsibility for running the school eisteddfod. They have been trained to assist the UA youth workers and the 5x60 co-ordinator. The relationships between senior and junior pupils are very good. Students support younger pupils experiencing difficulties, socially or academically. All students work effectively in the school's buddy scheme. Outstanding relationships exist amongst the students.
- 85 Students demonstrate very responsible behaviour and respect towards one another and towards all members of the school community. This is an outstanding feature.
- 86 Students are able to express views openly and honestly. They listen carefully to the view of others.
- 87 Attendance is monitored sensibly and students in Y13 have developed very good working habits. Nearly all students have adopted a very mature approach to registering their presence in school. Attendance and punctuality to lessons are very good.
- 88 Students gain substantially from their sixth-form experiences, in their academic, personal, social, spiritual, moral and wider development.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

- 89 This grade matches the school's self-evaluation grade. The outstanding features of teaching include:
- detailed lesson plans that include an abundance of challenging activities and tasks;
 - a variety of teaching techniques that encourage pupils to be fully involved and to make progress;
 - penetrating questioning that leads to pupils thinking in more depth;
 - working relationships between pupils and teachers;
 - purposeful use of the interactive whiteboard by teachers and pupils; and
 - the development of learners' bilingual skills.

KS3 and KS4

How well teaching and training meet the needs of learners and the curriculum or course requirements

- 90 The quality of teaching is one of the school's strengths and good and outstanding features were seen in the quality of teaching in a very broad range of subjects across the school.
- 91 An element of excellence is in the culture of sharing ideas and good practice relating to learning and teaching methodology across the school. Through a system of shadowing pupils, members of staff have opportunities to observe lessons focussing on some specific aspects of the teaching.
- 92 The following table shows the quality of teaching in all lessons observed in the school in KS3 and KS4:

Quality of teaching 42 lessons observed	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	33%	57%	10%	0%	0%
KS4	48%	48%	4%	0%	0%
KS3 and KS4	40%	53%	7%	0%	0%

- 93 The percentage of lessons awarded a grade 1 or 2 (93%) is substantially higher than the picture nationally in 2008/09 where 81% of lessons were judged to be grades 1 and 2. In 7% of the lessons, good features outweigh shortcomings. The school has exceeded the secondary 'Vision into Action' target for 2010, namely for the quality of teaching to be grade 2 or better in 80% of classes.
- 94 An outstanding feature of the teaching is the very good working relationship between pupils and teachers and the friendly and stimulating atmosphere of the classroom that promotes pupils' motivation.
- 95 Teachers know their pupils very well, respect them as individuals and are ready to offer guidance and support as appropriate. Teachers ensure that their pupils are fully engaged and make very good progress by using a wide range of activities and tasks. Pupils are actively encouraged to use the interactive whiteboard in lessons. These are outstanding features.
- 96 Learners are asked penetrating questions to develop not only their thinking skills but also enhance their bilingual skills.
- 97 Across all lessons, many of the good features of the teaching include:
- ensuring pupils' previous knowledge and reinforcing it appropriately;
 - purposeful use of group and pair work to encourage pupils to discuss;
 - sound subject knowledge and understanding;
 - using clear oral presentations and explanations and practical displays effectively;
 - consistent and suitable encouragement and praise for individuals;
 - use of small whiteboards that ensure pupils' active involvement;
 - setting homework that is an appropriate continuation of the lesson;
 - encouraging pupils to develop thinking skills; and
 - careful timing to ensure good pace to lessons.

- 98 Lessons are carefully planned to ensure key skills are developed well. Lesson objectives are shared, used and reviewed. Several departments have ensured that their detailed and innovative schemes of work appear on the school's intranet and this has had an extremely positive effect on teaching standards. This is good practice.
- 99 In some lessons, shortcomings include teaching that is teacher-centred, slow pace to lessons and a lack of a closing session due to mistiming.
- 100 Pupils with SEN are taught well and there is effective collaboration between teachers and LSAs across subjects. This is having a positive effect on standards. A strategy has been introduced to identify able and talented pupils and this is an aspect that is being developed further.

The rigour of assessment and its use in planning and improving learning

- 101 The quality of assessment, recording and reporting has good features and no important shortcomings. All statutory requirements in respect of assessment and reporting on the NC subjects are met and the arrangements fulfil examination boards' regulations. The school conforms to the requirements for assessing pupils and students with SEN.
- 102 The school has a clear assessment policy that identifies baseline principles and assessment objectives clearly and gives a sound framework for implementing and managing the assessment procedure effectively. There are good departmental procedures that respond to departmental assessment objectives.
- 103 The good features of the assessment procedure include:
- extremely effective collation and analysis of data by a member of the LT;
 - the use of attainment indicators when setting end-of-key stage targets;
 - cross-school consistency and a link between the targets set and departmental results;
 - entering information on the school's central system twice a year on pupils' performance and attitudes;
 - departments regularly recording subject assessments for each pupil;
 - a strategy of two stars and a wish on pupils' work that gives relevant and constructive comments with suggestions for improvement;
 - distributing a level of achievement grid with instructions on the features of the levels and grades;
 - use of symbols (SPLAT) in line with the school's language marking policy; and
 - specific periods for departments to standardise and moderate work.
- 104 In some instances, there is a lack of consistency in the quality of comments within and across departments, and assessment does not always offer sufficient feedback to pupils on how to improve their work.
- 105 The school operates a new electronic system of centralised monitoring and the information gathered feeds into each pupil's personal record of achievement which is clear to all, systematic and easy to use. This procedure has not yet

been embedded or developed to ensure clear mutual understanding of pupils' progress in line with their targets across the school. Currently, it does not impact significantly on standards.

106 In KS3, the procedures of a majority of departments for standardising pupils' work have developed consistently well. These assessment developments, together with the innovative transfer procedures between KS2 and KS3 that include moderating samples of work, agreed marking policy, joint in-service training and setting standardised tasks in the core subjects, promote a better understanding in respect of standards and ensure consistency in assessment.

107 Pupils understand the process and purpose of assessment. In the vast majority of subjects, assessments for learning practices are used as a central part of the learning. Expectations are clear and the practice of sharing success criteria with pupils in order to develop specific skills is embedded. There are good examples of pupils assessing their own work and that of their peers in lessons in order to develop as independent lifelong learners. Pupils have the opportunity of completing a self-assessment form each term in tutorial lessons. Overall, the quality of these targets is uneven. Pupils are mentored twice a year by their personal tutors.

108 The reporting system provides a good picture of pupils' academic and personal development and informs parents well through the annual report. Subject comments are detailed but the quality and rigour of the targets identified for improvement are inconsistent. Parents can contribute towards the final reports through offering comments and attending annual parents' evenings. Pupils record their subject targets in their contact books and this is good practice.

Sixth form

How well teaching and training meet the needs of learners and the curriculum or course requirements

109 The quality of teaching is good with outstanding features. The following table displays the grades awarded to the quality of teaching in the lessons observed in all lessons in the sixth form.

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19 lessons observed	63%	21%	16%	0%	0%

110 Eighty-four per cent of lessons were judged to be good or better. The number of outstanding and good features of teaching in the sixth form is similar to that seen in KS3 and KS4. The most notable are the:

- very high expectations and encouragement for students to undertake research work, developing them into independent learners;
- purposeful questioning, stimulating students to think analytically;
- purposeful use of the interactive whiteboard; and
- emphasis on a range of activities that enable students to express a judgement, consider opinions and challenge and reflect on their work.

111 The shortcomings evident in some lessons were overlong presentations, lack of pace and lack of opportunities to develop new skills and understanding of subject concepts.

112 The development of students' linguistic needs is outstanding. There are planned opportunities to develop bilingualism through nurturing the craft of purposeful concurrent use of language and translation, specific activities, tutorial periods and through preparing them for the bilingual world of work and FE or HE.

The rigour of assessment and its use in planning and improving learning

113 Arrangements for monitoring students' performance and the quality of assessment are good.

114 The good features include:

- teachers setting and discussing probable target grades with students;
- regular interviews with the personal tutors monitoring students' progress and attitude and setting measurable qualitative subject-targets;
- system for recognising and effective mentoring of underachievement;
- reviewing results of Advanced Supplementary (AS) modules ensuring students' clear understanding of the equivalent value of UCAS points; and
- drawing up an action plan for Y13.

115 Assessment of students' work is good with teachers providing clear oral and written feedback that identifies specific areas for improvement.

116 There are good links with parents. Full reports are sent to parents annually. In the best examples, subject comments are detailed. In some instances, they are insufficiently detailed and evaluative and do not give clear, subject-specific targets to the students for improvement.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

117 This grade matches the school's self-evaluation grade.

118 There are many outstanding features in the school's curricular provision. A few examples are the:

- opportunities for qualifications appropriate to each pupil in each key stage;
- partnerships with local schools, FE and HE establishments, local employers and businesses; and
- the humanitarian committee in the sixth form.

The extent to which learning experiences meet learners' needs and interests

119 Other outstanding aspects include the following features.

120 At KS4, the school offers a wide range of courses from which learners can gain qualifications. All pupils follow the short or full GCSE course in religious education. Vocational subjects are offered as part of the Welsh Assembly Government's (WAG) 14-19 Learning Pathways options' menu in partnership with the local schools' and college cluster.

- 121 The number of subjects available far exceeds the WAG's requirements for 2009 as agreed by the UA and is on line to do so for 2010. The learning core and the five domains for non-vocational and three for vocational subjects are already exceeded. This is very good provision.
- 122 In the sixth form, students select from a wide range of subjects at AS and A level, including vocational subjects such as the Council for Awards in Children's Care and Education (CACHE) course, salon services and fashion. These are innovative opportunities for students.
- 123 There are outstanding opportunities for assessment and gaining qualifications in key skills in KS3. In KS4, all pupils gain qualifications at Entry level, level 1 or, for the large majority, level 2. Pupils in KS4 gain qualifications in communication, application of number, ICT and problem solving at level 2. In the sixth form, all students have the opportunity to gain qualifications in all key skills at level 3, as well as topics at level 4. Many pupils achieve the Duke of Edinburgh's Award.
- 124 Liaison with primary schools is very good. There is a close and effective association, including portfolios of work to ensure curricular progression.
- 125 The school's provision to develop key skills is particularly good. Key skills are firmly embedded in curricular planning. Their delivery in all subject areas in KS3/4, both within and in extra-curricular activities, is audited and monitored closely. The school has good provision for the delivery of basic skills to identified learners in KS3. It has been awarded the Basic Skills Quality Mark.
- 126 The provision for effective enrichment through extra-curricular activities is outstanding. There is a wide range of sporting, musical and cultural opportunities, which extends the school day and provides out-of-school experiences. Many learners participate in the 5x60 physical education sessions. The impact on the development of learners' personal and social skills is considerable.
- 127 The promotion of learners' personal development is very good. The range of whole-school morning assemblies promotes outstanding spiritual and moral development of quality. The programme for PSE lessons is based on the WAG's Framework and contributes substantially to learners' social, moral, spiritual and cultural development.
- 128 All sixth-form students contribute very effectively to the humanitarian committee, which organises a variety of voluntary activities, raising considerable sums of money for charity. Many of these activities contribute not only to students' personal and social development, but to their awareness of business and the world of work. This is an outstanding feature.
- 129 There are exceptionally strong and close links with a range of partners who are all very supportive of the school. The joint efforts of local schools and colleges have ensured the development of innovative and appropriate courses for pupils in KS4 and students in the sixth form.
- 130 Links with employers and businesses are extremely effective in supporting learners' experiences.
- 131 Links with HE and local teacher training institutions are strong. A significant number of trainees have been appointed permanently to the staff. There are

very good links with the UA and the community. There are good links with parents and there is a home-school agreement.

132 Statutory requirements are met in full, including those for a daily act of collective worship and religious education in the sixth form. At KS3, all the NC subjects are taught to pupils and the curriculum is broad and balanced.

The extent to which learning experiences respond to the needs of employers and the wider community

133 The school provides very effective work-related education, which follows the national Framework. It is in the process of applying for the Careers' Wales Quality Mark.

134 At KS4, there are positive links with Careers Wales and learners are prepared well for the world of work. There is a 100% success rate with work-experience placements for all Y10 pupils. Local employers run the workshops during the Careers' conference.

135 Close and positive links with local employers ensure that their needs are met. The school has selected specifically to offer vocational courses that are directly related to local employers' needs. This is a strong feature.

136 A number of outstanding enterprise activities in all key stages foster, very effectively, an understanding of economic development.

137 The school promotes the Welsh language and culture and bilingualism extremely well. There is a strong involvement with the Urdd. Communication skills are accredited bilingually.

138 There is good practice with respect to the promotion of sustainable development and global citizenship. This is an Eco-school which has gained the silver award.

139 The school promotes equality of access and opportunity to all and makes every attempt to meet the needs of all learners.

140 The school takes very good account of the WAG's priorities. Pupils are learning to solve problems, show initiative and enterprise and how to improve their own learning performance. There is very good transition from the primary schools and provision for the 14-19 year olds exceeds requirements. All pupils have highly competent use of the Welsh language and appreciation of Welsh culture and of the need to be bilingual.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

141 This grade matches the school's self-evaluation grade.

142 The outstanding features include:

- a happy and caring inclusive community with an ethos of friendliness;
- very effective planning, management and co-ordination of care and support;
- a committed and effective pastoral team;
- personal support of very high quality;

- close and effective working partnerships with parents and carers;
- effective partnerships with partner primary schools;
- a comprehensive careers-guidance programme;
- provision of high quality for pupils with SEN;
- guidance and effective support by the additional special needs' co-ordinator (ASENCO) and the SEN team;
- equal access to very good learning opportunities; and
- arrangements for pupils' inclusion regardless of their disability.

143 The grade accurately reflects the many outstanding features the school has in relation to the care, support and guidance of learners.

The quality of care, support and guidance to learners

144 The school provides outstanding support and guidance for all learners. The headteacher and teaching support staff are highly successful in creating a calm, caring and supportive environment. The school is a very friendly, happy, caring and inclusive community.

145 The pastoral team, led by the deputy headteacher, is a strength of the school. The extent to which heads of year, the director and assistant director of the sixth form and all form tutors work together to provide very effective pastoral care for pupils and students is a strength of the school. The positive ethos of mutual respect within the school community is outstanding.

146 The school has developed strong and effective links with specialist services. This ensures that learners' individual needs are carefully assessed and addressed.

147 The school enjoys close and very effective working relationships with parents and carers. These contribute significantly to the quality and guidance offered to learners. The school listens carefully to parents and carers and takes their views fully into consideration. The school council ensures pupils have a voice in the decision-making process.

148 Pupils in Y9 and Y11 receive impartial advice that enables them to make appropriate choices for their learning pathways in KS4 and in their sixth-form education. Learners, parents and carers receive good information about the options available. All pupils have access to personal support through an effective learning coach. The school has successfully developed Learning Pathways provision in partnership with other local Welsh-medium secondary schools.

149 The school contributes outstandingly to the well-being of its pupils. It promotes healthy eating and healthy lifestyles. The school is on phase 4 of the Healthy Schools' initiative. The canteen provides a daily menu of healthy foods. The wide range of physical activities is well supported.

150 The school has very strong links with its partner primary schools. The transition arrangements, that support pupils and their parents when they transfer from KS2 to KS3, begin in Y5 and are well embedded. These are outstanding.

151 The very positive working relationships with the partner primary schools include effective pastoral and curricular links. Year 5 and Y6 pupils visit the secondary

school on a number of well-planned occasions throughout the year. The four-day residential bridging course held at the Urdd centre in Llangrannog is effective. Social links are fostered with the support of sixth-form mentors. The school provides Welsh-language support. 'The First year at Bro Myrddin' prospectus provides a very useful guide to pupils and parents and carers.

- 152 Personal and social education is integrated into all aspects of the school's activities and the outcomes are reflected in learners' caring and thoughtful attitudes. The sixth-form 'buddy' system and students who have received appropriate training through Child-Line Wales provide an effective counselling service through 'Clwb Sgrech'.
- 153 The quality of personal support and guidance is a particular strength. This support is reinforced by a well-planned and effectively co-ordinated PSE programme.
- 154 Pupils' punctuality, attendance and performance are monitored closely. The school's policy and procedures to promote good behaviour are highly effective and very well monitored. Monitoring of attendance has improved. Pupils' academic progress is monitored carefully but the setting and monitoring of their individual targets lacks consistency.
- 155 Careers education and advice are outstanding. There is very effective collaboration between the school and Careers Wales West. Careers education and guidance of quality are embedded throughout the school. The careers' officer provides effective support to the school's provision and organises courses and activities of very high quality. Students are very well supported as they prepare applications for HE. Learners in Y10 and Y12 receive work experience of value.
- 156 The headteacher is the designated member of staff with responsibility for child protection. All members of staff are fully trained and aware of the correct procedures to be followed. The school works very closely with other agencies to ensure pupils' well-being.

The quality of provision for additional learning needs

- 157 There are outstanding features in the quality of provision for pupils and students with SEN.
- 158 The school diagnoses pupils' special needs effectively through close liaison with all of its partner primary schools. The ASENCO visits the partner primary schools to get to know pupils and to discuss their needs. She attends Y6 annual reviews. This is good practice.
- 159 The ASENCO is enthusiastic and provides very good guidance. Links with all subject departments are good. Information on SEN is relayed to staff both electronically and in hard copy form. This information, together with regular meetings with the ALNCO, are significant factors in very good curricular planning for learners with SEN.
- 160 The ASENCO provides very good leadership to the learning support team.
- 161 Pupils with SEN have full access to the curriculum through their inclusion in main-stream classes. The experienced and very well qualified LSAs have very positive working relationships with learners and main-stream staff.

- 162 The provision for developing pupils' literacy and numeracy skills during the morning registration periods has outstanding features.
- 163 The school has very good regard for the Code of Practice (Wales) and statutory framework for inclusion. The SEN register, along with the individual education plans (IEPs) for pupils on the register and with a statement of SEN, are fully implemented.
- 164 The lunch-hour homework club is an outstanding feature. It supports not only learners who are on the SEN register with their academic work but also those who are not able to complete their work at home or in school. A learning coach and LSAs oversee this actively and raise learners' self esteem.
- 165 The school deals very effectively with any learners whose behaviour and attitudes are likely to impair their progress and that of others.

The quality of provision for equal opportunities

- 166 The positive and inclusive nature of the school has outstanding features. The school has coherent policies to deal with equal opportunity issues. All pupils are fully integrated into the curriculum and extra-curricular life of the school. The school has very high expectations of all pupils.
- 167 The school offers equality of opportunity to each individual. The school has an appropriate policy for encouraging racial equality and the school actively promotes good race relationships. Issues are covered well in assemblies and many curricular areas.
- 168 The school's system for reporting, dealing with and monitoring the limited incidents of bullying and harassment is outstanding.
- 169 The school has a relevant policy on the Disability Equality Scheme and Accessibility Plan. There is clear access for anyone with a disability to every part of the school. The inclusive ethos of the school is an outstanding feature.
- 170 The school works successfully to promote social inclusion. Its pastoral system and support from outside agencies combine to offer outstanding help for any learner experiencing difficulty in school, at home or in the community.
- 171 The school gives a high level of support to both local and national charities and reinforces the importance of promoting diversity and respecting others.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

- 172 This grade matches the school's self-evaluation grade. The outstanding features are the:
- inspirational leadership and complementary roles of the headteacher and his LT;
 - open and approachable management style of leaders;
 - effective partnerships and implementation of national initiatives; and
 - importance given to continuous professional development.

How well leaders and managers provide clear direction and promote high standards

- 173 The aims and expectations of the school are made clear to all and staff, pupils and parents are all committed to these aims.
- 174 The school has moved further forward through the strong leadership of the headteacher by introducing new agreed initiatives and structures. He works harmoniously with his leaders and governing body. He leads with vision, giving, by example, clear strategic direction and is very influential in promoting school community values. He is ably supported by the LT and they have refined the ethos of the school in collaboration with all members of staff.
- 175 The school has successfully initiated some outstanding partnerships and developed national priorities. Joint governances have been introduced for 14-19 education with the Welsh-medium and the English-medium sectors. The school is leading a national initiative on a Fashion Work Based Learning Pathway level 2 course in collaboration with the college and the Sector Skills' Council. The school is one of the main curricular leaders within the authority's 14-19 Learning Pathways' initiative. The skills' agenda is embedded at all key stages and assessment for learning strategies, involving King's College London, are well advanced.
- 176 The school ensures equal opportunities for all. This is an outstanding feature. Everyone in the school is treated with respect and all make a contribution which is valued.
- 177 Each member of the LT is linked to a cluster of departments and these management links are effective. Monitoring is undertaken regularly and rigorously.
- 178 Highly effective levels of communication exist between members of staff and the LT. Management and pastoral meetings are held on a formal and informal basis.
- 179 Nearly all middle managers understand their roles clearly and undertake these roles to very good effect. Middle managers and heads of year of high quality are committed to raising standards by monitoring work on a regular basis. The quality of leadership, in nearly all instances, is a significant factor in the maintenance of high standards.
- 180 The school ensures the professional development of teaching, administrative and technical staff in accordance with individual and school needs. The outcomes of the training are shared within the department, and where appropriate, on a whole-school basis to raise standards. The school benefits substantially from the expertise of members of staff who deliver training on a national level.
- 181 The school has a well-established system of performance management which applies to all members of teaching, technical and administrative staff.
- 182 The programme for the induction of newly-qualified teachers, and teachers new to the school is very well organised and managed. Students from initial teacher training (ITT) institutions also receive very good support.

How well governors or other supervisory bodies meet their responsibilities

- 183 The governing body makes an outstanding contribution to the leadership of the school.
- 184 The professional expertise of each governor is used very effectively, not only in the work of the governing body but also in enhancing the curricular and community dimension of the school.
- 185 The governing body has high expectations of the school. Governors expect standards to be maintained at a high level and that all within the school community are respected and afforded equality of opportunity.
- 186 The chair of governors and chairs of the sub-committees have a detailed knowledge of the school and are in regular discussion with the headteacher. They ensure that sub-committees work productively for the benefit of the school.
- 187 The governors clearly understand their roles and act as critical friends in a highly effective manner. They are well informed on all aspects of school performance and receive regular reports from school managers. There are long-standing close and strong links between members of the governing body and departments and governors observe lessons.
- 188 They are fully involved in the strategic management of the school. The quality of their strategic management and involvement in the evaluation processes are outstanding features. Discussions are detailed and challenging. These aspects ensure that the school is meeting the needs of its learners.
- 189 Governors hold themselves accountable for the effectiveness, appropriateness for purpose and value for money of all procedures and practices.
- 190 They ensure that targets are challenging but realistic.
- 191 The school prospectus contains all the required information
- 192 All regulatory requirements are met.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

- 193 This grade matches the school's self-evaluation grade.
- 194 The outstanding features include the:
- quality and consistency of self-evaluation reports produced by senior and middle managers;
 - shadowing and monitoring arrangements of whole-school issues;
 - manner in which the views of staff and pupils are respected, listened to, and taken into account; and
 - whole-school planning for improvement.

How effectively the school's performance is monitored and evaluated

- 195 The grades awarded by the inspection team for all the seven key questions match the grades awarded by the school in its self-evaluation. This exemplifies

- the extensive knowledge the school has of its strengths and areas for development.
- 196 The very effective leadership and thorough system of self-evaluation and planning for improvement have had a positive impact on standards across the curriculum.
- 197 The quality of self-evaluation has improved significantly since the last inspection and is now well established and embedded in the life of the school.
- 198 Leaders and managers are well informed about the areas for which they are responsible. The quality of the links between members of the LT and clusters of departments is good. Members of the LT meet with the middle management teams (MMT) to discuss the analysis of examination data and set targets for improvement. The support given to departments in data analysis is very good. The standard and consistency in the quality of departmental examination analysis are outstanding.
- 199 Over the last three years, a culture of building on strengths and recognizing areas for development has grown within the school with members of the LT shadowing pupils twice yearly with a given agenda. This is an outstanding feature. At departmental level all members of staff have an opportunity to be members of teams shadowing these pupils. The collated results are shared in a full staff meeting. Departments then deal with issues relevant to their department. This is exemplary good practice.
- 200 The relationship, both formally and informally, between the LT and MMT is strong. Leaders provide templates of outstanding quality to aid the MMT in the analysis of data and in self-evaluation. Regular and structured book reviews, aided by a template provided by the LT, are undertaken across departments by the LT and the MMT. Further departmental monitoring of lessons is becoming embedded in a yearly cycle and the school has noted its intention to further refine formal departmental monitoring beyond the requirements of performance management.
- 201 The school's self-evaluation report is a detailed and rigorous document of high quality outlining the school's performance against the seven key questions as used in Estyn's guidance. It is thorough and evaluative, clearly noting strengths and areas for development. The departmental self-evaluation reports, helped by an exemplary template provided by the headteacher, analyses the departments' current position in depth and notes the strengths and areas for development. The consistency in self-evaluation across departments is exceptional.
- 202 The views of pupils, parents and staff are actively sought, and their opinions respected. The commercial company employed to ascertain parental, staff and pupils' satisfaction noted that the analysis of pupils' replies was one of the most positive the company had ever analysed. The school is also a pilot school for WAG's survey of pupils' views. Pupils provided very positive responses to all questions. The parental and staff questionnaires were equally supportive of the school.
- 203 All members of the teaching, technical and ancillary staff and governors contribute to the process of self-evaluation. Each member of staff has a detailed and full job description. This is a good feature. Individual members of the governing body are linked to departments and, in spite of the limited time

available to them, several have taken part in departmental meetings and have attended lessons. Their knowledge and understanding of the monitoring and review process are very good.

The effectiveness of planning for improvement

- 204 The use of data to inform planning and development across the school is outstanding. The guidance given to departments, the wealth of data available to staff, and departmental confidence in data analysis ensure the outstanding evaluation of examination results. Quantitative target-setting for departments and their monitoring as an intrinsic part of the planning process have been recognized by the school as an area for further development.
- 205 The quality of the three-year SDP is very good and the annual departmental development plans (DDPs) are good. Issues for development noted in the self-evaluation documentation and arising from the monitoring reports are regularly and consistently incorporated in the SDP and the DDP as are the local and national priorities. The SDP has suitable implementation strategies, detailed costings and effective success criteria.
- 206 The headteacher has produced an abbreviated version of the SDP as a working document which ensures that the focus for staff is always concentrated on the main priorities. This is exemplary good practice.
- 207 Departmental development plans reflect whole-school priorities as well as subject-specific needs and areas identified through self-evaluation. The standard of DDPs is inconsistent, with some plans lacking costings and rigorous success criteria.
- 208 The progress made in response to the key issues noted in the previous inspection has been good. Standards across the subjects have improved in KS4 and in the sixth form. Self-evaluation and data analysis have developed into effective tools for recognizing departmental and whole-school strengths and areas for development. However, there is some inconsistency in relation to assessment and reporting across the school.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features
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209 This grade matches the school's self-evaluation grade.

210 The outstanding features are the:

- quality of the committed team of teaching and support staff;
- resources available to deliver all aspects of the school curriculum;
- budget management systems to achieve value for money; and
- management and range of professional development strategies for staff.

The adequacy, suitability and use made of staffing, learning resources and accommodation

211 The broad and balanced curriculum is delivered by appropriately qualified and experienced teachers. The members of the teaching staff are highly committed

to providing learners with opportunities to achieve the highest possible standards. All aspects of the curriculum are delivered by specialist subject staff. The very few who teach outside their subject expertise receive very good support.

- 212 The implementation of the workforce restructuring programme has substantially reduced the administrative workload of the teaching staff. The considerable investment in the professional development of the support staff has provided an exceptionally effective team. They provide outstanding assistance to the teaching staff by allowing them to concentrate fully on delivering lessons of a high standard. This is reflected in the very good standards achieved by learners across all key stages.
- 213 A team of 9.5 LSAs works very closely with the teaching staff. They ensure the delivery of outstanding support for learners with SEN. The school's programme of continuous professional development provides the support staff with every opportunity to develop their specialist skills.
- 214 All departments benefit significantly from a generous capitation allowance. This is reflected in the outstanding resources available to the teaching staff. These resources meet the needs of all learners. A notable feature is the significant amount of subject-specific material of exceptional quality prepared by the teaching staff.
- 215 The school has invested heavily in computer technology. There are five networked suites which provide all departments with the opportunity to develop the learners' ICT skills within all curricular areas. The majority of classrooms have a full complement of interactive whiteboards, digital projectors and a networked computer.
- 216 The investment in resources to meet the needs of all pupils through the acquisition of a climbing wall, mountain-bike track, skateboarding half-pipe, a building skills' centre has enriched the experiences of a very high percentage of pupils. This is an outstanding feature.
- 217 The library plays a key role in supporting learners' study skills throughout all the key stages. It is well managed by a qualified librarian. She works in partnership with subject departments to ensure the appropriate purchase of books and other materials in the drive to raise and maintain high standards.
- 218 The school succeeds in providing sufficient space to accommodate its present pupil population and the curriculum offered. It provides a pleasant, positive and a stimulating atmosphere for teaching and learning. The displays of pupils' work in the classrooms and along many of the corridors clearly represent the outstanding work ethic set by both teachers and pupils.
- 219 However, there are shortcomings in the facilities available to the physical education, drama and music departments. The provision for sixth-form accommodation and the school's dining arrangements are inadequate.
- 220 The building and the extensive grounds are well maintained by a team of caretakers, groundsmen and cleaners. The school has fully exploited its extensive campus by the visionary utilisation of its grassland and woodlands to develop activities such as mountain biking and orienteering. This outstanding

maximisation of the use of its available outdoor resources has significantly enriched learners' educational experiences.

How efficiently resources are managed to achieve value for money

- 221 The management and control of the allocated budget are outstanding features.
- 222 The governing body places a considerable emphasis on tracking all costs by a detailed review on a monthly basis. This is commendable practice. The budget expenditure is driven by the identified priorities in the DDPs and SDP which are monitored and reviewed regularly to secure value for money. This is a strength of the school.
- 223 An audit report conducted in July 2009 and reported on in October 2009 recognised the school's outstanding financial management systems. There were no recommendations made by the auditors.
- 224 The school pursues every possible avenue for raising additional funds. It has been successful in obtaining significant grant aid to develop a number of vocational courses.
- 225 The self-financing sixth form provides outstanding value for money. The students make a significant contribution to the life of the school and a valued contribution within the local community.
- 226 The school's procedures for the professional development of its staff are outstanding features. The performance management scheme is well established and sensitively managed to obtain the maximum outcomes for the individual and the school. Both teaching and support staff are fully involved in the performance management processes. The sharing of good practice and the staff-shadowing scheme are outstanding features in the development of staff expertise and skills.
- 227 All newly qualified teachers, and those in their early years of teaching, benefit from an outstanding programme of support and training. The school operates a very good programme of support and tuition for ITT students in conjunction with Trinity University College, Carmarthen, Aberystwyth, Cardiff and Swansea Universities.
- 228 The school fully meets the statutory requirements with reference to workforce and workload remodelling. Very good provision has been made for staff planning, preparation and assessment. This time is used effectively.
- 229 Criminal Records Bureau (CRB) checks have been completed in accordance with the UA's regulations and procedures.
- 230 The school provides outstanding value for money.

School's response to the inspection

The staff and governors of Ysgol Gyfun Gymraeg Bro Myrddin would like to thank all the members of the inspection team for the professionalism shown throughout the whole inspection process. We are pleased that this external report matches very closely the school's own internal self-evaluation report. As a school, we shall continue to strive to ensure the highest standards possible for our pupils.

Appendix 1

Basic information about the school

Name of school	Ysgol Gyfun Gymraeg Bro Myrddin
School type	Secondary
Age range of pupils	11 – 18
Address of school	Croesyceiliog Carmarthen
Postcode	SA32 8DN
Telephone number	01267 234829

Headteacher	Mr Dorian Williams
Date of appointment	01-09-2006
Chair of governors	Mrs Glenys Thomas
Reporting inspector	Mr W Gwyn Thomas
Dates of inspection	07-12-2009 – 09-12-2009

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	127	154	122	150	144	105	91	893

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	52	12	58.43

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	15.35
Pupil: adult (fte) ratio in special classes	
Average teaching group size	18.99
Overall contact ratio (percentage)	80.80

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	96.2	95.4	92.4	93.4	92.5	91.7	83.5	92.92
Term 2	93.7	94.2	91.2	92.2	90.8	92.2	84.3	91.7
Term 3	93.7	93.9	88.2	87.0	98.4	77.6	94.6	90.6

Percentage of pupils entitled to free school meals	2.13
Number of pupils excluded during 12 months prior to inspection	7 Temporary

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

Ysgol Gyfun Bro Myrddin
Carmarthenshire

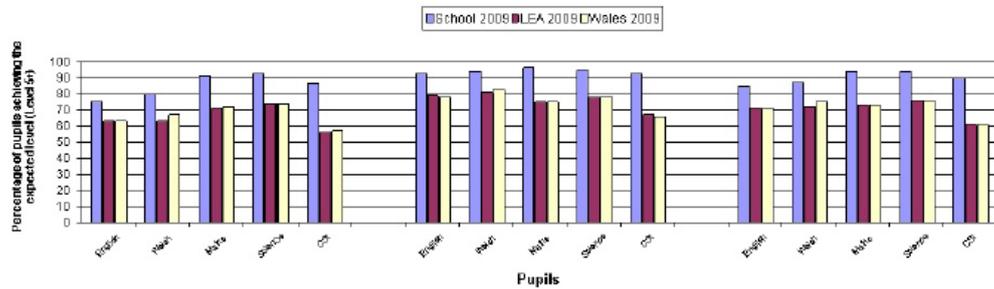
LEA/School no: 669/4056

School comparative information: National Curriculum Assessments 2009 with benchmarking

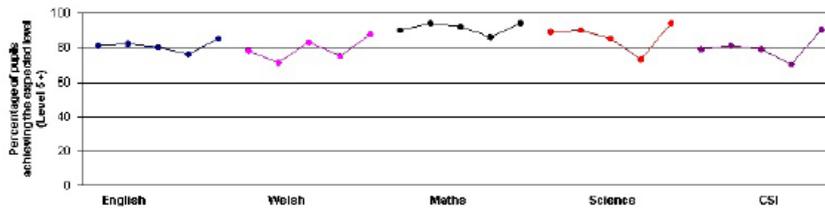
Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	75	63	63	93	79	78	85	71	71
Welsh	80	63	67	94	81	83	88	72	75
Maths	91	71	72	96	75	75	94	73	73
Science	93	74	74	95	78	78	94	76	76
CSI	87	56	57	93	67	66	90	61	61



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1

School is in the top 25 per cent.

Free School Meal Group

Quartile 2

School is in the top 50 per cent but not the top 25 per cent.

Quartile 3

School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 10 percent eligible for FSM

Quartile 4

School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		78		82	85	88	
Welsh		72		79		88	
Maths		78		83		88	94
Science		83		87		90	94
CSI		69		76		80	90

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report by William Gwyn Thomas
Ysgol Gyfun Gymraeg Bro Myrddin, 07/12/09

This report uses data for 2009 for LEA and Wales comparative information

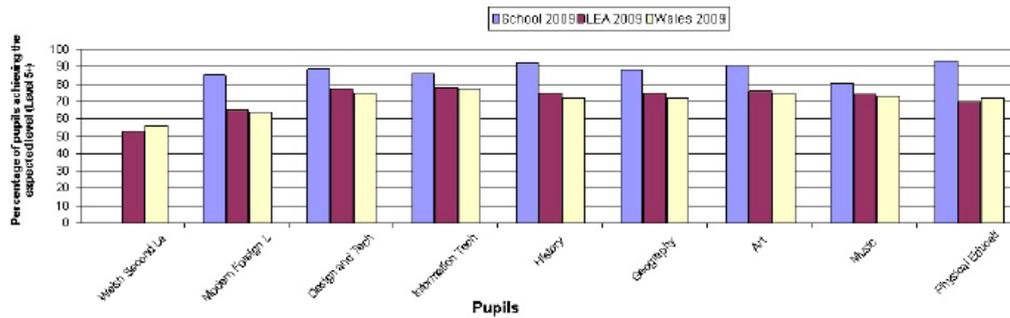
Ysgol Gyfun Bro Myrddin
Carmarthenshire

LEA/School no: 669/4056

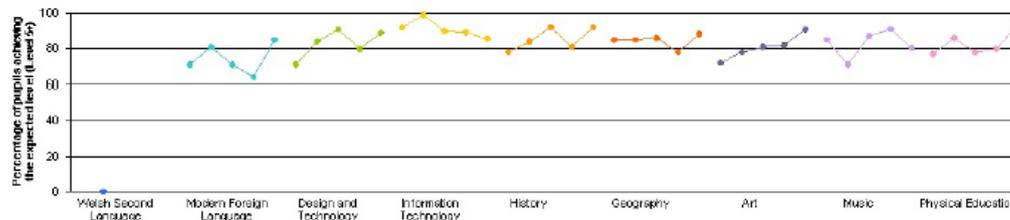
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 3

Percentage of pupils achieving the expected level (Level 5+)

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
Welsh Second Language	.	44	46	.	62	66	.	53	56
Modern Foreign Language	75	56	55	93	74	73	85	65	64
Design and Technology	84	69	68	93	85	83	89	77	75
Information Technology	78	73	72	92	84	83	86	78	77
History	87	69	66	96	80	78	92	75	72
Geography	81	72	67	94	79	77	88	75	72
Art	84	67	66	96	86	85	91	76	75
Music	68	66	66	90	83	81	80	74	73
Physical Education	94	73	72	93	67	72	93	70	72



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

Less than 10 percent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
Welsh Second Language		63		68		80	
Modern Foreign Language		67		75		84	85
Design and Technology		80		88	89		93
Information Technology		84	86	89		93	
History		79		87		91	92
Geography		80		85	88		89
Art		81		87	91		92
Music		79	80	84		89	
Physical Education		76		82		86	93

Notes:

- 1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2009 : 146

Percentage of pupils aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	99	97	78	75	75	501
LEA Area 2008/09	99	90	62	49	48	399
Wales 2008/09	99	88	61	47	46	379
School 07/08/09	98	95	78	..	72	477
School 06/07/08	..	..	..	..	72	465

Number of boys aged 15 who were on roll in January 2009 : 67

Percentage of boys aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	99	96	64	63	64	426
LEA Area 2008/09	98	88	56	46	45	371
Wales 2008/09	98	86	55	43	43	357
School 07/08/09	98	93	68	..	64	423
School 06/07/08	..	..	..	..	64	422

Number of girls aged 15 who were on roll in January 2009 : 79

Percentage of girls aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	99	99	90	85	84	564
LEA Area 2008/09	99	92	68	54	52	429
Wales 2008/09	99	91	66	51	50	401
School 07/08/09	98	98	89	..	80	531
School 06/07/08	..	..	..	..	81	509

Ysgol Gyfun Gymraeg Bro Myrddin

SSSP

Summary of Secondary School Performance (1)

LEA/School No. 669/4056

Pupils aged 15

	Percentage of pupils aged 15 who :		Percentage of boys aged 15 who :		Percentage of girls aged 15 who :	
	achieved one or more ELQ (3) only	Left full time education without a qualification (4)	achieved one or more ELQ (3) only	Left full time education without a qualification (4)	achieved one or more ELQ (3) only	Left full time education without a qualification (4)
School 2008/09	1	0.0	1	0.0	0	0.0
LEA Area 2008/09	1	0.7	1	0.9	0	0.5
Wales 2008/09	2	0.9	3	1.0	1	0.8
School 07/08/09	1	..	2	..	0	..
School 06/07/08	1	..	2	..	0	..

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2009 : 73		Number of boys aged 17 who were on roll in January 2009 : 30		Number of girls aged 17 who were on roll in January 2009 : 43	
	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2008/09	100	799	100	804	100	796
LEA Area 2008/09	97	729	94	669	99	775
Wales 2008/09	96	688	95	656	97	715
School 07/08/09	..	792	..	756	..	817
School 06/07/08	..	..	..	..	..	..

Ysgol Gyfun Gymraeg Bro Myrddin
School Type: Comprehensive 11-18
Linguistic Delivery: Welsh medium

LEA/School No. 669/4056

Number of SEN Unit/Special Classes: 0

Number of Pupils on Roll in NCY 11: 142

Percentage of compulsory school age pupils eligible for FSM 2008/09: 2.6

Percentage of compulsory school age pupils eligible for FSM 07/08/09: 2.2

Percentage of compulsory school age pupils on SEN register: 17.8

Percentage of 15 year old pupils on SEN register: 14.1

Level of Welsh Baccaulaureate Offered:

Advanced for Post-16 Pupils	Intermediate for post-16 Pupils	Pilot Foundation for post-16 Pupils	Pilot Intermediate for pre-16 Pupils	Pilot Foundation for pre-16 Pupils
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Welsh Baccaulaureate Offered:

Appendix 4

Evidence base of the inspection

Inspectors spent a total of 29 days in the school and were joined by the school's assistant headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 61 lessons;
- registrations and assemblies; and
- some extra-curricular activities.

Members of the inspection team met with:

- staff, parents and governors before the inspection;
- senior managers, middle managers, teachers, support assistants and administrative staff;
- groups of pupils representing each year group;
- representatives of the school council; and
- business and other school partners.

The team also considered:

- the school's self-evaluation report;
- 83 replies to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection;
- samples of pupils' reports; and
- a range of pupils' work.

After the inspection, inspectors held meetings with senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
William Gwyn Thomas Registered Inspector	Context, summary, recommendations, appendix. Key Questions 1 and 5,
Gwynoro Jones Lay Inspector	Contributing to all key questions
Manon Wyn Sion	Key Question 2
Delyth Williams	Key Question 3
David B Morgan	Key Question 4
Bethan Whittall	Key Question 6
Huw Llewelyn	Key Question 7
Martyn L Williams	Contributing to all key questions
David Hughes	Contributing to all key questions
Glyn Griffiths	Contributing to all key questions
Euryn Madoc-Jones	Nominee

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

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