



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

A report on

**Bryn Celynnog Comprehensive School
Penycoedcae Road
Beddau
Pontypridd
RCT
CF38 2AE**

Date of inspection: February 2016

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

Bryn Celynnog Comprehensive School is an 11 to 18 mixed English-medium comprehensive school that is maintained by Rhondda Cynon Taf local authority. It is situated in the village of Beddau, near Pontypridd. Most pupils come from Beddau and the surrounding area, including the villages of Tonteg and Church Village.

There are currently 1,048 pupils on roll with 153 in the sixth form. At the time of the last inspection in 2009 when there were 1,171 pupils in total including 213 in the sixth form.

Around 16% of pupils are eligible for free school meals, which is below the national average of 17.4%. Around 14% of pupils live in the 20% most deprived areas in Wales. Around 2% of pupils speak Welsh as a first language or to an equivalent standard.

Around 1% of pupils receive support to learn English as an additional language and very few pupils come from a minority ethnic background.

About 18% of pupils have special educational needs, which is below the national average of 25.4%. The percentage of pupils with a statement of special educational needs (1%) is below the national average of 2.5%. The school has an additional designated teaching resource primarily for pupils with autistic spectrum disorders. There are currently 15 pupils educated in this resource centre. These pupils are included within the school roll.

The headteacher was appointed to her post in 2006. Since the last inspection there have been significant changes to the school's leadership structure including the appointments of a new deputy headteacher and two new assistant headteachers. Six members of staff have been seconded to the senior management team in the last four years as part of the school's ambition to create leadership development opportunities and build leadership capacity.

The individual school budget per pupil for Bryn Celynnog Comprehensive School in 2015-2016 means that the budget is £4,236 per pupil. The maximum per pupil in the secondary schools in Rhondda Cynon Taf is £4,982 and the minimum is £3,886. This places Bryn Celynnog Comprehensive School 11th out of the 16 secondary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The good features of the school's work include:

- There has been sound improvement overall since 2012 in the majority of performance indicators at key stage 4, in particular the core subjects of English and mathematics
- In 2015, performance in the level 2 threshold including English and mathematics is above modelled outcomes
- At key stage 3, the proportion of pupils achieving the core subject indicator is above the average for similar schools
- In many lessons, pupils progress well in developing their knowledge and understanding and improving their literacy and numeracy skills
- Most pupils behave well and have positive attitudes to their work
- The quality of teaching contributes well to pupils' progress and achievement
- The inclusive learning environment and high level of care and support for pupils contribute successfully to their wellbeing

However, current performance is judged as adequate overall because:

- Performance at key stage 4 in those indicators that include a wide range of qualifications has been consistently below the average for similar schools
- At key stage 4, pupils eligible for free school meals make less progress than expected and their performance is below the average for those in similar schools
- In 2015, a minority of Year 11 pupils did not achieve a qualification in Welsh second language
- Attendance rates remain below those of similar schools
- Learning pathways at key stage 4 limit opportunities for a few pupils to achieve relevant level 2 qualifications

Prospects for improvement

Prospects for improvement are good because:

- Leadership is contributing significantly to the high levels of care and support for pupils and the predominantly good quality of teaching that is improving outcomes, particularly in those indicators that include English and mathematics
- The headteacher provides strong strategic leadership and receives effective support from the senior management team
- There is a strong culture of accountability based on well-defined line-

management arrangements

- Quality assurance arrangements provide leaders with a detailed and generally accurate view of the school's strengths and areas for development
- There is a clear alignment between self-evaluation outcomes and the school's priorities and actions for improvement
- The involvement of many staff in valuable collaborative networks and the emphasis on leadership training contribute well to their professional development

Recommendations

R1 Raise standards at key stage 4, particularly for those pupils eligible for free school meals

R2 Increase the proportion of pupils gaining a suitable qualification in Welsh second language

R3 Increase attendance rates

R4 Ensure that curriculum arrangements and learning pathways at key stage 4 enable all pupils to attain relevant level 2 qualifications

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Since 2013, there has been sound improvement in the majority of performance indicators at key stage 4, in particular the core subjects of English and mathematics. However, while pupils make suitable progress from previous key stages in those indicators that include English and mathematics, they do not make enough progress in those indicators that include a wide range of qualifications.

At key stage 4, performance in the level 2 threshold including English and mathematics has improved considerably in each of the last two years. Performance in 2015 is above modelled outcomes and places the school in the upper 50% of similar schools based on eligibility for free school meals.

There has been significant improvement over the last two years in the proportion of pupils achieving an A*-C pass in English and mathematics. In 2015, performance in both of these subjects places the school in the upper 50% when compared with similar schools. Performance in science places the school in the top 25% of similar schools.

The proportion of pupils gaining five or more passes at grades A*/A has improved in each of the last two years and is now above the family average.

In 2015, performance in the level 2 threshold dipped slightly following improvements in the previous two years. Over the last four years, performance in this indicator and the capped points score has been below family averages and has placed the school in the bottom 25% of similar schools.

In the sixth form, the proportion of pupils achieving the level 3 threshold has been above the average for other similar schools in each of the last four years. The proportion of pupils achieving three passes at the highest A*/A grades at A level is broadly in line with the average for similar schools. However, performance in the average wider points score and the proportion of pupils achieving three passes at grades A*-C has been below the average for similar schools and below national averages in each of the last four years.

At key stage 3 over the last four years, there has been a marked improvement in the proportion of pupils achieving the core subject indicator. Performance in this indicator is above modelled outcomes and places the school in the upper 50% of similar schools based on free-school-meal eligibility.

In 2015 at key stage 3, the difference between the performance of boys and girls is smaller than the average in similar schools in most indicators. At key stage 4, the performance of both boys and girls is below family averages in many indicators. In particular, the percentage of girls attaining the level 2 threshold is well below the family average. The greatest difference between the performance of boys and girls

is in English although it is less than the average for similar schools. In many indicators, the difference between the performance of boys and girls has reduced considerably in the last three years, largely due to significant improvements in the performance of boys.

At key stage 3, the performance of pupils eligible for free school meals has improved steadily in mathematics and science over the last three years. Performance in English has dipped in 2015 having improved in the previous two years. At key stage 4, the performance of pupils eligible for free school meals has been inconsistent. In many indicators, the performance of pupils eligible for free school meals is below the average for those in similar schools. Overall, these pupils make less progress than expected.

Most pupils stay on in full-time education after 16 and very few are not engaged in education, employment or training.

In many lessons, pupils progress well in developing their knowledge and refining their skills. They have an assured recall of earlier learning and apply this well to help them solve problems and acquire a firm understanding of new concepts and topics they are studying. The work of a few pupils lacks depth and detail and they do not have a secure grasp of the concepts introduced.

Most pupils listen attentively to teachers' explanations and the views and opinions of others. Many speak confidently and with assurance, explaining their reasoning and understanding. Many pupils read fluently and with suitable expression. They locate information from texts effectively and use a range of strategies to record, summarise and organise this material. More able pupils use higher-order reading skills well to make inferences and deductions and to analyse texts.

Many pupils express their ideas and opinions thoughtfully showing a clear understanding of purpose and audience in their writing. A few more able pupils produce written work of a high quality using sophisticated vocabulary. They produce well-structured analytical accounts using prior knowledge and evidence effectively to reach informed and balanced conclusions. Many pupils write accurately, but a few do not take enough care with the presentation of their work and make frequent mistakes in spelling and grammar.

Many pupils develop their numeracy skills well and apply them appropriately, particularly in mathematics and technology. In these subjects, most pupils use data efficiently, for example to draw accurate scale drawings, graphs and charts. Many pupils are able to perform mental and written calculations successfully. The majority of pupils use mathematical reasoning well to complete tasks in different contexts.

In Welsh second language at key stage 3, pupils' performance at level 5 or above has improved steadily in the last three years and places the school in the top 25% of similar schools. At key stage 4, the few pupils who took the full-course GCSE in Welsh second language in 2015 achieved particularly well. Around one-third of pupils who entered the Welsh second language short course achieved a level 2 qualification. However, a minority of pupils did not achieve a qualification in Welsh second language. In Welsh lessons, pupils make suitable progress in developing their competence in Welsh second language. Around the school and in lessons other than Welsh, pupils rarely use Welsh.

Wellbeing: Adequate

Although pupils show high levels of wellbeing, attendance is an important area for improvement. Attendance has improved over the last three years and the proportion of pupils who have persistent absence is decreasing. However, attendance remains below modelled outcomes. This places the school in the lower 50% of similar schools based on eligibility for free school meals. Figures for the autumn term this year show continued improvement in attendance rates compared with a similar period last year.

Most pupils feel safe in school and believe that it deals well with any incidents of bullying. Nearly all know whom to approach if bullied or if they witness any bullying. Many pupils display positive attitudes towards healthy eating and exercise, for example through regular participation in extra-curricular activities such as the 5x60 programme.

Most pupils have positive attitudes to learning, sustain their concentration well and engage productively in lessons. They are courteous and respectful to staff, peers and visitors and behave well in lessons and around the school.

Pupils make a useful contribution to influencing aspects of school life, for example through the work of the school council and eco team. However, the school council does not communicate effectively with other pupils. As a result, a minority of pupils are unsure about the nature and impact of its work.

Many pupils show care and concern for others through their participation in charitable activities within the school and the local community. These activities help them to develop their social and life skills well.

Key Question 2: How good is provision?	Good
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Learning experiences: Adequate

The broad curriculum at key stage 3, key stage 4 and in the sixth form meets statutory requirements. Learning experiences in key stage 3 build systematically on the knowledge and skills pupils develop in key stage 2. At key stage 4, the curriculum provides a generally suitable range of academic and vocational courses, which create appropriate learning experiences for many pupils. An effective local partnership ensures that nearly all pupils access their preferred choices in the sixth form. However, learning pathways at key stage 4 limit opportunities for a few pupils to achieve relevant level 2 qualifications. This has adversely affected outcomes in those indicators that include a wide range of qualifications.

There are clear policies and suitable arrangements for pupils to develop their literacy and numeracy skills, including a well-designed thematic course in Year 7. The school provides effective provision for pupils requiring additional support to develop these skills through well-planned intervention programmes. The school has made sound progress in integrating the national literacy and numeracy framework into its work.

There is a wide and varied range of extra-curricular clubs and activities. These activities give pupils useful opportunities to enhance their learning experiences and develop their personal and social skills.

Pupils' understanding of Welsh culture is developed appropriately through activities such as the Eisteddfod and designated Welsh weeks. However, the number of pupils entered for GCSE Welsh second language qualifications is low.

The school promotes pupils' knowledge and understanding of sustainability and global citizenship particularly effectively. The school council and an enthusiastic eco team have been at the forefront of many successful initiatives. In particular, pupils have promoted the principles of Fair Trade and participated enthusiastically in projects such as the South East Wales Rivers Trust 'Clean the Clun' initiative to create a better environment for both people and wildlife.

Teaching: Good

The quality of teaching contributes well to pupils' progress and achievement. It is based on teachers' extensive subject knowledge and the mutual respect and constructive working relations between teachers and pupils.

In many classes, teachers plan a range of stimulating learning activities that engage and challenge pupils of differing abilities. Lessons proceed at an appropriate pace following a logical and structured sequence. In these lessons, teachers have high expectations and provide interesting presentations and clear explanations of new concepts and themes. They use questioning skilfully to consolidate learning, encourage pupils to think, and extend their knowledge and understanding. In many cases, teachers pay particular attention to helping pupils to develop their communication skills. For example, teachers ensure that pupils have a secure understanding of technical terminology and provide beneficial opportunities for them to work together in pairs or small group activities.

In a minority of classes, where pupils make less progress this is because learning activities do not challenge and engage pupils sufficiently or because they do not have suitable opportunities to be independent learners.

In most lessons, teachers provide frequent and constructive verbal feedback to pupils. There are useful opportunities for pupils to review the work of their peers. In particular, where these activities are related to clear success criteria, many pupils offer thoughtful and constructive comments. This approach is helping pupils to appreciate what constitutes high-quality work.

There is a developing and valuable focus on 'close the gap' marking linked to planned assessment activities. In many cases, teachers' detailed comments and specific advice help pupils to improve the quality of work. However, there are inconsistencies in the quality of marking. In particular, there is a lack of rigour in the extent to which many teachers challenge poor presentation and correct inaccurate spelling, punctuation and grammar in pupils' classwork.

There are systematic arrangements to set pupils suitably challenging targets and, for example through regular assessments, to track and monitor their progress towards achieving these goals. Through this process, staff identify those pupils who are not making expected progress and implement a range of appropriate strategies to support them.

Reports to parents provide helpful information about their child's achievement and progress. The majority of reports include clear subject-specific strategies for improvement.

Care, support and guidance: Good

The school provides pupils with a high level of care and support that contributes successfully to their wellbeing.

There are beneficial arrangements to promote healthy lifestyles. These include a wide variety of opportunities, both during and beyond the school day, for pupils to engage in physical activities. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has a comprehensive programme to support pupils' spiritual, moral, social and cultural development. These learning experiences are delivered successfully through the curriculum, within the personal and social education programme and during assemblies and extra-curricular visits.

Effective communication between attendance officers, the discipline for learning team, learning coaches, heads of learning and tutors helps to ensure that pupils receive valuable support, for example to improve their attendance and to access learning successfully. The school has recently introduced a wide range of useful strategies for promoting good attendance and behaviour. This co-ordinated approach is contributing well to improving attendance and behaviour across the school.

The school accesses a broad range of specialist services and works well with relevant agencies to provide helpful guidance and advice, and to support individual pupils' wellbeing. Pupils receive helpful guidance and careers advice when making choices for key stage 4 and sixth form courses.

There are effective arrangements for identifying, supporting and monitoring pupils' additional learning needs. These arrangements include targeted support, for example to improve pupils' literacy skills and helpful individual education plans with clear targets. In the communication disorder unit, staff know their pupils particularly well and provide specific individualised learning opportunities for them. This enables these pupils to make suitable progress in line with their abilities.

Successful transition planning with primary schools enables Year 7 pupils to settle quickly and confidently. Transition arrangements that involve close liaison with their families are particularly effective for vulnerable pupils in the communication disorder unit.

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

Learning environment: Good

The school provides a positive and inclusive learning environment that supports pupils' achievement well. It is a calm and purposeful community. There is a strong emphasis on providing a happy and nurturing environment in which pupils are supported well and can flourish. The school promotes respect for diversity well and strives to ensure pupils have equal access to all areas of provision, irrespective of their background or ability. In all areas of its work, the school sets out to reward pupils' commitment, raise self-esteem and celebrate individual achievements. This resonates with the school's stated ethos of 'nurturing success'.

The premises and accommodation are secure and well maintained. Several areas of the school have been refurbished recently. These include a new science classroom and performing arts facility. However, a few areas remain in need of improvement. The school provides an appropriate learning environment. There are sufficient resources to meet pupils' needs. Displays in classrooms and corridors are attractive, celebrate achievement and enhance learning.

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

Leadership in the school is good. Although the inspection team judged current standards as adequate, the revised leadership structure with its well-defined roles and responsibilities and strong culture of accountability is having a significant impact on improving provision and outcomes. The high levels of care and support for pupils and the predominantly good quality of teaching are contributing well to steady improvements, particularly at key stage 4 in those indicators that include English and mathematics.

The headteacher provides strong strategic leadership, communicates her vision clearly, and is highly visible around the school. She leads by example and receives effective support from members of the extended senior management team.

Over the last two years, the headteacher has implemented significant changes to the school's leadership structures and personnel. This has strengthened leadership capacity considerably, for example through seconding additional middle leaders to the senior management team. These arrangements are giving clear direction to many areas of the school's work and focusing closely on national priorities. In particular, they provide beneficial opportunities for seconded leaders to influence whole-school initiatives and support staff professional development well.

The school has well-established performance management arrangements. Personalised job descriptions focus appropriately on raising standards and ensuring appropriate levels of accountability. Many members of staff have clear performance management targets that reflect the school's strategic priorities and focus well on improved outcomes for pupils. Performance management arrangements enable the school to identify and address individual and whole-school training needs comprehensively. Incidents of underperformance have been addressed robustly.

There is a strong culture of accountability based on well-defined line management arrangements. Meetings at all levels ensure clear and effective lines of communication. Regular meetings between senior leaders, heads of faculty and heads of department help reinforce the school's priorities for securing improvement. Many middle leaders provide effective support and challenge to teachers in their teams. These leaders use data rigorously to challenge underperformance.

The governing body is strongly supportive of the school. Through its sub-committee structures, many governors are engaged actively and provide effective oversight of the school's work. Governors receive an extensive range of performance data and are well informed about the school's progress towards meeting its targets. Many members have a secure understanding of the school's strengths and priorities for development. The governing body contributes positively to the self-evaluation process, monitors progress with the school improvement plan closely and challenges the school where appropriate to improve performance.

Improving quality: Adequate

The school has suitable systems to secure improvement. Over the last two years, these arrangements have contributed well to strengthening key aspects such as the quality of teaching and provision for skills and improving outcomes in those key stage 4 indicators that include English and mathematics. However, the school has not acted quickly enough to increase the range of level 2 vocational courses at key stage 4. This has restricted opportunities for a few pupils to achieve relevant level 2 qualifications and adversely affected outcomes in those indicators that include a wide range of qualifications.

The cycle of regular quality assurance activities provides leaders with a detailed and generally accurate view of the school's strengths and areas for development. The findings of lesson observations and book reviews lead to helpful recommendations for improvement in teaching and assessment. The self-evaluation report contains a thorough analysis of data and draws well on evidence from lesson observations and scrutiny of pupils' work. It is mostly evaluative and provides a sound analysis of the school's strengths and areas for improvement.

There is a clear link between self-evaluation and the school's priorities and actions for improvement. The school improvement plan is comprehensive. Four overarching priorities relate directly to the areas for improvement identified in the self-evaluation report. Many targets are challenging and the plan identifies relevant actions to achieve these goals. Success criteria are generally measurable or qualitative and the plan specifies staff responsibilities, timescales, and how leaders will monitor progress against targets.

A consistent format for whole-school and department self-evaluation reports and common principles for improvement plans ensure that leaders at all levels work towards agreed goals. The capacity of many middle leaders to quality assure provision and evaluate performance data is developing well. While many middle leaders know their departments well, the views of the strengths and areas for development in teaching based on the findings of lesson observations are not always reflected appropriately in subject reports.

Department improvement plans are thorough and link clearly with the outcomes of self-evaluation and whole-school priorities. In a few cases, targets in whole-school and subject plans are not challenging enough and actions focus too much on operational rather than strategic matters.

Partnership working: Good

The school has a wide range of constructive partnerships that enhance provision and contribute well to raising aspirations, improving attitudes to learning and securing positive outcomes for many pupils.

The school has established strong links with partner primary schools that help pupils settle well when they start at secondary school. There are particularly effective arrangements that benefit pupils with additional learning needs. Cross-phase teaching and joint planning of common approaches through the thematic programme help pupils to develop their literacy and numeracy skills more consistently when they transfer to the secondary school.

Partnerships with parents are constructive. Most feel comfortable about approaching the school with any concerns they might have. The school engages well with parents and families of hard-to-reach pupils through a variety of beneficial approaches such as the 'community cooks' programme and other projects, for example to encourage family literacy.

The school works successfully with a wide range of local businesses, community organisations and other specialist agencies, for example to improve the wellbeing of more vulnerable learners. Projects such as 'Gravity Racer' provide pupils with beneficial opportunities to take part in engaging activities to boost their enjoyment of learning, increase their self-esteem and improve their skills. These initiatives are helping to address barriers to learning and improve pupils' attendance.

Collaboration with a partner school provides sixth form pupils with access to a broad range of relevant courses. However, the school does not monitor the quality of provision for pupils on these courses closely enough.

Resource management: Adequate

The school is appropriately staffed to teach the curriculum. It manages its resources efficiently. Nearly all members of staff teach their specialist subject and have secure up-to-date subject knowledge. Support staff make a valuable contribution to the school's work and provide beneficial assistance to pupils.

Performance management reviews help ensure that individual and school development priorities are addressed appropriately. Nearly all members of staff are involved in valuable collaborative networks both within and at other schools to enhance their professional learning experiences. The school's comprehensive professional development programme ensures that staff skills are developed suitably. Sharing best practice is a regular feature of faculty and department meetings.

The school's 'Aspiring Middle Leaders' programme has provided successful leadership training for around half of the teachers in the school. Working with the regional consortium, the school has taken a lead in a valuable collaborative leadership development initiative called the 'Outstanding Leadership Programme'. It is recognised as a key centre for leadership development.

The school budget is managed carefully. Funding is allocated appropriately to meet pupils' needs whilst taking suitable account of national and local priorities.

The school has appropriate plans to use the pupil deprivation grant. These include providing additional tuition for targeted disadvantaged pupils. However, the expenditure of this grant has not had sufficient impact on improving attendance levels of pupils eligible for free school meals nor on their performance at the end of key stage 4.

On the basis of current performance, the school offers adequate value for money.

Appendix 1

6744019 - Bryn Celynnog Comprehensive School

Number of pupils on roll	1046
Pupils eligible for free school meals (FSM) - 3 year average	16.1
FSM band	3 (15%<FSM<=20%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	166	176	149	174		
Achieving the core subject indicator (CSI) (%)	71.7	84.7	89.3	87.9	88.5	83.9
Benchmark quartile	4	2	1	2		
English						
Number of pupils in cohort	166	176	149	174		
Achieving level 5+ (%)	77.1	91.5	94.0	92.0	92.3	87.9
Benchmark Quartile	4	1	1	2		
Achieving level 6+ (%)	23.5	45.5	66.4	72.4	60.9	52.6
Benchmark Quartile	4	3	1	1		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.	100.0	90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.	44.4	56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	166	176	149	174		
Achieving level 5+ (%)	74.1	89.8	90.6	92.5	92.2	88.7
Benchmark Quartile	4	2	2	1		
Achieving level 6+ (%)	41.6	41.5	61.7	62.6	64.6	59.5
Benchmark Quartile	4	4	1	2		
Science						
Number of pupils in cohort	166	176	149	174		
Achieving level 5+ (%)	79.5	94.3	95.3	98.3	96.4	91.8
Benchmark Quartile	4	1	1	1		
Achieving level 6+ (%)	31.3	43.2	62.4	71.8	65.0	58.5
Benchmark Quartile	4	4	1	1		

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.

6744019 - Bryn Celynnog Comprehensive School

Number of pupils on roll 1046
 Pupils eligible for free school meals (FSM) - 3 year average 16.1
 FSM band 3 (15%<FSM<=20%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	176	190	160	175		
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	52.3	43.2	52.5	61.7	63.0	57.9
Benchmark quartile	3	4	3	2		
Achieved the level 2 threshold	71.6	73.2	76.3	75.4	84.1	84.1
Benchmark quartile	4	4	4	4		
Achieved the level 1 threshold	93.2	96.8	93.1	96.6	98.2	94.4
Benchmark quartile	4	3	4	4		
Achieved the core subject indicator (CSI)	52.3	43.2	52.5	61.7	61.8	54.8
Benchmark quartile	3	4	3	2		
Average capped wider points score per pupil	324.0	338.3	333.1	333.8	352.3	343.5
Benchmark quartile	4	4	4	4		
Average capped wider points score plus per pupil	321.1	332.5	327.4	332.2	348.8	338.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	21.6	13.2	17.5	18.9	17.3	16.6
Benchmark quartile	.	.	.	.
Achieved A*-C in English	57.4	51.1	61.3	71.4	73.7	68.6
Benchmark quartile	4	4	4	2		
Achieved A*-C in mathematics	63.6	52.6	63.8	69.1	70.6	64.4
Benchmark quartile	3	4	2	2		
Achieved A*-C in science	88.1	91.1	90.6	95.4	90.0	84.0
Benchmark quartile	1	1	3	1		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.	75.0	75.2
Benchmark quartile	.	.	.	.

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

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

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

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

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

. Denotes the data item is not applicable.

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

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

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

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

6744019 - Bryn Celynnog Comprehensive School

Number of pupils on roll 1046
 Pupils eligible for free school meals (FSM) - 3 year average 16.1
 FSM band 3 (15%<FSM<=20%)

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	20	20	22	26		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	25.0	10.0	18.2	15.4	34.8	31.6
Achieved the level 2 threshold	35.0	45.0	50.0	34.6	69.1	69.4
Achieved the level 1 threshold	85.0	100.0	81.8	96.2	94.8	89.4
Achieved the core subject indicator (CSI)	25.0	10.0	18.2	15.4	33.9	29.3
Average capped wider points score per pupil	248.6	283.9	268.8	274.5	313.8	303.7
Average capped wider points score plus per pupil	245.4	273.8	261.3	272.7	308.3	296.4
Achieved five or more GCSE grades A*-A	10.0	0.0	4.5	3.8	5.6	4.3
Achieved A*-C in English	25.0	10.0	27.3	38.5	47.2	45.1
Achieved A*-C in mathematics	35.0	20.0	31.8	23.1	43.3	39.2
Achieved A*-C in science	70.0	65.0	77.3	92.3	80.7	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		51.5

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.

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

. Denotes the data item is not applicable.

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

6744019 - Bryn Celynnog Comprehensive School

Number of pupils on roll in sixth form

168

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	57	84	83	80		
Average wider points score per pupil	677.8	731.7	663.9	670.2	770.5	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	51	72	71	72		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	100.0	98.6	97.2	98.6	97.7	97.0
Achieved 3 A*-A at A level or equivalent	11.8	6.9	8.5	5.6	5.6	7.9
Achieved 3 A*-C at A level or equivalent	51.0	59.7	60.6	34.7	60.7	68.1

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.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	262	137 52%	119 45%	6 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	262	57 22%	168 64%	33 13%	4 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	260	102 39%	145 56%	12 5%	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	262	58 22%	158 60%	41 16%	5 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	260	120 46%	120 46%	14 5%	6 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	261	101 39%	149 57%	9 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	262	108 41%	142 54%	12 5%	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	260	42 16%	137 53%	69 27%	12 5%	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	126 48%	124 48%	10 4%	1 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	262	21 8%	163 62%	71 27%	7 3%	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	259	86 33%	121 47%	45 17%	7 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		262	63 24%	141 54%	51 19%	7 3%	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		262	92 35%	166 63%	4 2%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		237	80 34%	131 55%	22 9%	4 2%	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		257	104 40%	143 56%	9 4%	1 0%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds		261	89 34%	167 64%	5 2%	0 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		86	31 36%	37 43%	17 20%	1 1%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		43	14 33%	20 47%	6 14%	3 7%	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 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.	55	21 38%	25 45%	7 13%	2 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	53	24 45%	22 42%	4 8%	3 6%	0	Mae fy mhentyn 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.	55	28 51%	25 45%	2 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	54	27 50%	20 37%	6 11%	1 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	47	10 21%	27 57%	9 19%	1 2%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	48	14 29%	29 60%	5 10%	0 0%	7	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	54	29 54%	21 39%	4 7%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	48	10 21%	26 54%	5 10%	7 15%	7	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.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	50	19 38%	25 50%	2 4%	4 8%	5	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.	46	13 28%	28 61%	4 9%	1 2%	9	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	52	23 44%	27 52%	2 4%	0 0%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	40	17 42%	18 45%	4 10%	1 2%	15	Mae fy mhentyn 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.	54	20 37%	21 39%	12 22%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	53	25 47%	23 43%	4 8%	1 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	47	18 38%	21 45%	6 13%	2 4%	7	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.	51	21 41%	27 53%	2 4%	1 2%	3	Mae'r ysgol yn helpu fy mhentyn 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.	39	11 28%	23 59%	4 10%	1 3%	15	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	50	10 20%	33 66%	4 8%	3 6%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	54	19 35%	29 54%	5 9%	1 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Mr John Frederick Thomas	Reporting Inspector
Ms Michelle Gosney	Team Inspector
Mr William Gwyn Thomas	Team Inspector
Mrs Mamta Arnott	Team Inspector
Mr Gareth Kiff	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Mr Jeff Bird	Peer Inspector
Mr Chris Davies (Deputy Head)	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.