



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

A report on

**Ysgol Bryngwyn School
Dafen
Llanelli
Carmarthenshire
SA14 8RP**

Date of inspection: May 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Bryngwyn School is an 11-16, mixed, community school, maintained by Carmarthenshire local authority. It is situated in Dafen, on the north-eastern side of Llanelli, and draws its pupils from parts of the town centre and from a number of outlying villages. There are 1,014 pupils on roll, compared with 891 at the time of the last inspection in January 2012.

The proportion of pupils eligible for free school meals is 20.2%. This figure is slightly higher than the national average of 17.1%. Fifteen per cent of pupils live in the 20% most deprived areas of Wales, which is around half the figure at the time of the last inspection. Thirteen pupils are looked after by the local authority.

Most pupils are from white British backgrounds and around 5% have English as an additional language. Around 8% of pupils speak Welsh at home.

Approximately 47% of pupils have special educational needs. This figure is significantly higher than the national average of 25.1%. Around 5% of pupils have a statement of special educational needs, which is higher than the national average of 2.4%.

The individual school budget per pupil for Bryngwyn School in 2016-2017 is £4,485. The maximum per pupil in the secondary schools in Carmarthenshire is £5,432 and the minimum is £3,584. Bryngwyn School is sixth out of the 12 secondary schools in Carmarthenshire in terms of its school budget per pupil.

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

In 2014, the school federated with the nearby Ysgol Glan-y-Môr School in Burry Port. The schools share an executive headteacher, a senior leadership team and a common governing body, but have separate budgets and a head of school for each site.

The headteacher of Bryngwyn School was appointed in September 2010 and became headteacher of the federation in 2014. The deputy headteacher took up his post at Bryngwyn School in January 2011 and became deputy headteacher of the federation and head of school at Bryngwyn in 2014. The head of school at Glan-y-Môr was recently appointed and took up his post in April 2017. The senior leadership team also includes five assistant headteachers who work across the federation to varying degrees.

Summary

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

Current performance

The current performance of the school is excellent because:

- Performance in most key indicators has been consistently strong over the past four years and compares favourably with that in similar schools
- Most pupils make more progress than expected from one key stage to the next
- Pupils' attendance is consistently above modelled outcomes
- Most pupils behave exceptionally well and are enthusiastic and resilient learners
- The curriculum is planned carefully and creatively to ensure that it meets fully the needs and interests of all pupils
- In most lessons, highly effective teaching ensures that most pupils make strong progress
- The quality of care, support and guidance is outstanding
- The school's culture of celebrating and rewarding achievement is highly successful in engaging pupils and their parents
- All of the school's work is closely focused on enabling each individual pupil to achieve their potential

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher and senior leaders across the federation provide outstanding strategic direction for the school
- Leaders at all levels share a clear vision, focused on raising standards and placing the needs of each individual at the heart of the school's work
- The federation governing body provides the school with a consistently high level of challenge and support
- Self-evaluation and improvement planning across the federation has secured outstanding improvements to standards, learning experiences, and sustained high quality teaching
- The school has an extensive range of high quality partnerships that have a significant impact on standards, provision and leadership
- The school has exceptionally strong arrangements for identifying and meeting the professional development needs of teaching and support staff
- The school's evaluation and management of its budget expenditure and resource allocation are extremely robust

Recommendations

R1 Improve all teaching and assessment to match the best in the school

R2 Improve the quality of departmental improvement planning

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Over the last four years, and particularly in 2016, the school's performance in most indicators at key stage 4 has been strong and compares favourably with that in similar schools. Over the same period, most pupils have made more progress than expected from previous key stages, both in the main indicators and in most subjects at key stage 4.

In the level 2 threshold, including English and mathematics, the school's performance has been consistently strong and improved significantly in 2016. This performance has been above modelled outcomes for the past four years and was well above in 2016.

For the last four years, performance in the capped points score has improved and has been well above modelled outcomes every year. The proportion of pupils gaining five GCSEs or equivalent at grades A*-A has improved and has been significantly higher than in similar schools for the past two years.

Both boys' and girls' performance at key stage 4 in most indicators has been strong over recent years and is consistently better than the average for boys and girls in similar schools.

Despite a dip in 2016, in the majority of indicators at key stage 4, the performance of pupils eligible for free school meals has improved over the last three years and has been above the national average for this group of pupils. Most pupils with additional learning needs make strong progress.

At the end of Year 11, nearly all pupils remain in education, training or employment. No pupils have left the school without a recognised qualification in the last five years.

Pupils' strong performance in Welsh is a notable feature. Nearly all pupils study the full GCSE course in Welsh and their performance is significantly better than the average performance of pupils nationally.

In key stage 3, the proportion of pupils who achieve the core subject indicator has improved over time and has been above modelled outcomes in each of the last three years.

In lessons, most pupils make strong progress. In a few particularly effective lessons, pupils achieve exceptionally high standards.

Most pupils are highly enthusiastic learners who are fully engaged in their studies. They maintain concentration well and listen attentively to their teachers and their peers. Most pupils display an assured understanding of the topics studied in lessons and recall and apply prior learning to new contexts skillfully.

Most pupils are confident independent and collaborative learners. They display resilience when faced with challenging tasks and possess a range of skills that enable them to work successfully on their own. They also work productively in pairs and groups and are very supportive of each other's learning. They are thoughtful and logical when required to solve problems and draw on prior knowledge well when faced with unfamiliar contexts.

Most pupils write clearly in a range of forms including letters, poems and reports. They structure their writing coherently and present their ideas well. Many pupils are very competent and accurate writers and produce extended writing of high quality. A minority write with fluency and sophistication. However, a few pupils make frequent spelling and punctuation errors.

When reading, most pupils are able to locate and extract relevant information from a range of sources effectively. Many apply a range of reading strategies well and use the higher order skills of inference and deduction confidently, for example when analysing the purpose of First World War propaganda posters.

Most pupils listen attentively and many reflect thoughtfully on the contributions of others. Many make valuable contributions to class discussions and explain their viewpoints clearly on topics such as the characterisation in Bram Stoker's *Dracula* and the Aberfan disaster. They use subject specific terminology confidently and select well-chosen vocabulary to describe their ideas.

Many pupils are able to add, subtract, divide and multiply numbers confidently. They work with decimals, fractions and percentages well and show their calculations clearly. Many have sound measuring skills and are able to extract information accurately from graphs and tables, for example on such topics as the life expectancy in different countries. However, a few pupils are inaccurate when drawing graphs and diagrams.

Many pupils have sound information and communication technology (ICT) skills and use a range of software purposefully and confidently, for example when analysing fieldwork data in geography.

Wellbeing: Excellent

Nearly all pupils demonstrate positive attitudes towards their learning and engage enthusiastically in tasks. They demonstrate exemplary behaviour in lessons and around the school. These are outstanding features. Nearly all pupils feel safe in school and most say that the school deals well with the very few incidents of bullying. Rates of attendance have improved over the last four years and have been above modelled outcomes for the last three years. The attendance rates of pupils eligible for free school meals have improved over the past four years but dipped in 2016. Persistent absence has decreased since 2013 and is now in-line with that in similar schools.

Nearly all pupils are punctual to lessons, tutor periods and assemblies. They are highly respectful towards each other and adults. Many pupils make an exceptionally strong contribution to influencing aspects of school life through the work of groups

such as the school council and the teaching and learning forum. For example, the school council meets with pupils from local primary schools to help improve transition arrangements. Representatives from the school council are also linked to each department and, as part of this role, share their views on aspects such as lessons and marking.

Most pupils show exceptional care and concern for others. For example, they have supported the local Salvation Army for the past 21 years and recently donated almost £5,000 worth of toys and funds for them to distribute to local families. In addition, every year they design and deliver Christmas cards to nursing homes and the local hospice. They also regularly participate in a wide range of charitable activities and community events such as the Rotary Club public speaking, music and cooking competitions. These experiences contribute effectively to the development of their social and life skills.

Many pupils have a clear understanding of how to keep healthy and they participate well in an extensive range of extra-curricular sport and exercise activities.

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

The quality and breadth of learning experiences are a significant strength. The school provides a broad and balanced curriculum that fully meets the needs and interests of all pupils. This has a significant impact on pupils' standards and wellbeing.

The school provides an extensive range of subject options at key stage 4 including a carefully-selected range of vocational qualifications. As a result, the curriculum is flexible and closely tailored to pupils' needs and interests, as well as those of the local community. The creative and careful planning of the curriculum provision at key stage 4 is an exceptional feature.

The school provides a wide and varied range of valuable extra-curricular activities. These include drama, music, environmental projects, Young Business Dragons and the Duke of Edinburgh Award.

Provision for more able and talented pupils is a particular strength of the school. It provides an extensive range of activities to stretch and challenge these pupils. This has been highly effective in setting challenging targets and enabling pupils to achieve outstanding outcomes.

The school has been highly successful in implementing the Literacy and Numeracy Framework. There are well-developed and co-ordinated strategies to develop pupils' skills across the curriculum. The school uses particularly effective interventions to support pupils with weaker skills. These pupils benefit from carefully personalised support and their development is effectively monitored. As a result, they make good progress. The school has well-planned provision for the development of pupils' ICT skills across the curriculum.

The school develops pupils' Welsh language skills and their knowledge and understanding of Welsh culture exceptionally well. This is a particularly notable feature. Provision for Welsh enables many pupils to make very strong progress in their language development. Pupils learn about the history and culture of Wales through a wide range of activities across the curriculum. In addition, there is a comprehensive programme of events such as the school Eisteddfod and residential courses.

The school develops pupils' understanding of sustainable development and global citizenship issues particularly effectively. It has been exceptionally successful in integrating these themes into subjects across the curriculum. There is also a wide range of related extra-curricular activities such as the woodlands nature project and the gardening club. The school council and eco club successfully raise awareness of environmental issues.

Teaching: Excellent

Teaching is highly effective and makes an important contribution to the excellent outcomes of pupils. It is characterised by enthusiasm, strong working relationships between teachers and pupils and a secure understanding of effective teaching methods.

Most teachers have a detailed understanding of the abilities of individual pupils and use this information very effectively to tailor lessons to stretch and challenge all pupils. These teachers have high expectations of what pupils can achieve and plan carefully sequenced and demanding tasks to ensure that pupils build well on prior learning. They use interesting and often highly creative resources that engage pupils successfully. In most lessons, teachers provide clear explanations of concepts and ideas. They use questioning skilfully to challenge pupils to extend their verbal and written responses.

In many lessons, teachers provide an effective balance of whole class teaching and individualised tasks. They ensure that pupils have a sound understanding of concepts before moving on to the next stage of their learning. A minority of teachers also make very effective use of ICT in lessons, for instance to monitor pupils' progress in history or to provide effective audio feedback on their work in ICT.

A majority of teachers provide beneficial opportunities for pupils to develop their independent learning skills. In these lessons, pupils demonstrate a high level of independence and resilience. For example, in physical education, teachers place responsibility on pupils to manage and evaluate their own fitness testing.

In the few lessons where pupils make exemplary progress, teachers employ highly effective questioning techniques that help pupils draw conclusions and find solutions to problems. These teachers adapt their lessons creatively to meet the needs of their pupils.

In a very few instances, lessons do not meet the needs of pupils well enough. They lack challenge and activities do not enable pupils to make sufficient progress.

The school monitors pupils' progress closely and makes effective use of the robust tracking system to identify and address underperformance and to celebrate achievement. Most teachers provide useful guidance to pupils on how to improve their work. A particular strength is the way in which many teachers provide immediate high quality verbal feedback in lessons. This helps pupils make swift and sustained progress and contributes significantly to the excellent standards they achieve. Reports to parents provide valuable information on the progress of pupils.

Care, support and guidance: Excellent

The school is a highly inclusive and caring community. The personalised care, support and guidance of pupils is at the heart of the school's work and is a significant factor in securing high standards, good attendance and strong levels of wellbeing.

There is a comprehensive and multi-layered system to support the varying needs of all pupils. Staff at all levels focus on developing all pupils as rounded individuals and help to provide high quality, bespoke support. The pastoral team works effectively with a wide range of external agencies and specialist services to meet the specific needs of a range of pupils successfully. For example, the school works closely with Social Services, counsellors, the Behaviour Support Team and youth workers.

The school provides high quality advice and guidance to pupils and their parents regarding pupils' subject choices and career options. This prepares pupils very effectively for moving on to further education, employment or training.

The school's emphasis on celebrating and rewarding pupil achievements is an exemplary feature of its work. There is an extensive system of reward trips, commendations and events throughout the school year. This involves and enthuses pupils, parents and members of the community in a highly effective manner and ensures that pupil engagement is outstanding.

The school promotes pupils' moral, social and cultural development well. Assemblies and tutorial sessions provide comprehensive opportunities for reflection and help to promote pupils' spiritual development very effectively. The school helps pupils to adopt healthy lifestyles and makes suitable arrangements for promoting healthy eating and drinking.

The provision for pupils with additional learning needs is a strength of the school. Individual educational plans identify worthwhile learning targets and are used well by teachers. Learning support assistants provide valuable and effective support for pupils in lessons. The transition arrangements for pupils with additional needs are of a very high standard.

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

Learning environment: Excellent

A heartfelt commitment to the development of each individual pupil is at the core of the school's work. It has a relentless focus on valuing every member of the school

community and giving each one the best possible opportunities. As a result, pupils, parents, staff and governors convey a strong sense of belonging to the school and a genuine pride in their collective achievements. The school's motto 'yn rhoi o'n gorau er mwyn rhagoriaeth' ('giving our best to be the best'), captures the school's determination to achieve excellence but also expresses its focus on each individual giving their utmost to realise their potential.

An ethos of care and respect permeates the school community and is reflected in the courteous and mutually respectful manner of both staff and pupils. The school is a fully inclusive community where pupils have equal access to all aspects of the curriculum, irrespective of their background and ability.

Accommodation is maintained well and is mostly of a very high standard. However, the canteen is too small for the number of pupils.

Attractive and informative displays celebrate pupils' work and achievements highly effectively, and also support learning successfully. There are high quality learning resources across all subjects, including ICT equipment. There are particularly high quality facilities in the sports and construction centres.

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

The leadership of the federation of Bryngwyn School and Glan-y-Môr School is an outstanding feature that has made a significant contribution to securing very high standards and strong levels of pupil wellbeing. It has enabled both schools to make considerable and rapid improvements to many aspects of their provision. Senior leaders have been particularly effective in planning the transition to federation working and have managed the considerable challenges of this process exceptionally well.

The headteacher of the federation provides dynamic and inspirational leadership. He has a clear vision for school improvement that is focused strongly on maximising the achievement and wellbeing of every individual pupil. This vision is communicated clearly and is well understood by all staff. He is supported effectively by senior and middle leaders across the federation. Roles and responsibilities are well balanced and focus clearly on the strategic priorities of both schools and the federation as a whole. An outstanding feature is the skilful way in which leadership roles across the federation have been continually developed and refined to make best use of the strengths of individual staff. This has enabled both schools to develop strongly the capacity of leaders to make improvements to many areas of the federation's work.

Across the federation, there is a consistent and robust approach to performance management. In most cases, staff at all levels are set challenging improvement targets that are focused closely on raising standards and improving the quality of teaching. These objectives are also clearly linked to the development needs of individual staff as well as national, federation and school improvement priorities. Leaders monitor progress against these objectives rigorously, and are effective in planning professional development activities that help staff to make strong progress towards these targets. This has contributed very well to significant improvements in standards, wellbeing and provision.

A particularly notable strength of the federation is the high level of collaboration between staff across the two schools. This has been exceptionally successful in enabling them to share good practice and has had a significant impact on improving the quality of provision in both schools.

In Bryngwyn School, leaders hold staff to account rigorously. Regular line management meetings focus well on pupil progress, and action points are identified and followed up effectively. Underperformance is challenged robustly.

Senior and middle leaders have a comprehensive understanding of performance data. Their detailed analysis of this data enables them to plan effectively pupil interventions and adaptations to provision that have a significant impact on standards.

Governance of the federation is a significant strength. Governors have a detailed understanding of both schools' performance and provide high levels of support and challenge to the federation. They make an effective contribution to the federation's self-evaluation and improvement planning processes. The experience and expertise of governors are used well to support many aspects of the federation's provision. Individual governors are linked to subject areas and other specific aspects of the schools' provision, and this provides middle leaders with valuable support.

Improving quality: Excellent

Over the last three years, self-evaluation and improvement planning at the Bryngwyn-Glan-y-Môr Federation has secured outstanding improvements to standards, learning experiences, and sustained high levels of attendance at Glan-y-Môr School. These notable improvements have been achieved whilst maintaining consistently strong standards, care, support and guidance and developing outstanding teaching at Bryngwyn School.

Senior leaders analyse a wide range of performance data very effectively. These analyses contribute well to the honest and thorough self-evaluation reports of the two schools. They carry out valuable whole-school reviews of teaching and assessment and surveys of pupils' and parents' views on their experiences. Their use of first hand evidence, along with external reviews, provides senior leaders with an accurate understanding of the schools' strengths and areas for improvement. Senior leaders use this detailed knowledge insightfully to set clear priorities and to plan for improvement. For example, whole-school reviews of teaching have led to comprehensive professional development opportunities linked well to individuals' needs. This has made a significant contribution to improving the quality of teaching and learning at both schools.

The federation's improvement plan captures the main improvement priorities of the two schools well. It is a comprehensive document that successfully maintains a strong focus on the federation's five long term strategic goals. The schools' individual improvement plans clearly set out the schools' priorities and link well with self-evaluation. Leaders closely monitor progress towards these objectives and make suitable amendments.

Most middle leaders use their understanding of performance data well to plan changes to provision such as schemes of work and assessment practices. All self-evaluation reports link well with their respective development plans. However, a few departmental improvement plans are not sufficiently precise and do not link well enough to whole school priorities.

As a result of highly effective and consistent self-evaluation and planning for improvement, the federation has made exceptional progress in addressing the recommendations of the previous inspections.

Partnership working: Excellent

The school has developed outstanding working relationships with a wide range of partners that make a significant contribution to provision and standards.

The establishment of a strong, successful federation with Glan-y-Môr School has been valuable to both schools. They have benefited significantly from joint professional development and succession planning. Furthermore, joint timetabling has enabled the schools to broaden successfully the range of subjects available to pupils. Overall, the collaboration has had a very strong, positive influence on pupils' standards and wellbeing.

The school plays a significant role in leading successful collaboration with other schools and providers to extend the range of opportunities available to pupils. These partnerships ensure that pupils' skills are matched closely to their interests and employers' needs. Robust quality assurance procedures involving all partners ensure that provision and outcomes are of high quality.

The partnership working with other secondary schools is very strong. It shares its expertise extensively in strategic planning, financial management and the development of aspiring middle and senior leaders.

Partnerships with partner primary schools are well established and contribute effectively to successful pastoral and academic transition to secondary school. Partnerships with parents, local employers and the community are also a notable feature. Over a thousand parents and members of the community attended a recent school awards ceremony.

Resource management: Excellent

The school manages its resources highly effectively. It deploys well-qualified teaching and support staff very beneficially to meet the needs of all pupils.

The school has exceptionally strong arrangements for identifying and meeting the professional development needs of teaching and support staff. All teachers are involved in a wide range of working groups that have had a valuable impact on the quality of teaching and learning. Beneficial links with Glan-y-Môr School have been used very well to develop the expertise of staff in aspects such as improving attendance and to offer leadership opportunities.

The school makes very effective use of its budget, which is monitored robustly by the headteacher and the business manager. The finance committee of the governing body plays a strong role in the financial management of the school. It ensures that spending decisions relate very well to priorities for improvement and benefit the pupils.

Overall, the school's expenditure of the Pupil Deprivation Grant has had a beneficial impact on the performance of pupils from disadvantaged backgrounds.

In view of the standards achieved by pupils, the school provides excellent value for money.

Appendix 1

6694054 - Bryngwyn School

Number of pupils on roll	997
Pupils eligible for free school meals (FSM) - 3 year average	20.2
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	168	204	192	198		
Achieving the core subject indicator (CSI) (%)	76.2	86.3	88.5	92.4	88.5	85.9
Benchmark quartile	3	1	1	1		
English						
Number of pupils in cohort	168	204	192	198		
Achieving level 5+ (%)	84.5	90.7	90.6	94.4	92.3	89.2
Benchmark Quartile	3	1	3	1		
Achieving level 6+ (%)	47.6	51.5	54.7	63.6	53.0	56.2
Benchmark Quartile	2	2	2	1		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.		92.0
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		57.2
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	168	204	192	198		
Achieving level 5+ (%)	84.5	87.7	90.6	93.9	91.9	90.1
Benchmark Quartile	2	3	2	1		
Achieving level 6+ (%)	54.8	57.4	62.5	65.2	59.8	62.7
Benchmark Quartile	2	2	2	1		
Science						
Number of pupils in cohort	168	204	192	198		
Achieving level 5+ (%)	84.5	92.2	94.8	97.5	95.3	92.8
Benchmark Quartile	4	2	2	1		
Achieving level 6+ (%)	47.6	50.0	57.8	59.6	57.5	62.9
Benchmark Quartile	2	4	2	2		

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.

6694054 - Bryngwyn School

Number of pupils on roll 997
Pupils eligible for free school meals (FSM) - 3 year average 20.2
FSM band 4 (20%<FSM<=30%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	210	180	176	197		
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	56.2	57.8	58.5	68.5	58.0	60.2
Benchmark quartile	2	2	3	1		
Achieved the level 2 threshold	77.1	85.0	86.4	86.3	86.4	83.6
Benchmark quartile	3	2	3	2		
Achieved the level 1 threshold	94.3	97.8	97.7	100.0	98.9	95.3
Benchmark quartile	4	2	3	1		
Achieved the core subject indicator (CSI)	56.2	57.8	58.0	69.0	56.0	57.5
Benchmark quartile	2	2	2	1		
Average capped wider points score per pupil	344.1	359.9	362.7	370.0	355.3	344.2
Benchmark quartile	2	2	2	1		
Average capped wider points score plus per pupil	339.6	352.6	356.7	365.4	349.8	340.3
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	18.1	16.1	23.3	21.8	12.0	15.8
Benchmark quartile	.	.	.	.
Achieved A*-C in English	62.4	73.9	65.9	74.1	66.6	69.3
Benchmark quartile	3	1	3	1		
Achieved A*-C in mathematics	63.3	61.7	65.3	74.6	67.6	66.9
Benchmark quartile	2	3	3	1		
Achieved A*-C in science	88.6	92.2	93.8	98.5	89.0	82.3
Benchmark quartile	2	2	2	1		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.	*	75.1
Benchmark quartile	.	.	.	.

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

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

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

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

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

. Denotes the data item is not applicable.

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

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

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

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

6694054 - Bryngwyn School

Number of pupils on roll 997
 Pupils eligible for free school meals (FSM) - 3 year average 20.2
 FSM band 4 (20%<FSM<=30%)

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

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	40	26	33	34		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	25.0	34.6	33.3	26.5	38.5	35.5
Achieved the level 2 threshold	55.0	57.7	69.7	58.8	74.2	70.9
Achieved the level 1 threshold	82.5	84.6	97.0	100.0	97.7	92.1
Achieved the core subject indicator (CSI)	25.0	34.6	33.3	26.5	37.7	32.7
Average capped wider points score per pupil	278.1	293.4	328.2	322.1	327.7	311.1
Average capped wider points score plus per pupil	274.5	285.7	319.0	316.2	321.6	305.2
Achieved five or more GCSE grades A*-A	5.0	7.7	9.1	2.9	3.1	4.5
Achieved A*-C in English	35.0	46.2	42.4	32.4	48.8	47.1
Achieved A*-C in mathematics	35.0	34.6	33.3	35.3	48.1	43.6
Achieved A*-C in science	67.5	73.1	93.9	94.1	85.8	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		50.9

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

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

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

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

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

. Denotes the data item is not applicable.

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	253	150 59%	100 40%	3 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	51%	4%	1%	
The school deals well with any bullying	252	74 29%	152 60%	24 10%	2 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	253	111 44%	118 47%	24 9%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	9%	2%	
The school teaches me how to keep healthy	252	50 20%	168 67%	30 12%	4 2%	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	253	125 49%	118 47%	9 4%	1 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	253	78 31%	166 66%	9 4%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	6%	1%	
The teachers help me to learn and make progress and they help me when I have problems	251	124 49%	121 48%	5 2%	1 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	250	57 23%	128 51%	57 23%	8 3%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	6%	
I have enough books and equipment, including computers, to do my work	252	166 66%	80 32%	5 2%	1 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	252	20 8%	157 62%	68 27%	7 3%	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	253	107 42%	126 50%	17 7%	3 1%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	50%	17%	5%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	250	51 20%	153 61%	41 16%	5 2%	Mae'r ysgol yn gwrandao 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	251	114 45%	126 50%	11 4%	0 0%	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
		35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	253	115 45%	117 46%	19 8%	2 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		35%	53%	10%	2%	
The staff respect me and my background	251	130 52%	114 45%	6 2%	1 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds	249	113 45%	131 53%	5 2%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	55%	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	101	36 36%	48 48%	16 16%	1 1%	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	5	0 0%	5 100%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	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.	253	126 50%	116 46%	9 4%	2 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	253	129 51%	111 44%	9 4%	4 2%	0	Mae fy mhleintyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	251	136 54%	107 43%	7 3%	1 0%	0	Cafodd fy mhleintyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	253	130 51%	109 43%	8 3%	2 1%	4	Mae fy mhleintyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	251	49 20%	135 54%	23 9%	13 5%	31	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	13%	4%		
Teaching is good.	251	103 41%	133 53%	4 2%	0 0%	11	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	252	137 54%	108 43%	3 1%	2 1%	2	Mae'r staff yn disgwyl i fy mhleintyn weithio'n galed ac i wneud ei orau.
		50%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	253	85 34%	126 50%	19 8%	10 4%	13	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhleintyn yn ei ddysgu yn yr ysgol.
		31%	56%	10%	3%		
Staff treat all children fairly and with respect.	250	98 39%	117 47%	14 6%	8 3%	13	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.	252	88 35%	117 46%	18 7%	2 1%	27	Caiff fy mhleintyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	252	116 46%	118 47%	6 2%	5 2%	7	Mae fy mhleintyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	242	83 34%	109 45%	17 7%	3 1%	30	Mae fy mhleintyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		36%	52%	9%	3%		
I am kept well informed about my child's progress.	250	110 44%	107 43%	29 12%	3 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhleintyn.
		34%	51%	13%	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.	253	122 48%	109 43%	10 4%	5 2%	7	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	252	88 35%	117 46%	25 10%	4 2%	18	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	55%	12%	3%		
The school helps my child to become more mature and take on responsibility.	250	100 40%	124 50%	15 6%	1 0%	10	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	246	81 33%	98 40%	18 7%	5 2%	44	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	3%		
There is a good range of activities including trips or visits.	250	103 41%	101 40%	30 12%	6 2%	10	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	251	115 46%	113 45%	7 3%	4 2%	12	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Lowri Jones	Reporting Inspector
Farrukh Khan	Team Inspector
William Gwyn Thomas	Team Inspector
Steven William Pringle	Team Inspector
Mark Evans	Team Inspector
Steve Bell	Team Inspector
Mamta Arnott	Team Inspector
Jayne Elizabeth Edwards	Team Inspector
Michelle Gosney	Team Inspector
Peter Trevor Lewis	Lay Inspector
James Taylor	Peer Inspector
Dave Williams	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.