



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

A report on

**Ysgol Gyfun Gymraeg Bro Eder
Llanedeyrn Road
Penylan
Cardiff
CF23 9DT**

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by

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

About Ysgol Gyfun Gymraeg Bro Edern

Ysgol Gyfun Gymraeg Bro Edern is a designated Welsh-medium secondary school for pupils between 11 and 19 years old. The school was opened in September 2012 with Year 7 pupils only. It is situated in the east of Cardiff.

There are 614 pupils on roll, 47 of whom are in the sixth form (Year 12 only).

Around 10.2% of pupils are eligible for free school meals, which is lower than the national figure of 17%. Twenty-two per cent (22%) of pupils are on the school's additional learning needs register, which is similar to the national average. One per cent (1%) of pupils have a statement of special educational needs, which is below the national figure.

Eighteen per cent (18%) of pupils come from Welsh-speaking homes. A few pupils are from ethnic minority backgrounds. Thirty-one per cent (31%) of the school's pupils live in the 20% most disadvantaged areas in Wales.

The school's senior leadership team includes the headteacher, the deputy headteacher and three assistant headteachers. The headteacher was appointed in 2012.

The school is working with the Welsh Government and other schools to proceed with developments relating to the Digital Competence Framework and developments linked with the curriculum for Health and Wellbeing.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Under the headteacher's inspirational leadership and with the energetic support of the senior leadership team and governors, a successful new Welsh-medium comprehensive school has been established. The school is a very close-knit community with an extremely caring and supportive ethos. Pupils behave exceptionally well and treat each other and others with very high levels of respect. Many show increasing maturity and become extremely confident learners. Pupils' ability to work independently and to enjoy learning are obvious strengths. In general, many pupils make valuable progress as they move through the school.

The senior leadership team and staff succeed in creating a culture and ethos of a "learning school", which encourages and supports the staff's professional development very well at all levels. Use of information and communication technology by teachers and pupils is a strength and a significant feature of the school's work. Nearly all teachers use information and communication technology purposefully and effectively to extend and develop pupils' understanding.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Good
Leadership and management	Good

Recommendations

R1 Improve standards in key stage 4

R2 Develop the role of the governing body and other stakeholders to act as critical friends

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to the use that teachers and pupils make of information and communication technology to support learning and teaching, to be disseminated on Estyn's website.

Main findings

Standards: Good

In general, most pupils make valuable progress in their skills as they move through the school and during the school year. Nearly all pupils recall previous learning effectively in lessons and gain new subject knowledge. In a few lessons, they make exceptional progress. Most work effectively in pairs and groups in lessons and on the playgrounds. Pupils' ability to work independently and the extent to which they enjoy learning are obvious strengths.

Most pupils develop valuable reading skills and use them effectively to identify and understand a variety of texts. Most develop valuable speaking skills and use them confidently when discussing their work in pairs and groups, to answer questions in front of the class and to argue for and against topics, for example to debate the flooding of Tryweryn. Nearly all pupils listen very well to the teachers and follow instructions very carefully. They are very respectful when listening to peers and teachers speak.

Many write effectively for different purposes and different audiences. A few do so very well; for example, pupils of higher ability write with correct syntax and use natural, idiomatic language skilfully. A few pupils write extended pieces of a very high standard and analyse poetry maturely and sensitively.

For example, Year 9 pupils write profound analyses of the characters of Macbeth. Pupils of higher ability write strong extended pieces that analyse and use facts effectively. Many show an appropriate understanding and use of different terminology and styles. Most show pride in their work and present their work neatly and methodically in their books.

Many develop sound number skills confidently by using the four number rules to add, subtract, divide and multiply numbers mentally and on a calculator. Many use fractions and decimals correctly to solve everyday problems. Many collect and organise data effectively and use it to produce suitable graphs, for example to measure percentages, temperature, rainfall, wind speed and the height of waves in geography lessons.

Most pupils use their information and communication technology (ICT) skills very effectively across all subjects and develop exceptional skills in many areas. They use electronic tablets very effectively in their lessons to search for new information, to share their work with the class, to assess their own progress and to track their progress. For example, nearly all pupils use QR codes to download a fitness video at the beginning of the physical education lesson, and nearly all pupils use the Garage Band app confidently to create soundtracks to accompany their Samba performance in music lessons. Many develop their creative skills when creating attractive animations to present information.

The school currently has only one year of results. However, the school's performance in the level 2 indicator including Welsh or English and mathematics is slightly lower than expected, and below that of other similar schools. The school's performance in the capped points score is similar to the performance of other similar schools.

The percentage of pupils who succeed in gaining five A*-C GCSEs or equivalent is lower than in other similar schools. The percentage of pupils who succeed in the Welsh Baccalaureate is lower than in other similar schools.

The performance of boys and girls in the level 2 indicator including Welsh or English and mathematics is slightly lower than in other similar schools.

The performance of pupils who are eligible for free school meals is lower than in other similar schools in nearly all of the important indicators.

No pupils have left the school at the end of key stage 4 without a qualification.

Wellbeing and attitudes to learning: Excellent

Pupils' standards of wellbeing are very high. Nearly all pupils have very positive attitudes towards school life and greatly appreciate being part of a close-knit and caring Welsh community. Most respond very positively to learning activities and show strong independent learning skills.

Most pupils feel safe at school. They know whom to approach if they need support. They feel that the school responds to their concerns and the very rare instances of bullying in a timely and sensible manner.

Pupils treat other pupils and staff with very high levels of respect. They are extremely welcoming towards visitors and interact maturely with adults.

Nearly all pupils behave excellently in lessons and around the school. They arrive at lessons punctually and settle quickly.

In class discussions, nearly all pupils make a valuable contribution and appreciate other people's views. Most work very well in groups and pairs. They apply themselves to tasks enthusiastically and remain determined when trying to overcome difficulties. Many show increasing maturity and become extremely confident and independent learners. This is an exceptional feature of the school's pupils.

Most pupils have a sound understanding of how to stay healthy through a healthy diet and regular physical exercise. Most enjoy coming to school and a very high proportion take part beneficially in extra-curricular activities, which include a varied offer of sports and valuable art experiences. For example, they take part in fitness sessions before the start of the school day, and poetry and creative writing workshops with well-known writers.

Many pupils are very willing to undertake leadership roles and responsibilities. They contribute well to the school's life and work, for example as members of the school council and year fora. For example, the school council held a discussion with the physical education department to improve provision and access to fitness. As a result, morning fitness sessions have been organised for pupils, and the girls' kit has been adapted in order for them to feel comfortable in physical education lessons. An exceptional feature is the particularly good contribution of the digital leaders who mentor and lead training for staff on pupils on how to use ICT effectively in lessons. In addition, Year 12 pupils mentor younger pupils and play an increasingly important role in pastoral care.

Most pupils develop very successfully as ethical and tolerant citizens. Many pupils are active in organising charitable and humanitarian activities, for example by organising and presenting a service to commemorate the Aberfan disaster and to raise money for homeless people and war victims in Syria.

Teaching and learning experiences: Excellent

The quality of teaching is good.

Nearly all teachers have very good subject knowledge and they foster very effective learning relationships in their classes. Nearly all teachers have very high expectations in terms of pupils' behaviour, participation and progress. Nearly all teachers establish an inclusive, homely and industrious atmosphere in their classes. Very effective use of ICT by nearly all teachers makes an extensive contribution towards pupils' learning experiences.

Nearly all teachers plan their lessons carefully with clear aims and objectives. They prepare effective and varied tasks that succeed in engaging pupils' interest and participation. Nearly all teachers provide clear instructions and explain tasks effectively. In a few lessons, tasks are very challenging, and teachers use a variety of purposeful tasks to broaden the interest and knowledge of all groups of pupils. In nearly all lessons, everyday procedures are very well-established. As a result, pupils start working quickly without any fuss and make valuable progress.

The use of ICT equipment by teachers and pupils is a strength and a significant feature of the school's work. Nearly all teachers use ICT purposefully and very effectively to extend and develop pupils' understanding; for example, in a number of lessons, pupils offer their ideas on their tablet computers, which are also displayed on the whiteboard. As a result, everyone in the class is able to discuss ideas with each other. In many lessons, teachers encourage pupils to work independently when using tablet computers to find additional information, to assess their progress and to complete revision or extended work. In many lessons, ICT is used very effectively to enable pupils to lead their own learning. In many lessons, teachers plan carefully to provide valuable opportunities for pupils to develop their literacy and numeracy skills.

In nearly all lessons, teachers provide valuable and constructive oral feedback that helps pupils to know how well they are doing and how to improve. Many teachers provide constructive written feedback on pupils' work and explain clearly what they should do in order to improve.

The school succeeds in providing a broad and balanced curriculum that meets pupils' interests and abilities in full. The school works effectively with nearby schools to prepare useful resources for new GCSE courses and to provide successful courses and a wide selection of experiences for Year 12 pupils. The schools also has strong links with its partner primary schools, which include working together on aspects of provision and organising co-operation between secondary and primary pupils.

The school provides detailed and comprehensive information to pupils and parents as they consider their end-of-key-stage options, for example partnership taster days, a presentation for parents and making use of pupils in Years 10 and 11 to share information and experiences with Year 9 pupils.

The school makes effective and purposeful changes to the curriculum as the school grows. Skilful strategic planning can be seen in terms of lessons that are provided for groups of pupils; for example, additional lessons in the core subjects are placed on the timetable for some pupils in Years 10 and 11. The school is also very effective in meeting the needs of individual pupils by providing appropriate opportunities for them, including occupational courses, work experiences and experiences with a local university.

The school provides very effectively for groups of pupils. The most able pupils are given beneficial experiences, including producing the school magazine, 'Yr Elain'. The school's departments plan very well in order to provide opportunities to stretch these pupils, for example pupils who run a science club at the school.

The school organises a range of appropriate interventions in line with pupils' needs, which are effective in raising many pupils' standards. Teachers and support staff are fully aware of individual pupils' needs and targets, and plan provision skilfully in line with this information.

There are extensive and exceptional opportunities for pupils to take part in activities outside the classroom that link directly with the curriculum; for example, during school trips to Germany and France, pupils write a trilingual blog about their experiences. Pupils visit nearby primary schools to provide younger pupils with very valuable experiences, including sports and mathematics sessions.

The school plans in detail in order to provide valuable opportunities for pupils to develop their literacy and numeracy skills. The school provides excellent opportunities to develop pupils' Welsh language skills in the classroom and in informal situations, for example 'Gwers Clwb Dydd Gwener', a Welshness club, promoting the Urdd's activities, holding a popular school Eisteddfod and producing a musical.

The school has effective systems and plans to develop pupils' information and communication technology skills. The school is a pioneer school in relation to the Digital Competence Framework, and developments in the area certainly benefit pupils. The school plans in great detail to ensure opportunities for pupils to use and develop their information and communication technology skills in all subjects. There are particularly good opportunities for pupils to use information and communication technology to support and extend their learning in the classroom. There are regular opportunities for pupils to use technology to conduct further research, support the development of their language skills and present information and tasks in a variety of ways to a very high standard. Departments have effective strategies in order to support pupils to improve their skills; for example, the 'ymateb i darged' (respond to a target) strategy.

Care, support and guidance: Good

The school is a close-knit community that provides valuable support and guidance to its pupils. The school has created an extremely caring and supportive ethos that promotes pupils' wellbeing. As a result, pupils behave exceptionally well and treat each other and others with respect.

The school provides valuable support to pupils with additional learning needs. The 'Hafan' provides additional support to pupils who are at risk of underachieving and has had a positive effect on their attendance and learning experiences.

The school has valuable links with external agencies to provide effective support for learners, including adapting the curriculum to meet individual pupils' needs.

The school has effective systems for tracking progress. Purposeful use is made of this information to identify and target pupils who need support and provide intervention for them. Individual education plans for pupils with additional learning needs are useful documents that include suitable strategies to meet their needs. The school tracks these pupils' progress against their targets effectively.

The school deals effectively with the very rare cases of dissatisfaction between pupils by using remedial methods successfully to encourage the principles of fairness and justice.

The school communicates effectively with parents. It provides them with comprehensive interim and end-of-year reports on their child's progress and how they can make further progress.

The school prepares pupils well for the world of work or the next step in their learning by advising and mentoring them beneficially. High proportions of pupils develop their personal skills by taking part in all opportunities to participate in extra-curricular activities and clubs, for example art performances, cultural events and a wide range of sports. The school provides valuable opportunities for pupils to increase their fitness and their understanding of how to live a healthy lifestyle. The school has sound arrangements to promote eating and drinking healthily.

The comprehensive personal and social education programme makes a very valuable contribution to pupils' spiritual, moral, social and cultural development. By working effectively with external agencies, the school provides beneficial experiences for pupils, for example through revealing focus days on disability rights and sexual orientation.

A personal independent reflection system and the 'Pwyntiau Edern' scheme are very effective in rewarding pupils' attendance, effort and success.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher provides inspirational leadership and is a modest, wise and sensible leader. With the energetic support of the deputy headteacher and the enthusiasm of the rest of the senior leadership team, he conveys his vision for the school unambiguously to all stakeholders. This ambitious vision is based firmly on providing the best possible education to all pupils in an open and inclusive Welsh school community in order to develop them as well-rounded and civilised members of society.

The headteacher and senior leadership team model their high expectations in their day-to-day work. They promote professional conduct of the highest standard by setting high expectations for all staff and pupils. There is a relentless focus on effective action in the classroom. All of the school's staff profess these values and embrace the vision. The high quality of leadership at all levels is an exceptional feature.

The school's strategic aims and objectives are clear and ambitious. The senior leadership team's responsibilities have been allocated sensibly, and staff accountability at all levels is defined clearly. A significant priority is given to the professional development of all staff, either as individuals or at whole-school level, and there are very robust arrangements for supporting them. Leaders profess a culture of a learning school and provide exceptional encouragement to staff to share ideas and new methods. Through valuable opportunities for staff to lead and develop specific areas, the school ensures beneficial opportunities for individuals to develop valuable leadership skills.

The school has appropriate plans and policies, and the order and structure of line management is clear to all. Arrangements for managing staff performance are very rigorous, and the targets that are set for them are measurable and link directly with the school's priorities of raising pupils' standards and improving the quality of teaching.

Self-evaluation processes at school and departmental level are rigorous, honest and wide-ranging. Their judgements are measured and balanced. A particularly good feature is the consistent standard of departmental evaluations.

When self-evaluating, the school makes very effective use of performance data at whole-school and departmental level. The school also makes full use of a wide range of valuable first-hand evidence. The school's departmental monitoring programme is an exceptional feature that supports the school's self-evaluation processes robustly. This has a positive effect when reviewing departmental performance and monitoring subsequent progress.

The quality of planning for improvement at a school and departmental level is of a high standard. There is a strong link between the analyses in self-evaluation reports and areas for improvement. National and school priorities are incorporated purposefully in plans at all levels. Plans include purposeful activities to ensure improvements. They are costed suitably with a timetable and clear lines of accountability. Departments set incisive outcomes to aim towards and know that the system for monitoring departmental progress will hold them to account.

The school's ethos promotes including the views of parents, pupils and governors when evaluating and planning its work. An obvious strength is the way in which the school evaluates its own structures and provision continuously. When necessary, it refines important aspects confidently. For example, changes to the curriculum have been introduced as the school has grown, and arrangements for revision periods in key stage 4 have been tightened.

The school succeeds in creating a culture and ethos of a "learning school" that encourages and supports the professional development of staff at all levels. Through

a variety of high quality opportunities, such as working parties to improve learning and formal and information in-service training sessions, teachers are given opportunities to absorb good practice. Working with nearby schools and the consortium has also provided the experience of expanding teachers' horizons. The robust performance management system reflects this. The school addresses underperformance in a very caring and supportive spirit. A particularly good feature is the way in which the school takes advantage of pupils' expertise in the digital world to provide practical support for teachers.

There is very positive co-operation between the school and its partner primary schools. There is also beneficial co-operation with the secondary schools in Cardiff. The school works well with a nearby university to provide for more able pupils and to provide placements for students.

The governing body is a passionate group that protects the school's interests very well. There is strong evidence of support for the school since it was established. The governing body has operated very robustly to ensure that the necessary resources and funding are provided as the school grows and evolves. Members know the school very well and have a secure knowledge of performance data and of the school's strengths and areas for improvement. However, they have not yet used this information to challenge the school sufficiently. Very effective use is made of the experience and expertise of members of the governing body to lead and develop specific areas in the school.

The school makes efficient use of its staff and physical resources, and the school's funding is managed very carefully. The headteacher and business manager plan short-term and long-term expenditure sensibly, and wise decisions are made when developing the accommodation and resources as pupil numbers grow. Purposeful use is made of grants to support national priorities, for example the pupil development grant. Leaders have a very strong awareness of staff expertise, and staff and pupils are given very valuable opportunities to make an exceptional contribution to the school's work.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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

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