



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

A report on

**Ysgol Bryn Elian
Windsor Drive
Colwyn Bay
Conwy
LL29 8HU**

Date of inspection: October 2015

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

Ysgol Bryn Elian is an English-medium 11-18 mixed comprehensive school maintained by Conwy local authority. There are 962 pupils on roll, including 154 in the sixth form. This figure has increased since 2008 when the school was last inspected, when there were 823 pupils on roll including 132 in the sixth form. Around 21% of pupils are eligible for free school meals, which is above the national average of 17.4%. Pupils are drawn from the eastern side of Colwyn Bay and the surrounding villages. Just over 20% of pupils live in the 20% most deprived areas in Wales. Nearly all pupils speak English as their first language and come from a white, British background. A very few are fluent in Welsh.

The school receives pupils from the full ability range. The percentage of pupils with special educational needs is around 27%, which is a little higher than the national average of 25%. The percentage of pupils who have a statement of special educational needs is below the national average of 2.5%.

The headteacher took up post in 2008. The senior leadership team consists of the headteacher, two deputy headteachers, three assistant headteachers and three temporary assistant headteachers.

The individual school budget per pupil for Ysgol Bryn Elian in 2015-2016 means that the budget is £4,846 per pupil. The maximum per pupil in the secondary schools in Conwy is £5,511 and the minimum is £4,418. Ysgol Bryn Elian is fourth out of the seven secondary schools in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is judged to be good because:

- Over the last four years the school has performed consistently very well and better than similar schools in nearly all indicators at key stage 4
- The school provides a broad and balanced curriculum that meets the needs of all pupils very well
- The school provides an extremely strong and consistent approach to the progressive development of pupils' literacy and numeracy skills
- The quality of teaching is a strong feature of the school's work
- Pupils behaviour is exemplary and they have positive attitudes to their learning

However:

- The most able pupils do not perform as well as they should
- A few lessons do not challenge pupils well enough
- There are inconsistencies in written feedback to pupils within and across subjects.

Prospects for improvement

Prospects for improvement are judged to be excellent because:

- The headteacher provides inspirational leadership and a clear strategic vision that places achievement for all at the heart of the school's work
- Skilful leadership at all levels has resulted in consistently strong performance in nearly all key indicators at key stage 4
- Leaders make sure that pupils do not underachieve due to social disadvantage
- Leaders plan to improve pupils' literacy and numeracy skills very successfully
- There is a strong culture of reflection and consistent drive to improve the quality of teaching
- Rigorous self-evaluation and improvement planning is a central part of school life
- A wide range of successful partnerships enhances provision and learning experiences and contributes significantly to pupils' outcomes and their wellbeing

Recommendations

- R1 Increase the proportion of pupils who achieve the highest grades at key stage 4
- R2 Improve teaching to match the best practice in the school
- R3 Make sure there is greater consistency in the quality of written feedback and that pupils respond productively to that feedback

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils' performance has been consistently strong over the last three years in many of the performance indicators at key stage 4. In 2014, across many indicators, pupils made strong progress from previous key stages. Provisional data for 2015 indicates that this trend of improvement is continuing.

Performance in the level 2 threshold, including English or Welsh and mathematics, has shown improvement over the last three years and places the school in the upper 50% or top 25% of similar schools based on eligibility for free school meals. Provisional data for 2015 places the school in the top 25% of similar schools. Performance in this indicator has been consistently above modelled outcomes and above the average for the family of schools for the last two years after previously being below. For the last three years, the proportion of pupils gaining five grades A* or A at GCSE has been below the national average. Provisional data for 2015 indicates that this is still the case.

Performance in the capped points score and the level 2 threshold has been well above the average for the family of schools and has placed the school in the top 25% of similar schools for the past four years. Provisional data indicates that outcomes for 2015 are of a similarly high standard.

In Year 13, since 2012, the proportion of pupils gaining the level 3 threshold has been consistently above the average for the family of schools, as has the average wider points score. However, provisional data for 2015 indicates a dip in performance in both indicators. Provisional data also indicates that the proportion of pupils gaining three A* or A grades is close to the family average and slightly above that average for the proportion of pupils gaining three A*-C grades.

At key stage 3, there has been an upward trend in the proportion of pupils that achieve the core subject indicator.

At key stage 3 in 2015, the greatest difference between the performance of boys and girls is in English. At key stage 4, provisional data for 2015 indicates that the greatest difference is also in English. However, boys' performance in this indicator is above the average for boys in similar schools.

In 2015, at key stage 3, the performance of pupils eligible for free school meals is below the average for similar pupils in other schools in the family in the core subject indicator and in English and mathematics at level 5 and above. In 2015, the gap between the performance in these indicators of pupils eligible for free school meals and other pupils is the widest in the last three years. In 2014, at key stage 4, pupils eligible for free school meals performed better than the family average for similar pupils in nearly every indicator after being below in 2013. Provisional data for 2015 indicates that this improvement is continuing.

Nearly all pupils have positive attitudes to their learning. Many work well independently and with others in a range of stimulating situations such as discussing the moral issues surrounding the use of stem cells and guiding others to improve their performance in physical education. Many pupils recall prior learning well and make effective use of that learning to gain new knowledge, understanding and skills.

Most pupils listen to the teacher with attention, respect and understanding. Many do so to their peers. Many pupils across the age and ability range speak with confidence and express their opinions clearly. In most subjects, pupils of all abilities use subject-specific terms well. However, a minority of pupils provide brief and undeveloped verbal responses.

Many pupils have a secure understanding of what they read. Most pupils who have weaker reading skills make good progress through structured intervention programmes. When given the opportunity, a majority of pupils use higher-order reading skills well. They synthesise information from a range of sources and are able to infer and deduce well to improve their knowledge and understanding.

Most pupils write for a suitable range of purposes and audiences. In most subjects, many pupils produce good quality extended writing that is well organised and coherent. More able pupils produce well-crafted writing. Generally, the writing of girls is better developed and technically more accurate than that of boys. A minority of pupils do not proof read or edit their work well enough. As a result, they continue to make too many errors in spelling, punctuation and grammar, and their writing remains underdeveloped. In a few cases, pupils do not complete work.

Many pupils develop numeracy skills such as calculation and measurement well. They use these skills and graphs in appropriate contexts across the curriculum. Many pupils demonstrate clear thinking skills in problem solving and in the analysis of source materials.

During the last four years, performance in Welsh second language at level 5 or above has improved steadily. In each of the years, performance has placed the school above the family average and with the exception of 2015 in the top 25% of similar schools based on eligibility for free school meals. At key stage 4, nearly all pupils are entered for a full course qualification, and the proportion of pupils achieving a level 2 qualification in any Welsh language course is well above family and national averages.

Wellbeing: Excellent

Pupils' wellbeing is a particularly strong feature of the school. This is seen in the outstanding attendance, exemplary behaviour and level of pupils' involvement in contributing to the strong ethos of the school.

Nearly all pupils feel safe and secure in school. They are confident that the school deals with the rare incidents of bullying very effectively.

Many pupils participate in a very wide range of beneficial extra-curricular activities, including sports, offered by the school. These activities are very ably organised and led by the pupil sport ambassadors. Many pupils have a secure understanding of how to stay healthy through exercise and eating a balanced diet.

The behaviour of nearly all pupils in lessons and around the school is a particularly strong feature. Pupils are very respectful of teachers and of each other. They are involved productively in the wider community in several ways. These include in the allotment project, picking and then selling local produce in school, and with the school choir singing for patients in the local hospital.

Attendance has been significantly above modelled outcomes for the last five years and places the school in the top 25% of similar schools based on eligibility for free school meals since 2011. Persistent absenteeism has reduced considerably and is well below local authority and national averages. Attendance of pupils eligible for free school meals has consistently been well above the average for similar pupils within the family of schools for the past five years.

The extent of pupil involvement within and beyond school life is a significant strength. The wide range of pupil committees makes an important contribution to the work of the school. In particular, the school council plays a significant role in highlighting social and moral issues through special projects such as its work on attitudes to disability, sexuality and racism. The impact that this has had on the attitudes and understanding of other pupils is a very strong feature.

Key Question 2: How good is provision?

Excellent

Learning experiences: Excellent

The school offers a broad and balanced curriculum that meets statutory requirements. At key stage 4, the curriculum provides a comprehensive range of academic and vocational courses. The school's provision and that offered in collaboration with the local further education institution and a work-based learning provider are highly effective in meeting the needs of individual pupils. This has contributed to very high levels of pupil attendance and consistently strong achievement.

The school offers a particularly extensive choice of extra-curricular activities that benefit pupils' learning and self-confidence. These activities are well attended and pupils participate enthusiastically in a wide range of additional courses, qualifications and clubs. These activities are highly effective in helping pupils to achieve additional qualifications and many undertake activities that they may have not experienced before. The school has recently set up an innovative water sport option that gives pupils access to sailing and sailboarding activities at the local sea front. These activities result in pupils significantly improving their self-esteem, ability to work as a member of a team and wellbeing.

The school has an exceptionally well-developed and detailed literacy and numeracy strategy. Well-considered and consistent approaches in nearly all subjects have

been highly effective in developing pupils' literacy and numeracy skills. The school provides comprehensive intervention for pupils in need of additional support in literacy and numeracy.

The school promotes the Welsh dimension effectively through extra-curricular activities, such as cultural and sporting links with the Urdd. Teachers incorporate a wide range of valuable opportunities for pupils to learn about the culture and history of Wales, for example in humanities lessons. A significant proportion of curriculum time at key stage 3 and key stage 4 is allocated to Welsh language provision. This gives Welsh language development a high status in the school. Language ambassadors in the sixth form provide worthwhile support to pupils in key stage 3.

The school has developed very comprehensive arrangements for developing pupils' understanding of education for sustainable development and global citizenship. Most pupils develop this through an interesting range of activities and the personal and social education programme. These activities include relevant issues being raised in lessons when appropriate, during school assemblies and in the awareness raising work of the eco-group. The long-standing links with a school in Madagascar have been especially valuable in raising pupils' knowledge and understanding of the experiences of young people in a very different environment.

Teaching: Good

Teachers have very secure subject knowledge and foster purposeful and productive working relationships with all pupils.

In many lessons, teachers employ a varied and useful range of teaching strategies and provide a consistent focus upon developing pupils' skills, especially their writing. Teachers make very good use of the school's own teaching and learning handbook, 'The Fulcrum', that is based on existing strong practice within the school. In half of these lessons, teachers create a very high level of challenge for pupils of all abilities and a brisk pace to their learning. They use strong, incisive questioning that probes pupils' understanding very well. Teachers monitor and assess pupils' learning continuously. They provide precise feedback that helps pupils to make strong and rapid progress.

A few lessons are not planned effectively and do not challenge pupils of all abilities. Tasks are not matched well enough to pupils' abilities and prior learning. A few teachers do not ensure that pupils have consolidated their learning, or do not ask questions clearly enough to probe pupils' understanding. In these lessons, a few pupils do not make enough progress.

Nearly all teachers mark regularly. Many offer clear written feedback to guide pupils' learning. In a minority of cases, teachers comment clearly on the quality of pupils' work but do not explain sufficiently well how to make further progress. A minority of teachers' comments are too generous or do not offer the appropriate level of challenge to pupils.

In a few subjects, teachers establish a useful dialogue with the pupils about how to improve their work. They provide pupils with helpful strategies and time to review, edit and improve their work. When this occurs, many pupils respond successfully. However, overall, teachers do not ensure that pupils respond well enough to the advice they are given.

Most teachers use the whole school marking codes consistently. This has a positive impact on pupils' literacy skills. Many departments use self and peer-assessment activities well to support pupils' progress.

The school has clear and effective tracking systems to monitor pupil progress. Senior leaders and middle leaders monitor overall standards regularly and thoroughly. The school uses monitoring particularly effectively to identify those pupils who require extra support.

The school provides clear and valuable feedback to parents on pupil progress and on targets for improvement.

Care, support and guidance: Excellent

The school provides exceptional support and guidance to pupils. This has a very strong impact on their moral and social development, their behaviour, attendance and participation in the life and work of the school. This provision is an outstanding feature of the work of the school.

The school promotes social inclusion and reduces barriers to learning very successfully. Vulnerable pupils, and those with additional learning needs in particular, benefit from a wide range of high quality interventions that address their needs extremely effectively. Individual educational plans include relevant targets and most of these pupils achieve well. The pupil support centre is very successful in helping pupils who are experiencing problems that might result in them not achieving appropriately or attending regularly. It draws very well on the expertise of an extensive range of external agencies to support its work. In addition, the school counsellor supports pupils very well.

Learning mentors provide highly beneficial support to pupils. They are well trained to provide specialist interventions. They monitor attendance, behaviour and the progress of pupils thoroughly and highly effectively. They play a major role in maintaining the very high standards of pupil wellbeing.

A comprehensive personal and social education programme supports pupils' spiritual, moral and cultural development very well. It also successfully develops pupils' wellbeing and promotes very positive and informed attitudes towards health, and social issues.

The school makes appropriate arrangements for promoting healthy eating and drinking.

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

Learning environment: Excellent

The school promotes a clear and shared vision for equality in its motto, 'Achievement For All'. The extremely inclusive, caring, welcoming environment and positive ethos are evident in the attitudes and behaviour of nearly all pupils. Members of staff work together closely to celebrate pupils' talents and differences and to help them reach their goals. This means that pupils feel valued and develop their individual talents very well.

Pupils are treated equally, fairly and with respect. They have access to all aspects of the curriculum and the extensive range of extra-curricular activities.

The accommodation and grounds are very well maintained. The school site is safe and secure. Staff make very good use of all the available space. They produce many of the high quality resources they use effectively to enhance the standards achieved by all pupils. Displays throughout the school are attractive and informative, and they support learning well.

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

The quality of leadership has led to very high levels of pupil wellbeing and outcomes that are consistently above those of other similar schools.

The headteacher provides inspirational leadership. She is very ably supported by her senior team and middle leaders. The vision of Achievement For All is shared by all and more importantly is evident in all aspects of the school's work.

Leadership provides clear strategic direction and management structures and systems support effective review and further development.

Roles and responsibilities are very clearly defined and all members of staff understand the part they play in the delivery of the school's strategic aims. This contributes to a very strong sense of shared purpose. Senior and middle leaders manage their teams very effectively and focus their attentions well on priorities and pupil outcomes. They are proud of and ambitious for their school.

There is a clear strategy to share leadership widely including the extended leadership team. The school has very valuable arrangements to support leaders at all levels with a beneficial leadership development programme. This has contributed towards a strong sense of teamwork and a clear focus on the pursuit of excellence and continuous improvement. Meetings at all levels are purposeful, address key school priorities and support strong and improving pupil outcomes.

Performance management arrangements are appropriate. This and the other mechanisms used by the school to review and improve performance successfully challenge staff to develop their practice and identify training and development needs.

There is a very strong commitment to supporting other schools, showing leadership in the sector and ensuring that this work has value for the pupils of the school as teachers review and develop their teaching practice. This is a very strong feature of the school's work.

Governors have a clear understanding of their role and are well informed about the school's work and pupil outcomes. They challenge robustly, particularly when there is underperformance. Very effective use is made of the experience and expertise of individual governors to support aspects of the school's work such as providing for pupils with additional learning needs.

The school takes very good account of national and local priorities, for example in reducing the gap in attainment of pupils eligible for free school meals, promoting the Welsh dimension and developing the literacy and numeracy skills of all pupils. The impact of this is evident in the improving performance of pupils eligible for free school meals and standards of literacy in particular.

Improving quality: Excellent

Leaders at all levels are highly successful in maintaining an unrelenting focus on raising standards, ensuring pupils' wellbeing and improving the quality of teaching and leadership. This has resulted in consistently strong outcomes for pupils, effective teaching and the development of a highly effective curriculum.

The school has successfully established a strong culture of continuous evaluation and improvement. Senior and middle leaders have a detailed understanding of the school's strengths and areas for improvement. This is derived from a wide range of first hand evidence, including lesson observations, questionnaires and the scrutiny of pupils' work. The school evaluates all of its strategies very closely and regularly, and this enables leaders to make timely and decisive changes to its provision. This has resulted, for example, in the development of a wide range of highly effective partnerships and outstanding provision for the development of pupils' literacy skills.

Most middle leaders analyse performance data well, and are quick to identify any areas of underperformance. They use this understanding very effectively to plan in detail changes to teaching and learning strategies, and to set challenging targets for improvement. This has had a significant impact on the standard of pupils' work. Leaders also monitor and evaluate pupils' behaviour and attendance very carefully, and this has helped to maintain exceptional standards of wellbeing.

There is a firmly established cycle of review and improvement planning. Subject leaders work closely with their line managers to evaluate the quality of their department's work and to challenge teachers to improve standards. Senior and middle leaders are highly adept at using information gathered from lesson observations and book scrutiny to identify strengths and areas for improvement in the quality of teaching and the standard of pupils' work.

Planning at a whole-school and departmental level is closely integrated, and this fosters a strong ethos of shared purpose across all staff. The school has established a strong culture of collaboration and sharing good practice both within and across departments. These factors enable the school to make rapid and effective

developments in leadership, provision, and the standards achieved by pupils. This is a particularly strong feature of the school's work, which has a significant impact on pupil outcomes, for example the outstanding levels of attendance, improvements in pupils' literacy skills and consistently strong performance in many of the key performance indicators.

Partnership working: Excellent

The school has established a diverse range of high quality partnerships that have a significant impact on sustaining high standards of pupil attainment and wellbeing.

Well-established links with other providers ensure that pupils have a wide choice of general and vocational courses. Agencies such as the police and fire service make a valuable contribution to examination courses, the personal and social education programme and extra-curricular activities, for example the Duke of Edinburgh Award Scheme.

There are highly effective links with partner primary schools, which help pupils to make a smooth transition to Year 7. Progression in learning from key stage 2 to key stage 3 is carefully planned. Vulnerable learners are particularly well supported by collaborative schemes. This includes the 'Pyramid Club', where sixth form pupils visit partner schools to meet particularly vulnerable pupils and provide them with additional, personalised support when they move schools.

The school has extremely effective relationships with agencies that support vulnerable pupils, for example the local pupil referral unit. The progress of these pupils is monitored and supported very carefully, and this has a significant impact on the standards and qualifications achieved by these pupils. This is a particularly strong feature of the work of the school.

Parents are very successfully engaged in the work of the school by a wide range of strategies. Initiatives such as 'Tech-Dojo' help parents to support their children's digital literacy and promote parental involvement in the life of the school very well.

Resource management: Good

The school is highly effective in supporting the developmental needs of all staff. Training is well planned and supports effective leadership and teaching across the school. Particular strengths are the wide range of effective networks of professional practice within the school and extensive collaborative working with other schools. These make a valuable contribution to the development of professional knowledge and have had a positive impact on standards and wellbeing.

Staff and resources are deployed well to support pupils and provide the curriculum opportunities and care and guidance provision that benefit the pupils well. The school's budget is managed prudently, with an appropriate balance of responsibilities between the senior leadership team, the very effective business manager and the governing body. Spending is kept under rigorous review and spending decisions are well aligned to the school's priorities for improvement. There is a very clear focus on the impact of spending on pupil outcomes.

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The school has appropriate plans for the expenditure of specific grants, including the pupil deprivation grant. Initiatives include the appointment of staff to promote parental involvement, raise attendance and support the emotional wellbeing of pupils eligible for free school meals. This has a very successful impact on the attendance and achievement of these pupils.

As a result of strong outcomes achieved by the pupils, the school provides good value for money.

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October 2015

Appendix 1

6625403 - Ysgol Bryn Elian

Number of pupils on roll	899
Pupils eligible for free school meals (FSM) - 3 year average	20.2
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	141	131	161	150		
Achieving the core subject indicator (CSI) (%)	69.5	73.3	81.4	85.3	82.1	83.9
Benchmark quartile	2	2	1	1		
English						
Number of pupils in cohort						
Achieving level 5+ (%)	80.1	78.6	88.2	93.3	87.7	87.9
Benchmark Quartile	1	2	1	1		
Achieving level 6+ (%)	38.3	38.2	42.2	48.0	46.0	52.6
Benchmark Quartile	1	1	2	1		
Welsh first language						
Number of pupils in cohort						
Achieving level 5+ (%)	.	.	.	.		90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort						
Achieving level 5+ (%)	80.9	80.9	86.3	87.3	87.7	88.7
Benchmark Quartile	1	2	1	2		
Achieving level 6+ (%)	54.6	59.5	52.2	50.7	55.2	59.5
Benchmark Quartile	1	1	1	2		
Science						
Number of pupils in cohort						
Achieving level 5+ (%)	83.0	87.0	94.4	97.3	90.9	91.8
Benchmark Quartile	2	2	1	1		
Achieving level 6+ (%)	44.7	42.7	43.5	51.3	52.4	58.5
Benchmark Quartile	1	2	3	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.

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6625403 - Ysgol Bryn Elian

Number of pupils on roll	899
Pupils eligible for free school meals (FSM) - 3 year average	20.2
FSM band	4 (20%<FSM<=30%)

Key stage 4

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 15	132	124	124	122		
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	43.9	52.4	54.0	58.2	55.7	57.6
Benchmark quartile	2	1	1	1		
Achieved the level 2 threshold	93.2	96.8	91.1	98.4	83.0	83.4
Benchmark quartile	1	1	1	1		
Achieved the level 1 threshold	100.0	100.0	100.0	100.0	96.8	94.3
Benchmark quartile	1	1	1	1		
Achieved the core subject indicator (CSI)	35.6	46.0	49.2	49.2	52.1	54.3
Benchmark quartile	3	1	1	2		
Average capped wider points score per pupil	364.7	392.2	372.5	379.4	345.5	342.3
Benchmark quartile	1	1	1	1		
Average capped wider points score plus per pupil	355.0	380.6	362.7	368.9	341.0	337.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	13.6	20.2	21.8	22.1	13.9	16.5
Benchmark quartile	.	.	.	.
Achieved A*-C in English	56.1	67.7	69.4	80.3	67.9	68.3
Benchmark quartile	2	1	1	1		
Achieved A*-C in Welsh first language	.	.	.	.	.	75.1
Benchmark quartile	.	.	.	.
Achieved A*-C in mathematics	56.8	61.3	60.5	60.7	63.6	64.2
Benchmark quartile	1	1	1	2		
Achieved A*-C in science	66.7	94.4	90.3	86.1	82.0	83.3
Benchmark quartile	3	1	2	2		

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.

. 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.

** Key stage 4 examinations results for 2015 are provisional.

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.

Report on Ysgol Bryn Elian October 2015

6625403 - Ysgol Bryn Elian

Number of pupils on roll	899
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 (2015**)	Wales Average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 15 eligible for free school meals	25	27	33	32		
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	20.0	37.0	33.3	34.4	27.2	31.3
Achieved the level 2 threshold	80.0	96.3	72.7	96.9	60.6	68.2
Achieved the level 1 threshold	100.0	100.0	100.0	100.0	90.4	89.2
Achieved the core subject indicator (CSI)	12.0	33.3	33.3	25.0	26.5	28.8
Average capped wider points score per pupil	327.6	363.8	343.3	363.2	298.0	302.1
Average capped wider points score plus per pupil	314.9	351.4	333.7	346.6	291.3	295.1
Achieved five or more GCSE grades A*-A	0.0	7.4	6.1	12.5	5.0	4.3
Achieved A*-C in English	28.0	59.3	42.4	62.5	40.4	44.7
Achieved A*-C in Welsh first language	.	.	.	.	.	51.3
Achieved A*-C in mathematics	28.0	40.7	45.5	37.5	36.1	38.9
Achieved A*-C in science	40.0	92.6	87.9	84.4	72.2	73.5

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

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

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

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

. 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.

** Key stage 4 examinations results for 2015 are provisional.

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Number of pupils on roll in sixth form	132
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Key stage 5

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 17	66	66	49	55		
Percentage of 17-year-old pupils who:						
Achieved 3 A*-A at A level or equivalent	6.7	0.0	6.5	3.8	3.8	7.9
Achieved 3 A*-C at A level or equivalent	71.7	62.3	73.9	60.4	59.3	67.5
Achieved the level 3 threshold	95.0	96.7	97.8	90.6	89.9	96.9
Average wider points score per pupil	910.3	891.7	981.7	892.9	775.3	787.2

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

. 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.

** Key stage 5 examinations results for 2015 are provisional.

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	225	115 51%	103 46%	7 3%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	223	67 30%	131 59%	16 7%	9 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	223	105 47%	108 48%	9 4%	1 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	224	74 33%	118 53%	29 13%	3 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		24%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	225	114 51%	98 44%	13 6%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	223	84 38%	131 59%	6 3%	2 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	223	108 48%	112 50%	2 1%	1 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	225	51 23%	132 59%	35 16%	7 3%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	225	135 60%	81 36%	5 2%	4 2%	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	224	26 12%	137 61%	56 25%	5 2%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	225	93 41%	115 51%	14 6%	3 1%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	4%	

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	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	224	48 21%	150 67%	23 10%	3 1%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	223	93 42%	124 56%	5 2%	1 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	224	107 48%	106 47%	9 4%	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.
		36%	54%	9%	1%	
The staff respect me and my background	225	106 47%	109 48%	7 3%	3 1%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	223	89 40%	122 55%	10 4%	2 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	78	26 33%	44 56%	4 5%	4 5%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		29%	51%	15%	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	33	12 36%	18 55%	2 6%	1 3%	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%	

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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.	111	85 77% 44%	25 23% 50%	0 0% 5%	1 1% 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	111	77 69% 47%	33 30% 48%	0 0% 4%	1 1% 1%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	110	82 75% 51%	28 25% 45%	0 0% 4%	0 0% 1%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	109	74 68% 46%	35 32% 49%	0 0% 4%	0 0% 1%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	103	39 38% 25%	60 58% 60%	4 4% 12%	0 0% 3%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	109	65 60% 35%	44 40% 59%	0 0% 5%	0 0% 1%	1	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	110	80 73% 52%	30 27% 46%	0 0% 2%	0 0% 1%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	110	55 50% 33%	51 46% 56%	4 4% 9%	0 0% 2%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
Staff treat all children fairly and with respect.	105	58 55% 35%	42 40% 52%	4 4% 10%	1 1% 3%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	107	50 47% 35%	53 50% 56%	4 4% 8%	0 0% 1%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	108	75 69% 43%	32 30% 53%	0 0% 3%	1 1% 1%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	101	61 60% 37%	38 38% 52%	2 2% 8%	0 0% 2%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	107	58 54% 35%	45 42% 51%	3 3% 12%	1 1% 3%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.

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	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.	108	80 74%	25 23%	2 2%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	106	55 52%	46 43%	4 4%	1 1%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	106	65 61%	40 38%	1 1%	0 0%	4	Mae'r ysgol yn helpu fy mhleintyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	85	38 45%	44 52%	2 2%	1 1%	21	Mae fy mhleintyn wedi'i barato'i'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	105	46 44%	50 48%	6 6%	3 3%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	109	78 72%	30 28%	1 1%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Tony Sparks	Reporting Inspector
Mark Evans	Team Inspector
Steven William Pringle	Team Inspector
Sue Halliwell	Team Inspector
Justine Elaine Barlow	Team Inspector
Catherine Evans	Team Inspector
Andrew Hurley	Team Inspector
Helen Harding	Peer Inspector
Mair Herbert	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.

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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.