



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 Myrddin
Croesyceiliog
Carmarthen
Carmarthenshire
SA32 8DN**

Date of inspection: November 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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Publication date: 22/01/2016

Context

Ysgol Gyfun Gymraeg Bro Myrddin is a designated bilingual, community, mixed school for pupils aged between 11 and 18 years and is maintained by Carmarthenshire local authority. There are 870 pupils on roll, in comparison with 893 at the time of the last inspection, and there are 182 pupils in the sixth form. The school serves pupils from the town of Carmarthen and nearby villages in addition to a wider catchment area.

Pupils come from areas that are neither prosperous nor economically disadvantaged. Three point four per cent (3.4%) of pupils are eligible for free school meals. This figure is considerably lower than the national percentage of 17.4%. Many (about 79%) pupils come from Welsh-speaking homes, but all pupils speak Welsh to first-language standard. No pupils receive teaching support for English as an additional language.

The school admits pupils from the full ability range. Fourteen point seven per cent (14.7%) of pupils are on the school's additional learning needs register and 1.6% have a statement of special educational needs. This is lower than national averages.

The current headteacher and deputy headteacher began in their posts in January 2014. Two assistant headteachers, a senior teacher and a bursar complete the senior leadership team.

The individual school budget per pupil for Ysgol Gyfun Gymraeg Bro Myrddin in 2015-2016 is £3,494. The maximum per pupil in secondary schools in Carmarthenshire is £5,333 and the minimum is £3,494. Ysgol Gyfun Gymraeg Bro Myrddin is in the bottom position of the 12 secondary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school is good because:

- Performance in most indicators in key stage 4 is consistently higher than in similar schools
- Pupils make strong progress in developing their knowledge, skills and understanding in many lessons
- Most pupils' standards of behaviour and self-discipline are exceptional in lessons and around the school
- Many pupils have a positive and conscientious attitude to learning and they show mature and responsible qualities
- There is a wide range of rich extra-curricular and cultural experiences that promote pupils' Welshness and develop their confidence to perform in public
- The school is a happy, Welsh community with an inclusive and supportive ethos

Prospects for improvement

Prospects for improvement are good because:

- The headteacher, with the support of the senior leadership team, provides high quality leadership
- The headteacher's vision emphasises the importance of providing wide experiences for all and ensures high achievement
- Leaders and managers plan successfully to meet national and local priorities
- Governors have developed a strong link with departments
- Self-evaluation and planning for improvement systems have contributed to improvements in aspects such as the quality and consistency of assessment, attendance and standards of attainment in 2015
- The school has developed a close relationship with a wide range of partners that have a positive effect on standards of attainment

However:

- Managers and leaders are unsure of the significance of data when considering previous achievement or performance against similar schools

Recommendations

- R1 Raise boys' standards of achievement
- R2 Strengthen and ensure consistency in the quality of teaching across the school and share best practices
- R3 Develop use and understanding of data among managers and governors
- R4 Sharpen the link between self-evaluation and planning for improvement processes

What happens next?

The school will produce an action plan that shows how it will address recommendations. The local authority will monitor the school's progress.

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In key stage 4, performance in the main indicators over the last four years varies, with an overall pattern of progress since 2013. Provisional data for 2015 shows strong performance in most indicators, especially those which include Welsh or English and mathematics.

The school's performance at the level 2 threshold including Welsh or English and mathematics has placed the school in the top quarter of schools on the basis of eligibility for free school meals, for four of the last five years. In 2015, provisional data shows that performance has improved considerably, by ten percentage points. This performance places the school above the average for the family in each year, and higher than the modelled outcomes for three out of the last five years.

Over the last five years, the percentage of pupils who have succeeded in gaining five A* or A grades in their GCSE has varied but is consistently considerably higher than the average for the family.

Provisional data shows that performance in the capped points score and the level 2 threshold has risen in 2015 and places the school above the average for the family. In 2013 and 2014, performance in the capped points score was lower than the modelled outcomes. However, in 2015, performance is better than the modelled outcomes and places the school in the top quarter of similar schools in terms of eligibility for free school meals. Performance at the level 2 threshold has increased over the last three years. This has placed the school above the average for the school for the last two years and in the upper 50% of similar schools.

The percentage of pupils who achieve three A* - C grades at A level or equivalent in 2015 is higher than the average for the family. However, in 2013 and 2014, pupils' performance in this measure was lower than the average for the family. In 2015, the number of pupils who achieve three A* and A grades or equivalent has fallen but continues to be higher than the average for the family. The school's performance at the level 3 threshold is consistently high and all pupils have reached it in four of the last five years. Consistent progress is seen over three years in the wider average points score, which places the school above the family average for the first time since 2012.

Additional value data for 2014 shows that pupils are making similar progress to expectations from key stage 2 to key stage 4 and from key stage 3 to key stage 4. However, the progress that pupils make in the level 2 threshold, including Welsh or English and mathematics, and the wider level 2 threshold, is a little lower than the expectations and places the school in the lower half of similar schools in terms of free school meals.

In key stage 3, the core subject indicator has fallen a little in 2015 after rising gradually over the three previous years. Performance is lower than the modelled outcomes and places the school in the lower half of similar schools in terms of eligibility for free school meals.

In key stage 3, boys do not perform as well as girls in the core subject indicator and the gap is increasing. A considerably smaller number of boys attain the highest levels in Welsh and English.

There has been a significant difference between the performance of boys and girls in key stage 4 for three years. Provisional data for 2015 shows that boys do not do as well as girls in the indicators that include Welsh or English and mathematics.

In general, many pupils who have additional learning needs make appropriate progress against their targets.

No pupils have left the school at the end of key stage 4 without a recognised qualification for five years. All pupils who leave at 16 years of age continue to be in education, employment or training. This is better than the levels for the local authority and Wales.

In many lessons, pupils show interest in the work and make strong progress in developing their knowledge and understanding. Most pupils co-operate successfully to discuss and improve their work. Nearly all pupils in these lessons listen attentively to the teacher and their peers and act effectively on instructions. Many are prepared to respond to teachers' questioning and a minority give confident extended responses using wide and mature vocabulary in Welsh.

In a few lessons, pupils make excellent progress. In these lessons, nearly all pupils recall previous knowledge very effectively and apply it particularly well to new situations. All pupils co-operate especially constructively in pairs or a group and make rapid progress in their skills and subject knowledge. They identify their own weaknesses and act very effectively to improve them.

In a minority of lessons, pupils make appropriate progress in the subject and in their skills. However, a minority of pupils do not expand enough when responding to teachers' questions. In lessons, many pupils are too passive and a minority lose interest in their work, especially in monotonous and long tasks.

In many subjects, the majority of pupils read effectively when skimming, scanning, interpreting information and expressing an opinion. Many pupils read a variety of texts precisely and glean information skilfully. A minority of them succeed in applying their higher reading skills when analysing a text and responding to what they read. However, a few pupils have difficulty in discovering relevant facts when undertaking comprehension exercises.

Pupils of higher ability write strikingly in order to convey nuance and create effect. Most pupils are able to express an opinion clearly and maturely about important issues and the majority show ability to structure sentences and paragraphs logically. Many pupils use subject vocabulary effectively and organise their work sensibly. Most pupils take pride in the way that they present their work.

In the majority of subjects, pupils redraft their work constantly and improve the quality of their work regularly. However, there are a number of basic mutation and spelling errors in the work of a minority of pupils and their extended writing skills have not been developed sufficiently. In general, boys' standard of writing is weaker than that of the girls.

The majority of pupils apply their numeracy skills appropriately to the work, especially in science and geography. Many pupils handle data appropriately and display it in graphs, choosing the correct scale. They also interpret correctly by identifying patterns in the data. Many of the pupils have a sound understanding of calculation methods including mental and written methods. However, a very few pupils depend excessively on a calculator when carrying out simple calculations.

Many pupils use the Welsh language skilfully in lessons and to converse with each other in informal situations around the school.

Wellbeing: Excellent

Pupils' wellbeing is an excellent feature of school life. Nearly all pupils feel safe at school and are confident that the school deals very effectively with the very few cases of bullying that arise. Nearly all pupils have a sound understanding of how to keep fit and they are aware of the principles of eating and drinking healthily. The number of pupils who take part regularly in fitness and sports activities is high.

Pupils' attendance has improved and, in the last two years, places the school among the top 25% of similar schools in terms of eligibility for free school meals.

In lessons and around the school, most pupils' standards of behaviour and self-discipline are exceptional. They show respect and courtesy for each other and for adults. In lessons, many pupils have a positive and conscientious attitude to learning and they show mature and responsible qualities. As a result of these positive features, the school has not suspended any pupils temporarily or permanently for over three years.

An excellent feature of school life is the participation of a high proportion of pupils in a wide range of cultural activities, for example music and drama performances of a very high standard and local and national competitions. This contributes considerably to their confidence when communicating in public. Many pupils take part in a host of valuable social activities that promote pupils' pride in their school and their Welsh culture.

The school council, the Eco group and the committee that promotes Welshness, 'P4C', make significant contributions to the decision-making processes at the school. A particularly good feature is the contribution of the humanitarian committee to developing empathy and compassion for others through various whole-school fundraising activities. As a result of the high standards of participation in these activities, most pupils develop mature and strong social skills that prepare them very effectively for the next stage in their lives.

Key Question 2: How good is provision?

Good

Learning experiences: Excellent

The school provides a wide range of learning experiences that meet the statutory requirements. The school has effective partnerships with primary schools in the catchment area, which maintains standards and ensures smooth progression from key stage 2 to key stage 3. Valuable partnerships between the school, the further education college and other Welsh-medium schools in the area expand choices for key stage 4 and the sixth form. The school prepares an excellent range of various, regular extra-curricular activities such as the mailing club, the 'Gwarchodlu odli' ("rhyme squad"), the gardening club and a host of sports and cultural clubs. The wide provision enriches learners' experiences and results in high standards of attainment.

The school has responded effectively to the requirements of the Literacy and Numeracy Framework. Provision to raise standards of literacy and numeracy is co-ordinated and planned well. As a result, literacy skills are developed successfully in many lessons across the curriculum. Provision for developing pupils' thinking and information and communication technology skills is appropriate. The school provides a very effective programme of additional support for pupils who have difficulties with reading and number. This includes reading clubs, support with number work, organisational skills and the use of the sixth-form as 'Stydi Bydis' (Study Buddies).

Provision for the Welsh dimension is a prominent strength at the school. A wide range of experiences is delivered, including extra-curricular activities, Urdd clubs, the school Eisteddfod and numerous educational trips and visits. This enables learners to gain a deeper understanding of their community and country, which makes them more rounded citizens.

Education for sustainable development and global citizenship is a strong feature of the school's curriculum. There is a combination of beneficial activities within lessons and beyond the curriculum, which contributes very extensively to pupils' understanding of sustainability issues. The eco committee is very active and through the Erasmus scheme, pupils have a very good awareness of their role in contributing to, and leading, local, national and international projects.

Teaching: Good

Nearly all teachers foster a beneficial working relationship with pupils. They have thorough subject knowledge, and effective classroom management is a prominent feature in most lessons. Most staff are good language models. In many lessons, teachers' detailed planning ensures activities that extend pupils' knowledge and understanding well.

In the small number of very effective lessons, activities are planned imaginatively in order to ensure an increasing challenge and to gain pupils' interest. There is clear and lively guidance that encourages pupils to do their best. A prominent feature in these lessons is the very high challenge that is offered to pupils and which ensures powerful learning.

In the majority of lessons, lesson objectives are shared skilfully. Teachers plan a range of activities in order to realise these objectives successfully. There is beneficial use of group work, with valuable opportunities to develop pupils' understanding through discussion. The majority of teachers provide useful oral feedback to develop pupils' skills. In a minority of lessons, probing questioning methods are used to extend pupils' knowledge and probe their understanding. However, this is not a consistent enough practice. As a result, in a few cases, teachers do not use open-ended questions or follow-up questions effectively in order to extend pupils' thinking skills.

In a few lessons, the teacher's expectations are not high enough to promote every pupil's progress and more able pupils are not extended appropriately. In addition, tasks are not planned appropriately to meet the needs of all pupils in the class.

In a few lessons, the pace of the lesson is too slow and the teacher does not check pupils' progress and understanding often enough in order to respond to their needs.

Most teachers mark books regularly. Many write useful comments in order for pupils to know how to improve. A few teachers provide particularly good feedback that includes follow-up tasks that have been tailored to develop pupils' specific needs. In a very few cases, however, marking is not regular and comments are too superficial to be beneficial to pupils.

The school sets appropriate targets for all pupils. It has effective systems for monitoring their progress and appropriate arrangements to support them.

Parents and carers appreciate the information that the school provides about their children's progress. They receive a comprehensive report annually, which includes relevant details about areas to be developed.

Care, support and guidance: Good

The school is a close and caring community. Provision for pupils' spiritual, moral, social and cultural development is comprehensive. The school has extensive arrangements for promoting eating and drinking healthily.

Pupils receive beneficial opportunities to develop their social skills and take part in a wide range of cultural activities of a high standard such as shows, eisteddfodau and the 'Gŵyl Cerdd Dant'. The exceptional quality of morning assemblies in terms of spiritual and moral development is an especially good feature at the school. There is a comprehensive range of activities to promote pupils' personal and social education and the school provides beneficial advice to pupils on their choice of courses or career. The school has an appropriate relationship with external multi-disciplinary agencies to support and promote pupils' health and wellbeing appropriately.

The additional learning needs department has a comprehensive knowledge of the learning needs of specific pupils. The personal profiles of pupils who have additional learning needs include useful information to meet their needs. However, on the whole, subject teachers do not make enough use of this information in mainstream lessons. A strong feature is the range of effective interventions to support individual

pupils to improve their skills successfully in small groups. The use of sixth-form pupils and an experienced team of classroom assistants to support pupils in intervention sessions is extremely effective.

The school has appropriate policies and procedures to safeguard children and they are not a cause for concern.

Learning environment: Good

Ysgol Gyfun Gymraeg Bro Myrddin is a happy, Welsh community with an inclusive and supportive ethos. As a result, pupils show a pride in their Welshness and older pupils encourage and support the younger ones very creatively. The school works hard to ensure tolerance and that all pupils and members of staff are free from disruption in the school. It works successfully to promote pupils' awareness and understanding of diversity and to appreciate various cultures.

The buildings are clean and provide a stimulating learning environment. They are suitable for the number of pupils and the activities that are provided. The school has purposeful resources that ensure full access to all the school's activities for all pupils or adults with disabilities. The school's extensive outdoor areas, which include various playing fields as well as indoor facilities, promote physical exercise and healthy living effectively. Examples of this are the climbing wall in the sports hall and the mountain biking course.

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

Since January 2014, membership of the leadership team has changed as a result of the appointment of a new headteacher, deputy headteacher and assistant headteacher. Although it is a comparatively new team, the members have gained the respect of the school's staff, pupils and parents and they co-operate effectively. Recently, the headteacher has restructured the team's responsibilities suitably in order to take advantage of individuals' strengths and expertise.

The headteacher has a clear vision which is based firmly on developing a complete citizen. In order to realise this, she emphasises the importance of providing wide experiences for all and ensuring good standards in terms of pupils' achievement. The headteacher is an eloquent communicator and provides high quality leadership. She receives very good support from the deputy headteacher and the remainder of the leadership team.

Teachers and support staff have up-to-date job descriptions which are updated annually. In addition, the school has a useful calendar of meetings, leadership activities and extra-curricular activities. Producing this calendar has ensured more order and better progression between meetings and leadership activities. Lines of accountability are clear across the school and leaders at all levels have suitable knowledge about standards in their areas of responsibility. However, some important meetings, for example middle leaders and line management meetings, do not take place often enough in order to share expectations in terms of implementing whole-school policies and supporting departments that are underachieving.

Leaders' understanding of data to monitor performance and track progress has strengthened during the last two years.

Since the appointment of the headteacher, the school's systems for managing staff performance have been strengthened. Although they are suitable, there is a little variation in the quality of individuals' objectives and this restricts the effectiveness of the process.

The school has responded successfully to many national priorities, especially curricular developments, for example delivering the Literacy and Numeracy Framework.

The governing body is very supportive of the school's work and takes pride in its successes. Governors have an appropriate understanding of aspects of their role and provide a clear sense of direction. A strong feature of their work is the link that governors have developed with individual departments. These arrangements provide beneficial opportunities for governors to meet and discuss the standards and provision of individual departments. However, on the whole, governors do not discuss issues involving standards often enough and their understanding of the significance of performance data is uncertain.

Improving quality: Adequate

The school has suitable systems for self-evaluation and planning for improvement. They have contributed to improvements in aspects such as the quality and consistency of assessment, attendance and standards of attainment in 2015.

The school has a calendar of useful activities to collect direct information through scrutinising pupils' work, observing lessons and canvassing the opinions of parents and pupils. The observations that follow these activities are presented in an evaluative and appropriate way. However, records of the lesson observation process do not present a thorough and objective enough picture of pupils' standards of work or the quality of teaching. As a result, the school does not identify some of the areas to be improved in its provision.

The whole-school self-evaluation report identifies correctly many of its strengths and highlights a few areas to be improved. The report includes a suitable evaluation of performance data. However, there is no evaluation of performance in the level 2 indicator including Welsh or English and mathematics against modelled outcomes. As a result, the school is too generous when evaluating its success.

Nearly all departments produce a suitable departmental self-evaluation report. They include a suitable analysis of performance data and appropriate direct evidence. However, on the whole, middle leaders do not place enough weight on analyses against previous achievement or the school's position within the benchmarks for free school meals.

There is an appropriate link between many of the areas to be improved that were identified in the self-evaluation report and the school and departmental improvement plans. The senior leadership team uses the findings of the self-evaluation report to

set suitable priorities for improvement. The whole-school improvement plan and the departmental plans identify suitable costs and responsibilities and many of the success criteria in them are clear and measurable. However, neither the whole-school improvement plan nor the departmental plans respond directly enough to a few areas for improvement that were identified in the self-evaluation processes. In addition, a minority of the success criteria are not measurable and there are no clear milestones to track progress against priorities.

Partnership working: Good

The school has developed a close relationship with a wide range of partners which has a positive effect on its pupils' standards of attainment and wellbeing.

There are robust transition systems with the considerable number of primary schools that feed the school. Close co-operation ensures effective progression in terms of literacy and numeracy between the primary and secondary phases. Health and physical fitness are promoted well, for example through the work of the school's rugby officer who is also developing a valuable partnership with local rugby clubs.

The school is working purposefully to promote partnerships with other providers in order to widen the choice of courses for its older pupils. For example, the school is one of three schools in the 'Welsh Education Partnership' that facilitates the range of course that are offered. The school has appropriate arrangements to ensure the quality of this provision. The partnership with a local university also enriches the curriculum by providing a range of valuable qualifications and experiences in preparation for further education and higher education.

On the basis of effective communication methods, the school has established a very close relationship with its parents, including more vulnerable families.

Resource management: Good

The bursar, with the support of the headteacher, plans expenditure very carefully. This is monitored closely by the governors' finance committee. As a result, the school has a budget surplus.

The school is staffed appropriately to teach the curriculum and there is relevant training and support for the few teachers who teach outside their specialism. Good use is made of learning assistants to support pupils who have specific needs.

The school supports its staff's continuous professional development through an extensive training programme. Most of the staff are part of productive working parties that concentrate on the school's priorities such as developing skills, promoting performance of more able and talented pupils and addressing boys' underachievement. These working parties have had a positive effect on a few of the teaching staff's professional practices. The working party on developing monitoring systems and tracking progress has had a clear effect on ensuring the consistency of content and quality of reports for parents. However, the working parties have not had enough of a direct influence on ensuring consistency in the quality of teaching.

As a result of the senior leadership team's sensitive and positive management, levels of absence among staff because of illness are very low.

Appropriate use is made of the Pupil Deprivation Grant in order to ensure that the pupils who are eligible for free school meals have full access to school life.

Considering pupils' outcomes, the school provides good value for money.

Appendix 1

6694056 - Ysgol Gyfun Gymraeg Bro Myrddin

Number of pupils on roll	880
Pupils eligible for free school meals (FSM) - 3 year average	3.4
FSM band	1 (FSM<=10%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	129	131	134	128		
Achieving the core subject indicator (CSI) (%)	86.8	88.5	91.0	89.8	90.8	83.9
Benchmark quartile	2	2	2	3		
English						
Number of pupils in cohort						
Achieving level 5+ (%)	86.8	88.5	92.5	92.2	92.5	87.9
Benchmark Quartile	4	4	3	3		
Achieving level 6+ (%)	52.7	55.7	59.7	54.7	61.4	52.6
Benchmark Quartile	2	3	3	4		
Welsh first language						
Number of pupils in cohort						
Achieving level 5+ (%)	85.3	88.5	91.0	95.3	94.0	90.9
Benchmark Quartile	2	3	3	1		
Achieving level 6+ (%)	38.8	42.0	60.4	43.8	60.3	56.1
Benchmark Quartile	3	3	1	4		
Mathematics						
Number of pupils in cohort						
Achieving level 5+ (%)	93.0	90.8	94.0	95.3	93.6	88.7
Benchmark Quartile	1	3	2	2		
Achieving level 6+ (%)	62.0	63.4	74.6	63.3	67.4	59.5
Benchmark Quartile	2	3	2	4		
Science						
Number of pupils in cohort						
Achieving level 5+ (%)	89.9	91.6	96.3	96.9	96.1	91.8
Benchmark Quartile	4	4	3	3		
Achieving level 6+ (%)	50.4	62.6	60.4	52.3	65.3	58.5
Benchmark Quartile	4	3	4	4		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

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

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

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

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

6694056 - Ysgol Gyfun Gymraeg Bro Myrddin

Number of pupils on roll	880
Pupils eligible for free school meals (FSM) - 3 year average	3.4
FSM band	1 (FSM<=10%)

Key stage 4

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 15	120	159	127	131		
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	75.0	72.3	71.7	82.4	67.0	57.6
Benchmark quartile	1	1	2	1		
Achieved the level 2 threshold	85.8	84.3	89.8	94.7	86.7	83.4
Benchmark quartile	2	3	2	2		
Achieved the level 1 threshold	97.5	97.5	100.0	100.0	98.1	94.3
Benchmark quartile	3	3	1	1		
Achieved the core subject indicator (CSI)	73.3	69.2	70.1	78.6	64.1	54.3
Benchmark quartile	1	1	2	1		
Average capped wider points score per pupil	372.3	363.4	374.2	382.9	360.6	342.3
Benchmark quartile	1	2	2	1		
Average capped wider points score plus per pupil	371.3	362.3	370.6	380.7	357.8	337.7
Benchmark quartile		
Achieved five or more GCSE grades A*-A	37.5	30.2	26.8	31.3	21.7	16.5
Benchmark quartile		
Achieved A*-C in English	85.8	79.9	79.5	81.7	74.7	68.3
Benchmark quartile	1	2	2	2		
Achieved A*-C in Welsh first language	82.8	80.1	74.6	83.3	81.7	75.1
Benchmark quartile	2	1	2	1		
Achieved A*-C in mathematics	80.0	76.7	79.5	88.5	72.3	64.2
Benchmark quartile	1	2	2	1		
Achieved A*-C in science	83.3	77.4	77.2	84.7	84.3	83.3
Benchmark quartile	2	3	4	3		

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.

6694056 - Ysgol Gyfun Gymraeg Bro Myrddin

Number of pupils on roll 880
Pupils eligible for free school meals (FSM) - 3 year average 3.4
FSM band 1 (FSM<=10%)

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	3	6	6	4		
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	33.3	50.0	66.7	25.0	30.0	31.3
Achieved the level 2 threshold	33.3	66.7	100.0	75.0	63.8	68.2
Achieved the level 1 threshold	100.0	83.3	100.0	100.0	95.0	89.2
Achieved the core subject indicator (CSI)	33.3	50.0	50.0	25.0	28.8	28.8
Average capped wider points score per pupil	282.0	322.3	354.5	322.6	311.4	302.1
Average capped wider points score plus per pupil	282.0	319.7	354.0	318.1	306.1	295.1
Achieved five or more GCSE grades A*-A	0.0	16.7	0.0	0.0	2.5	4.3
Achieved A*-C in English	33.3	66.7	83.3	50.0	45.0	44.7
Achieved A*-C in Welsh first language	50.0	80.0	50.0	33.3	48.5	51.3
Achieved A*-C in mathematics	33.3	50.0	66.7	25.0	37.5	38.9
Achieved A*-C in science	33.3	50.0	50.0	50.0	78.8	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.

6694056 - Ysgol Gyfun Gymraeg Bro Myrddin

Number of pupils on roll in sixth form

193

Key stage 5

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 17	92	111	87	105		
Percentage of 17-year-old pupils who:						
Achieved 3 A*-A at A level or equivalent	16.7	6.8	15.5	10.9	6.7	7.9
Achieved 3 A*-C at A level or equivalent	81.0	78.6	75.0	88.1	79.3	67.5
Achieved the level 3 threshold	100.0	99.0	100.0	100.0	98.4	96.9
Average wider points score per pupil	892.3	883.8	910.3	954.7	909.2	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 to date 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	263	189 72%	73 28%	1 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	263	92 35%	147 56%	23 9%	1 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	262	104 40%	142 54%	15 6%	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	263	81 31%	152 58%	27 10%	3 1%	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	263	132 50%	107 41%	23 9%	1 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	260	93 36%	158 61%	8 3%	1 0%	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	263	134 51%	125 48%	4 2%	0 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	261	65 25%	152 58%	35 13%	9 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	261	128 49%	115 44%	17 7%	1 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	261	60 23%	167 64%	32 12%	2 1%	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	261	110 42%	118 45%	27 10%	6 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	4%	

	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	263	59 22%	153 58%	48 18%	3 1%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	263	84 32%	167 63%	12 5%	0 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	262	111 42%	123 47%	25 10%	3 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	263	123 47%	120 46%	18 7%	2 1%	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	255	115 45%	126 49%	13 5%	1 0%	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	101	33 33%	52 51%	11 11%	5 5%	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	61	17 28%	35 57%	7 11%	2 3%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		27%	50%	16%	7%	

Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses to date 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.	124	77 62%	44 35%	3 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	125	85 68%	36 29%	4 3%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	125	82 66%	39 31%	4 3%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	119	72 61%	40 34%	7 6%	0 0%	7	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	122	64 52%	54 44%	4 3%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	120	60 50%	53 44%	7 6%	0 0%	6	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	121	80 66%	38 31%	3 2%	0 0%	5	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		52%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	118	49 42%	61 52%	6 5%	2 2%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	118	57 48%	51 43%	9 8%	1 1%	8	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		36%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	120	61 51%	52 43%	7 6%	0 0%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	121	81 67%	39 32%	1 1%	0 0%	4	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	99	43 43%	48 48%	6 6%	2 2%	23	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	114	41 36%	55 48%	16 14%	2 2%	11	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		35%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	121	60 50%	55 45%	4 3%	2 2%	3	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	114	48 42%	63 55%	2 2%	1 1%	12	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	120	68 57%	46 38%	5 4%	1 1%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	92	42 46%	41 45%	8 9%	1 1%	30	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	10%	2%		
There is a good range of activities including trips or visits.	123	71 58%	47 38%	4 3%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	123	76 62%	44 36%	2 2%	1 1%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Vaughan Williams	Reporting Inspector
Catherine Evans	Team Inspector
Delyth Gray	Team Inspector
Ceri Jones	Team Inspector
Hywel Jones	Team Inspector
David Jenkins	Lay Inspector
Michael Davies	Peer Inspector
Sioned Jones	Peer Inspector
Euryn Madoc-Jones	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.