



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

**A report on**

**Bryntirion Comprehensive School  
Merlin Crescent  
Cefn Glas  
Bridgend  
CF31 4QR**

**Date of inspection: October 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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: 13/12/2016**

## Context

Bryntirion Comprehensive School is an English-medium 11-18 mixed comprehensive school maintained by Bridgend local authority. There are 1,121 pupils on roll, including 177 in the sixth form. At the time of the last inspection there were 1,068 pupils on roll of which 184 were in the sixth form.

Most pupils come from the Bryntirion, Broadlands, Cefn Glas, Laleston and Penyfai areas of Bridgend.

Around 13.6% of pupils are eligible for free school meals which is below the national average of 17.1%. Around 12% of pupils live in the 20% most deprived areas in Wales.

Most pupils are from a white British background. A very few pupils are from other ethnic groups and around 1.4% of pupils speak English as an additional language. Very few pupils are fluent Welsh speakers.

Approximately 19% of pupils have special educational needs; this is lower than the national average of 25.1%. The percentage of pupils who have a statement of special educational need is 1.1% and is also lower than the national average of 2.4%. There is a communication resource base for pupils with Autistic Spectrum Disorder attached to the school. Pupils who attend the resource base are included within the school roll and fully integrated into the life of the school.

The current headteacher took up his post in September 2013. The senior leadership team also includes two deputy headteachers, three assistant headteachers, a business manager and a seconded associate assistant headteacher.

The individual school budget per pupil for Bryntirion Comprehensive in 2016-2017 is £4,267 per pupil. The maximum per pupil in the secondary schools in Bridgend is £5,175 and the minimum is £4,055. Bryntirion Comprehensive is sixth out of the nine secondary schools in Bridgend in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school is excellent because:

- Performance in nearly all main key indicators at key stage 4 since 2014 has been well above that of similar schools, with pupils making exceptional progress from previous key stages in the majority of indicators
- Performance in the indicators that include English and mathematics has been consistently very high for the last three years
- More able pupils, pupils with additional learning needs and pupils eligible for free school meals achieve very well
- In 2016, provisional data indicates that performance in the sixth form is above that of similar schools in all indicators and consistently well above in the average wider points score and the proportion of pupils achieving three A\* to C grades since 2014
- Pupils have exceptionally positive attitudes to their learning
- Rates of attendance have been consistently well above modelled outcomes for four years
- The school's outstanding ethos, its high quality arrangements for care, support and guidance, and the consistently good teaching in lessons ensure that pupils are highly engaged and motivated to learn

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher and senior team provide exceptional strategic leadership
- There is a clear vision to develop a culture of high expectations in all aspects of the school's work
- The school is an effective learning community with a culture of sharing and striving to improve key areas of performance
- The school's systematic and well-designed quality improvement arrangements contribute well to strengthening provision
- Line management responsibilities are clear and robust, and they ensure that teachers and managers at all levels are fully accountable for their work
- The school has made very strong progress in addressing recommendations from the previous inspection report

## Recommendations

R1 Improve the quality of written feedback to pupils and their response to it

R2 Improve arrangements to develop pupils' Welsh language skills

### **What happens next?**

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

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

## Main findings

### Key Question 1: How good are outcomes?

Excellent

#### Standards: Excellent

The combined effect of strong leadership, exceptional care support and guidance and good teaching has contributed to outstanding performance in key performance indicators at key stage 4 since 2013.

Performance in the level 2 threshold including English and mathematics has improved noticeably since 2013 and has been very strong since 2014. Provisional data for 2016 indicates that this strong performance places the school in the top quarter of similar schools for the third year. Performance has been above modelled outcomes in the last three years and well above in the last two. Performance in the capped points score has also improved markedly during this time. Provisional data indicates that performance in this indicator continues to be strong in 2016, remains noticeably above modelled outcomes, and places the school in the top quarter of similar schools. Equally, performance at five A\*-A at GCSE is above that of similar schools and consistently well above the national average. In general, pupils make strong progress in nearly all indicators from previous key stages and outstanding progress in the majority of indicators, including those that include English and mathematics.

Since 2014, boys and girls perform well above similar pupils in the family in the level 2 threshold including English and mathematics. Provisional data for 2016 indicates that this trend is continuing. The performance of pupils eligible for free school meals in the level 2 threshold including English and mathematics has seen a marked improvement since 2014 and is well above that of the same group of pupils in similar schools in 2015 and in 2016 based on provisional data. In general, pupils with additional learning needs make very good progress from their starting points.

At the end of Year 11, most pupils either continue their education in school or further education college. No pupil has left the school without a qualification in the last two years.

In key stage 3, there has been an upward trend in the proportion of pupils that achieve the core subject indicator. Performance in this indicator has been above that of similar schools in two of the last three years. In 2016, performance places the school in the top half of similar schools based on eligibility for free school meals.

In Year 13, the proportion of pupils achieving three A\*-C grades at A-level has been consistently above family and national averages for the last seven years. Since 2014, performance in this indicator and in the average wider point score has been noticeably above family and national averages. Provisional data indicates that the proportion of pupils gaining the level three threshold and three A\* or A grades increased in 2016 and is also above family and national averages.

In many lessons, most pupils progress well in gaining new knowledge, understanding and skills. They recall prior learning accurately and build on this successfully in new and increasingly challenging contexts. Many pupils show high levels of enthusiasm, motivation and resilience. They work productively and purposefully with each other.

Nearly all pupils listen attentively to their peers and teachers. Many are articulate speakers and provide thoughtful oral responses to questions from their teachers. Nearly all extract information well from texts. Many use a wide range of skills such as skimming and scanning competently to gain a deeper understanding of texts. Many pupils are increasingly reflective about the texts that they read. They use prior knowledge, information from a range of sources and contextual clues effectively to infer layers of meaning from text. They distinguish well between opinion and bias and synthesise information effectively.

Many pupils write extended texts confidently in a broad range of contexts and for a wide variety of purposes. The technical accuracy of their work is generally in line with their age and ability and their writing increases in accuracy well as they progress through the school. They use evidence well to support their arguments. More able pupils write exceptionally sophisticated and engaging pieces.

Many pupils have sound number skills and use these competently to solve a range of problems, often without the use of the calculator. They find common factors and manipulate algebraic formulae and expression capably. They collect and use data well, for example to construct relevant and accurate graphs. Many have sound numerical reasoning skills. They apply their skills well in a range of useful and relevant contexts.

Many pupils combine a variety of information and media when creating and developing their ideas, with a sense of purpose and audience. They use ICT skills appropriately in a range of subjects and make good use of text, images, animations and sound to create attractive presentations. They research the internet competently and understand why safe working online is important. Many pupils at key stage 4 create spreadsheets to solve real life problems effectively. They use suitable formulae and format and present their work appropriately. They also understand how changing variables affects other data in their spreadsheet. A few pupils use these spreadsheets well to create and display suitable graphs.

Many pupils achieve a level 2 threshold qualification in Welsh second language. Performance in full and short course GCSE has been markedly above the family and national average for the last four years.

### **Wellbeing: Excellent**

Most pupils demonstrate particularly high levels of maturity in their attitude towards learning. They behave very well in lessons and around the school. They show great respect and courtesy and develop excellent working relationships with staff and each other. In lessons they are highly resilient, independent learners who show high levels of engagement and pride in their learning as they strive to achieve their best. This has resulted in very strong performance in all key indicators at key stage 4 and in many indicators at key stage 5.

Nearly all feel safe in school and believe that the school deals very well with the very few instances of bullying. Most pupils know where to get support if they need it and feel that their concerns are listened to.

Most pupils display positive attitudes towards healthy eating and exercise. They choose healthy options in the canteen, and many participate enthusiastically in school and community sporting activities.

Rates of attendance have improved markedly over the last three years and have been consistently above family and national averages. Over the last three years, these rates place the school in the top quarter of similar schools based on free-school-meal eligibility. They have been noticeably above modelled outcomes in each year since 2012. The number of pupils who are persistently absent is low, well below local, family and national averages and has reduced significantly over the last four years. These are excellent features.

The school council and eco council contribute suitably to the life of the school. They have been effective in ensuring provision of water fountains for pupils and in saving the school money by monitoring energy costs closely and encouraging saving. Many pupils make very worthwhile contributions to the community, for example through donating blood, charity work and supporting the local hospice. Nearly all pupils think that they are encouraged and supported well to become independent learners.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a broad and balanced curriculum across all key stages, which meets the needs of nearly all learners effectively. An effective and well-established partnership ensures that nearly all pupils have access to an extensive range of general and vocational courses in the sixth form. The key stage 3 curriculum builds well upon pupils' prior learning at key stage 2. There are constructive arrangements with partner primary schools to ensure academic continuity. These arrangements are particularly well developed for more able pupils.

Pupils benefit from a wide range of extra-curricular clubs and visits, which enrich their learning experiences. Nearly all pupils receive valuable advice and guidance on their pathway options at both key stage 4 and key stage 5. This enables pupils to make suitable career choices and gain suitable qualifications.

Pupils have worthwhile and well-embedded opportunities to practise and develop their literacy, numeracy and ICT skills across the curriculum. Useful intervention programmes support pupils with weaker literacy and numeracy skills appropriately to make sound progress. At key stage 3 pupils have beneficial opportunities to develop their wider skills in bespoke lessons with cross-curricular themes. These lessons prepare pupils well for the demands of the Welsh Baccalaureate course at key stage 4.



Provision for Welsh second language is suitable at key stage 3 and key stage 4. There are useful opportunities to develop pupils' understanding of the culture and customs of Wales in subjects such as history, and in the activities of the school such as the annual Cymanfa Ganu, visits to the Urdd Centre in Cardiff and the school Eisteddfod. Although pupils make good progress in learning Welsh in Welsh lessons, they have few opportunities to practise their Welsh outside of these lessons.

The school contributes effectively to developing pupils' awareness of sustainability and global citizenship within the curriculum and through extra-curricular activities.

### **Teaching: Good**

The consistently effective teaching in many lessons makes an important contribution to the strong progress that pupils make over time.

Nearly all teachers have appropriate subject knowledge. There are strong working relationships with pupils, built on mutual trust and respect. In many lessons, teachers plan and use a valuable range of engaging resources and teaching activities that meet the needs and interest of most learners. They have high expectations and set challenging tasks. Frequently, these teachers use questioning to good effect to probe and extend pupils' understanding of key concepts. Many teachers provide worthwhile opportunities for pupils to develop their literacy and numeracy skills in a range of subjects.

In a very few lessons, where teaching is outstanding activities are planned meticulously to captivate and interest pupils. In these lessons, teachers use questioning skills highly effectively to probe, guide, assess and accelerate the learning. As a consequence, pupils in these lessons make exceptional progress.

In a few lessons pupils only make modest progress. This is largely due to over-lengthy teacher expositions, or learning activities that do not develop pupils' knowledge and understanding well enough.

There are robust processes to track pupil progress. Senior and middle leaders make effective use of regular assessment information to identify and monitor pupils who need extra support at an individual, group, and subject level. The school provides all pupils with aspirational target grades. Most pupils understand what their target grade means and how to achieve it.

In nearly all lessons teachers give effective verbal feedback to pupils, which helps them to understand how well they are doing. However, the quality of written teacher feedback varies too much. Many teachers' comments do not help pupils to understand sufficiently how to make further progress. In the few lessons where teachers provide structured opportunities for pupils to reflect on their work, this helps them to improve its quality. Where peer assessment is used, teachers do not prepare pupils well enough to enable them to assess the work of their peers meaningfully.

Many reports to parents contain useful information about pupils' progress and include good quality subject specific advice to help pupils make further progress.

### **Care, support and guidance: Excellent**

The personalised care, support and guidance of pupils is at the heart of the school's ethos and is an important contributing factor in securing high standards. A wide range of rich learning experiences and very effective support is having a positive impact on wellbeing and improving attendance.

The school has effective procedures for ensuring high standards of behaviour by pupils and it deals well with the very few incidents of bullying.

Pupils' spiritual, moral, social and cultural development is supported very well through an engaging personal and social education programme. The programme is outstanding in its content and impact, for example the manner in which it responds to issues of concern to young people.

The school works positively with an extensive range of external agencies and specialist services to meet the specific needs of individual pupils. The school nurse, counsellors, inclusion officer and heads of year support pupils' wellbeing exceptionally well and they also support pupils' academic progress successfully.

There are effective and valuable transition arrangements with the primary schools that help pupils to settle quickly and well.

Support for pupils with additional learning needs is very strong. The annual review process for pupils with special educational needs satisfies statutory requirements. Individual educational plans clearly identify learning targets and effective strategies to ensure they are met. Parents of pupils with additional learning needs are well informed about their child's progress. Teachers and support assistants offer very beneficial, targeted support for pupils on the autistic spectrum within the communication resource base. These pupils integrate highly successfully into mainstream classes, secure suitable qualifications, and this prepares them well for the next stage in their lives.

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

### **Learning environment: Excellent**

The school is a strong caring community that works very closely with pupils, parents and governors to foster and value learning. It is fully inclusive and sets high expectations for all. Pupils are very polite and friendly. All pupils have equal access to all provision, and the school recognises and values diversity very well.

There is an exceptional atmosphere of respect between teachers and pupils within a happy and disciplined environment. Pupils engage purposefully and maturely in their learning and the school motto "We learn how to live" is embedded very well into the life of the school.

The school makes very effective use of its accommodation, which is kept in a good state of repair and decoration and provides a stimulating and safe learning environment to meet the needs of all pupils.

Displays around the school are generally of a high standard, for example a display commemorating the community's involvement in World War I is exceptional. There are good facilities for physical education and sports and the school grounds are secure and well maintained. There are ample information technology learning resources and pupils have enough books and equipment to do their work.

Overall, the school's strong caring ethos and considerate learning environment contribute extremely well to pupils' excellent standards and wellbeing.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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### **Leadership: Excellent**

As a result of exceptional strategic leadership, the school has significantly improved performance in all key indicators in the last three years, and in the last two years maintained high standards of pupil achievement, particularly in those indicators that include English and mathematics. It has secured significant improvements in attendance and also improved substantially the performance of pupils eligible for free school meals.

The headteacher and senior leadership team work very well together to set a clear vision for the school and communicate this well to the whole school community. Together, the headteacher and the senior leadership team provide the school with very strong and highly purposeful leadership. The senior leadership team has created a pleasant and inclusive learning environment with a particular focus on challenging pupils to achieve their full potential.

The headteacher and the senior leadership team set clear priorities for improvement that include continuing to improve pupil outcomes, improving teaching and learning, and increasing pupils' wellbeing. They set high expectations for all staff and pupils and deal with underperformance effectively. There is a clear focus on national priorities, including improving pupils' literacy, numeracy and ICT skills, and reducing the impact of poverty on pupil outcomes.

The roles and responsibilities of leaders, staff and managers at all levels are appropriate, clearly defined and understood by all. There is an effective and proportionate allocation of responsibilities for key areas of the school's work. Job descriptions are detailed and are reviewed regularly. Line management responsibilities are clear and robust. These make sure that teachers and managers at all levels are fully accountable for their work.

There are regular and effective meetings at senior and middle management levels to monitor progress against the school's development plans and priorities. These meetings have appropriate agendas that focus on the school's priorities and produce clear action points for improvement and responsibilities for their delivery. Leaders and managers at all levels analyse and use pupil performance data effectively to monitor individual pupil progress and the school's performance against strategic targets.

Middle leaders and managers know their responsibilities very well and support the senior leadership very effectively to deliver the school's strategic priorities. However, there is inconsistency in the effectiveness of a very few middle managers.

Arrangements for the management of staff performance are robust and include effective formal annual performance reviews for all staff.

Governors understand their roles well, and provide a clear sense of direction for the school. They know its strengths and weaknesses, the departments and subjects that perform well and those that are not performing to the high standards required. The standards committee provides effective challenge to departments. Governors understand and use data very well to effectively support and challenge the school on its performance.

### **Improving quality: Good**

The school's systematic and well-designed quality improvement arrangements contribute well to strengthening provision. This is particularly evident in the strong and consistent improvement in standards and pupils' high levels of wellbeing.

There is a clearly-structured cycle of activities to evaluate all areas of the school's work. This includes a well-established programme of lesson observations and work scrutiny carried out jointly by senior leaders and departmental heads. These arrangements help to ensure consistency in approach and judgements. Lesson observations contribute well to promoting effective teaching strategies as well as identifying specific areas for improvement. However, most observations do not assess directly the impact of teaching on the standards pupils achieve. Surveys of the views of pupils, staff and parents are used constructively to improve aspects of the school's work.

The self-evaluation report provides a comprehensive evaluation of the school's work. It includes a detailed and robust analysis of performance that takes full account of a broad range of benchmarked data. The report is generally evaluative. It identifies accurately the school's strengths and specific areas that require improvement. Departmental reviews follow a common structure and format. Senior leaders support departmental heads well in analysing data as part of regular standards reviews. This helps ensure consistency in the good quality of these reviews. Most include thorough analyses of performance and identify clearly strengths as well as relevant areas for improvement.

The school improvement plan is a succinct and well-structured document. It is organised into four main strategic intents that focus appropriately on raising standards, curriculum development, improving teaching and learning, and strengthening leadership at all levels. Planned actions address well the areas for improvement identified through quality-assurance processes as well as national priorities such as tackling poverty and developing pupils' literacy and numeracy skills. In most cases, there are suitable measurable or qualitative success criteria with defined lines of accountability for monitoring and evaluation. The plan is underpinned by challenging whole-school performance targets. Departmental plans include suitable actions to address identified areas for improvement as well as whole-school priorities. They provide a secure basis for further improvement.

The school has made strong progress in addressing recommendations from the previous inspection report.

### **Partnership working: Good**

The school works effectively with a broad range of partners. These partnerships enhance the quality of pupils' learning experiences and support staff professional development well. They contribute successfully to pupils' wellbeing and the high standards they achieve.

The Bridgend 14-19 partnership provides pupils with access to a wider range of academic and vocational courses that meets the needs of individual post 16 pupils well. There are robust arrangements to monitor the quality of provision for pupils on collaborative programmes.

The school has benefited significantly from its participation in the Welsh Government's 'Lead and Emerging Practitioner Schools Project'. This work with a nearby partner school and teachers' involvement in consortium school improvement groups has contributed well to promoting effective learning strategies and to raising standards.

Effective partnerships with external agencies and local businesses provide helpful information and guidance to pupils, for example in considering their future careers, undertaking relevant work experience and choosing suitable GCSE and post 16 courses. Work with specialist agencies makes valuable contributions to the provision for pupils' personal and social development, especially for vulnerable pupils.

Partnerships with cluster primary schools are effective. There are useful opportunities for pupils to take part in a programme of activities including science taster days, maths and spelling competitions and school shows. Pastoral transition arrangements are strong and help all pupils, and particularly those with special educational needs and the more able, to transfer confidently and successfully in Year 7.

There are good links with parents who feel comfortable about approaching the school and well informed about its work, their children's wellbeing and progress. The school works in partnership with a local college to deliver beneficial numeracy classes to parents of pupils in key stage 3.

### **Resource management: Excellent**

The school has an appropriate number of teachers and support staff to teach the curriculum effectively. Teachers and support staff are deployed well to make best use of their time, experience and expertise and to meet the needs of different groups of pupils. Teachers are well qualified and experienced and mainly teach in their specialist areas

The school has developed very effective networks of teachers who work together to develop key aspects of the curriculum and teaching and learning. These enable staff to share good practice in these areas within the school and with other schools, and to develop their own expertise. The school is an effective learning community with a culture of sharing experiences and striving to improve key areas of performance.

The development needs of all staff are identified effectively through robust performance management arrangements. The school uses the information from their performance management processes effectively to identify and deliver a wide range of in service training opportunities for all staff. These are linked closely to the school's priorities for improvement and meet individual needs and the school's strategic priorities well. The school is particularly effective in developing the leadership skills of staff and providing valuable opportunities through secondments to the senior leadership team.

The school budget is monitored closely to make sure that decisions on spending are based appropriately on the school's strategic priorities. The school uses its funding appropriately to improve the learning environment and to provide beneficial resources for pupils and teachers.

The school uses the Pupil Deprivation Grant well to support pupils with their learning and wellbeing. This contributes to significant improvements in free-school-meal pupils' attendance and in key performance indicators at key stage 4.

In view of the excellent outcomes for pupils, the school provides excellent value for money.

# Appendix 1

## 6724068 - Bryntirion Comprehensive.

Number of pupils on roll	1017
Pupils eligible for free school meals (FSM) - 3 year average	13.6
FSM band	2 (10%<FSM<=15%)

### Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
<b>Number of pupils in Year 9 cohort</b>	155	166	190	171		
<b>Achieving the core subject indicator (CSI) (%)</b>	81.3	84.9	87.9	93.0	92.2	85.9
Benchmark quartile	3	2	4	2		
<b>English</b>						
Number of pupils in cohort	155	166	190	171		
Achieving level 5+ (%)	83.9	91.0	92.1	95.3	94.3	89.2
Benchmark Quartile	4	1	3	2		
Achieving level 6+ (%)	43.9	44.0	54.2	63.7	67.0	56.2
Benchmark Quartile	3	3	4	3		
<b>Welsh first language</b>						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	93.3	92.0
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	33.3	57.2
Benchmark Quartile	.	.	.	.		
<b>Mathematics</b>						
Number of pupils in cohort	155	166	190	171		
Achieving level 5+ (%)	86.5	91.0	93.2	95.9	95.1	90.1
Benchmark Quartile	3	2	2	2		
Achieving level 6+ (%)	51.0	56.0	64.2	69.6	73.1	62.7
Benchmark Quartile	4	3	3	3		
<b>Science</b>						
Number of pupils in cohort	155	166	190	171		
Achieving level 5+ (%)	87.1	92.8	92.1	95.9	96.6	92.8
Benchmark Quartile	4	2	4	3		
Achieving level 6+ (%)	47.1	58.4	72.1	66.1	73.1	62.9
Benchmark Quartile	3	1	1	3		

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.

6724068 - Bryntirion Comprehensive.

Number of pupils on roll	1017
Pupils eligible for free school meals (FSM) - 3 year average	13.6
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils aged 15</b>	170	206	174	147		
<b>Percentage of 15-year-old pupils who:</b>						
<b>Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics</b>	50.6	57.3	63.8	74.8	58.1	57.9
Benchmark quartile	4	3	1	1		
<b>Achieved the level 2 threshold</b>	60.6	64.6	93.7	98.6	84.4	84.1
Benchmark quartile	4	4	1	1		
<b>Achieved the level 1 threshold</b>	95.9	95.1	97.1	100.0	97.8	94.4
Benchmark quartile	3	4	3	1		
<b>Achieved the core subject indicator (CSI)</b>	52.4	57.3	63.8	74.8	54.8	54.8
Benchmark quartile	3	3	1	1		
<b>Average capped wider points score per pupil</b>	311.5	322.1	360.8	378.3	347.2	343.5
Benchmark quartile	4	4	2	1		
<b>Average capped wider points score plus per pupil</b>	310.5	321.5	354.9	372.2	342.9	338.7
Benchmark quartile	.	.	.	.		
<b>Achieved five or more GCSE grades A*-A</b>	14.1	15.5	21.8	24.5	13.9	16.6
Benchmark quartile	.	.	.	.		
<b>Achieved A*-C in English</b>	70.6	66.0	68.4	83.0	71.4	68.6
Benchmark quartile	2	3	2	1		
<b>Achieved A*-C in mathematics</b>	57.6	65.5	75.3	78.9	64.3	64.4
Benchmark quartile	4	3	1	1		
<b>Achieved A*-C in science</b>	71.2	69.4	94.8	100.0	85.7	84.0
Benchmark quartile	3	4	2	1		
<b>Number of pupils aged 15 who entered Welsh First Language:</b>	.	.	.	.		
<b>Of those who entered Welsh First Language:</b>						
<b>Achieved A*-C in Welsh</b>	.	.	.	.		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.



**6724068 - Bryntirion Comprehensive.**

Number of pupils on roll 1017  
 Pupils eligible for free school meals (FSM) - 3 year average 13.6  
 FSM band 2 (10%<FSM<=15%)

**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	26	23	31	17		
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	11.5	26.1	22.6	52.9	38.8	31.6
Achieved the level 2 threshold	19.2	34.8	80.6	100.0	68.2	69.4
Achieved the level 1 threshold	80.8	95.7	87.1	100.0	93.4	89.4
Achieved the core subject indicator (CSI)	19.2	26.1	22.6	52.9	34.7	29.3
Average capped wider points score per pupil	212.6	273.5	298.8	348.3	309.0	303.7
Average capped wider points score plus per pupil	211.8	272.7	288.7	340.6	304.2	296.4
Achieved five or more GCSE grades A*-A	0.0	8.7	6.5	0.0	5.4	4.3
Achieved A*-C in English	50.0	39.1	32.3	70.6	53.7	45.1
Achieved A*-C in mathematics	19.2	26.1	38.7	52.9	45.0	39.2
Achieved A*-C in science	30.8	47.8	80.6	100.0	76.9	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.

6724068 - Bryntirion Comprehensive.

Number of pupils on roll in sixth form

170

**Key stage 5**

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils aged 17</b>	76	71	69	92		
<b>Average wider points score per pupil</b>	752.3	816.9	958.3	1010.0	850.4	799.7
<b>Number of pupils aged 17 entering a volume equivalent to 2 A levels:</b>	66	64	64	89		
<b>Of those who entered a volume equivalent to 2 A levels:</b>						
<b>Achieved the level 3 threshold</b>	95.5	100.0	98.4	96.6	95.5	97.0
<b>Achieved 3 A*-A at A level or equivalent</b>	3.0	10.9	6.3	5.6	4.2	7.9
<b>Achieved 3 A*-C at A level or equivalent</b>	68.2	71.9	85.9	85.4	70.7	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	274	170 62%	99 36%	5 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	273	90 33%	153 56%	29 11%	1 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	15%	3%	
I have someone to talk to if I am worried	274	116 42%	144 53%	12 4%	2 1%	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	271	72 27%	161 59%	31 11%	7 3%	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	271	120 44%	126 46%	22 8%	3 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	273	94 34%	167 61%	11 4%	1 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	271	143 53%	116 43%	12 4%	0 0%	Mae'r athrawon yn fy helpu i ddsygu 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	273	76 28%	144 53%	49 18%	4 1%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	272	155 57%	100 37%	16 6%	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	272	33 12%	162 60%	71 26%	6 2%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	272	113 42%	120 44%	38 14%	1 0%	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		272	47 17%	155 57%	63 23%	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		269	131 49%	134 50%	4 1%	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		272	137 50%	116 43%	17 6%	2 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	2%	
The staff respect me and my background		270	126 47%	131 49%	12 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		264	118 45%	134 51%	11 4%	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		98	31 32%	50 51%	16 16%	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		52	27 52%	17 33%	6 12%	2 4%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	15%	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.	252	161 64%	90 36%	1 0%	0 0%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	252	153 61%	93 37%	5 2%	1 0%	2	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.	249	158 63%	85 34%	5 2%	1 0%	5	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.	235	123 52%	104 44%	7 3%	1 0%	19	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	225	73 32%	140 62%	10 4%	2 1%	30	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	240	113 47%	124 52%	3 1%	0 0%	14	Mae'r addysgu yn dda.
		35%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	251	154 61%	95 38%	2 1%	0 0%	3	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.	238	87 37%	141 59%	9 4%	1 0%	16	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.	223	104 47%	103 46%	14 6%	2 1%	30	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	224	99 44%	114 51%	8 4%	3 1%	31	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.	246	124 50%	118 48%	4 2%	0 0%	9	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'.	188	81 43%	91 48%	12 6%	4 2%	64	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		

	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 am kept well informed about my child's progress.	217	89 41%	109 50%	17 8%	2 1%	38	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	12%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	244	137 56%	96 39%	10 4%	1 0%	10	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.	210	79 38%	109 52%	19 9%	3 1%	44	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	55%	11%	2%		
The school helps my child to become more mature and take on responsibility.	230	108 47%	120 52%	2 1%	0 0%	23	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.	184	76 41%	96 52%	10 5%	2 1%	68	Mae fy mhlentyn 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.	232	99 43%	130 56%	3 1%	0 0%	23	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	248	150 60%	95 38%	3 1%	0 0%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

## Appendix 3

### The inspection team

Mamta Arnott	Reporting Inspector
John Frederick Thomas	Team Inspector
Bethan Whittall	Team Inspector
Ian Dickson	Team Inspector
Huw Collins	Team Inspector
Peter Trevor Lewis	Lay Inspector
Claire Louise Scotti	Peer Inspector
Shaun Clarke	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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 <sup>1</sup>
- 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.

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<sup>1</sup> This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh <sup>1</sup> and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh <sup>1</sup> 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.