

Report summary for parents and carers on Ysgol Gyfun Bro Edern

Date of inspection: March 2025

This report is also available in Welsh.

Summary

Ysgol Gyfun Gymraeg Bro Edern fosters a strong sense of belonging and provides a close-knit family environment for its pupils. Provision for pupils' well-being is generally sound and there is a host of engaging extra-curricular activities available to them. In a majority of cases, pupils make suitable progress in their subject understanding, with strong progress in a few lessons. However, in a minority of cases, shortcomings in teaching hinder pupils' progress. Overall, pupils do not make enough progress in their oracy, reading and writing skills.

In a minority of cases, teachers promote pupils' use of the Welsh language effectively. However, a majority of teachers do not promote pupils' use of the Welsh language effectively enough. As a result, many pupils do not make enough progress in their ability or willingness to communicate in Welsh.

Teachers plan lessons appropriately in a majority of cases but, in a minority, activities are uninteresting and offer a low level of challenge. Many teachers ask questions to check pupils' recall appropriately; however, in a majority of cases, they do not use questions that prompt pupils to elaborate on their ideas sufficiently. Beneficial feedback is given in a majority of cases but, in a minority, it is too general. The curriculum provides a wide range of suitable experiences but the school's planning to ensure the development of pupils' skills is not coherent enough.

In a majority of lessons, pupils' attitudes are fairly positive and many concentrate appropriately. However, a few pupils arrive late for their lessons or wander the corridors. In a minority of lessons, pupils demonstrate a lack of perseverance and interest in their learning and, in a few lessons, there is poor behaviour that disrupts learning. Attendance has improved recently but remains lower than before the pandemic. With the support of the local authority, the school's safeguarding processes have strengthened recently.

In general, leadership has a positive effect on pupils' well-being. Leaders take part in appropriate self-evaluation activities but do not evaluate teaching in terms of its effect on learning closely enough. They are too generous in terms of their evaluation of these aspects. Over time, the school's leadership has not had enough of an effect on important elements such as the quality of teaching or the development of pupils' literacy skills. Leaders do not demonstrate the capacity to improve these aspects.

Recommendations and next steps

We have made five recommendations to help the school continue to improve:

- R1 Improve strategic leadership and accountability at all levels, including the quality of self-evaluation and planning for improvement
- R2 Ensure that governors offer an appropriate challenge to leaders
- R3 Strengthen the quality of teaching
- R4 Strengthen pupils' literacy skills and their willingness to use the Welsh language
- R5 Improve attendance and punctuality to lessons

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. This is the most intensive level of statutory follow-up. Estyn will monitor the school's progress on a termly basis following the publication of the inspection report.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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