



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

A report on
Ysgol Calon Cymru

**College Road
Builth Wells
Powys
LD2 3BW**

Date of inspection: October 2022

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

About Ysgol Calon Cymru

Name of provider	Ysgol Calon Cymru
Local authority	Powys County Council
Language of the provider	English
Type of school	Secondary
Religious character	
Number of pupils on roll	989
Pupils of statutory school age	857
Number in sixth form	132
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Secondary is 18.5%)	15%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Secondary is 23%)	28.8%
Percentage of pupils who speak Welsh at home	5.7%
Percentage of pupils with English as an additional language	1.2%
Date of headteacher appointment	01/03/2021
Date of previous Estyn inspection (if applicable)	
Start date of inspection	03/10/2022
This is the school's first inspection	

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Ysgol Calon Cymru provides a calm, caring and enriching learning environment where many pupils develop as happy, confident and respectful individuals. Many pupils behave respectfully towards each other, develop positive relationships with school staff and are friendly with visitors. Pupils who attend the school's Autistic Spectrum Condition (ASC) centre make strong development in their social and life skills and cope well when they attend mainstream lessons with support. Well-established pupil-led action groups, such as the 'Criad Cymraeg', the LGBTQ+ group and the 'Male Mental Health Group' play an important role in helping to develop the school's inclusive ethos. However, pupils, including pupil governors and 'class captains' do not have enough opportunities to share their opinions on other important aspects of the school's work, such as the quality of teaching.

The school provides a wide and relevant range of subject choices for pupils in Key Stage 4 and for those in the sixth form. This enables pupils to follow courses and gain qualifications in their areas of interest and also prepares them well for employment, further education or training and for life beyond school. Although the broad curriculum offer is a strength of the school, the range of subjects available for pupils who wish to study through the medium of Welsh is narrow.

Pupils benefit from an array of extra-curricular clubs and enrichment activities. Many thrive because of the school's strong provision for pastoral care, support and guidance. There are appropriate arrangements for the development of pupils' personal, health and social education within the curriculum for pupils in Key Stage 3. However, there are insufficient opportunities for older pupils to learn about and talk about important issues which affect them, such as relationships, health and well-being, financial education and life skills.

The school opened in September 2018 and was still in its initial stages of existence when the global pandemic broke out in March 2020. The headteacher was appointed to a permanent post in 2021 and the new and complete senior leadership was formed very recently. Senior leaders have shared a clear and ambitious vision with pupils, parents, staff and governors. Although there is now more stability in the school, there are inconsistencies in the quality of middle leaders, in particular their ability to plan for improvements. Although leadership has had a positive impact on standards of well-being and on the quality of pastoral care, it has not yet had sufficient impact on improving teaching and learning and on developing pupils' literacy, numeracy and digital skills.

Despite clear strengths in the school's processes to safeguard children and young people, inspectors identified shortcomings in the standards of health and safety on both campuses.

Recommendations

- R1 Improve the quality of teaching.
- R2 Strengthen the provision for literacy, numeracy and digital skills across the curriculum
- R3 Strengthen improvement planning processes
- R4 Address the health and safety issues identified during the inspection

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will work with the local authority to review the school's progress.

Due to the health and safety issues identified during the inspection, Estyn will issue a well-being letter to the school and local authority and ask them to provide an action plan to respond to the issues identified. Estyn will seek assurance that they are addressing the shortcomings suitably.

Main evaluation

Learning

Overall, many pupils make suitable progress in lessons and over time. They recall prior work well and move on in their learning with reasonable ease. In a few subjects, where teaching is strong, many pupils make strong progress in their learning and skills and complete tasks to a high standard. However, in a few lessons, the pace of learning is too slow, usually as a result of shortcomings in teachers' planning. In these lessons pupils do not develop their skills as well as they could.

Many pupils listen carefully and attentively to teachers' instructions and to the contributions their peers make in class. When there are opportunities to do so, the majority of pupils provide confident oral responses using a reasonable range of subject specific terminology. For example, in drama, pupils convey their opinions coherently when evaluating the effectiveness of group performances. However, in a minority of cases, pupils offer only brief or undeveloped responses. This is mainly due to the limited nature of the questioning by teachers. In a few lessons, where teachers plan carefully for the development of oracy, many pupils provide extended verbal responses, explaining concepts and their ideas well. In these lessons, more able pupils articulate their opinions maturely and with a broad range of sophisticated terminology.

Pupils who learn through the medium of Welsh generally speak with good fluency and accuracy. Although a few younger pupils have a limited vocabulary, most develop strong speaking skills as they move up the school.

Most pupils develop sound basic reading skills over time. They use well-rehearsed techniques such as scanning short texts to locate facts and select accurate information. Overall, they are successful in presenting relevant information although a small minority do not offer detailed enough responses. In English lessons, many pupils successfully gather information from a wide range of literary and non-literary texts and use a variety of higher-order reading skills to do so. They use inference and deduction appropriately to decipher meaning from texts and consider how authors use techniques such as persuasion and satire to influence or entertain the reader. In Welsh literature lessons, older pupils can compare and contrast themes, issues and viewpoints, when reading a range of texts. In a very few subjects other than English and Welsh first language, pupils make suitable development in higher-order reading skills, such as when they identify different interpretations of the same theme in contrasting texts and offer valid and insightful responses. However, due to infrequent opportunities, pupils generally do not make enough progress in developing their higher-order reading skills across the curriculum.

In English and Welsh first language lessons, the majority of pupils write fluently and with reasonable coherence in a broad variety of styles and for a suitable range of purposes. For example, in English, younger pupils produce good extended pieces of descriptive Gothic writing. More able pupils compose well-crafted extended pieces containing a broad vocabulary and varied stylistic features to create impact, for example by using emotive language and rhetorical questions.

Across nearly all relevant subjects, pupils generally structure their writing well into paragraphs and sub headings. However, in all subjects, a minority of pupils make frequent spelling, punctuation and grammar errors in both English and Welsh. Too often, they continue to repeat the same mistakes in new tasks.

In a few other subjects across the curriculum, pupils make sound development in their writing skills. They produce extended pieces which help develop their writing skills alongside their knowledge of the subject. For example, in history, pupils write a detailed account of life in the trenches using a suitable range of adjectives and vocabulary to describe the emotions of the soldiers and the conditions in which they lived. In health and social care lessons, pupils make appropriate use of technical language such as terms associated with the menopause when they write about life problems. However, due to a disparity in opportunities across subjects, generally pupils do not make as much progress as they could in developing writing skills.

Overall, many pupils make sound development in numeracy skills in their mathematics lessons. They generally have good a grasp of the four rules of number and apply their knowledge suitably when working out basic problems, for example those involving decimals, percentages and fractions. Many pupils order basic sequences of numbers, round numbers and handle significant figures well. In a very few subjects other than mathematics, pupils make good progress when applying their knowledge to different contexts. For example, in science, the majority use Sankey diagrams successfully to demonstrate efficiency and use formulae appropriately. However, overall, pupils do not develop their numeracy skills as strongly as they could across all relevant subjects. For example, they lack confidence and ability to use arithmetic skills to solve everyday problems. This is due to shortcomings in teachers' planning for the development of numeracy.

The majority of pupils develop their digital skills suitably in information and communication technology (ICT) lessons and in a few other subjects across the curriculum. However, they use a narrow range of digital applications to present their work. Pupils in the sixth form who study design technology make strong progress in their digital skills when they use digital programmes to design products.

In a very few subjects, many pupils make beneficial development in their thinking skills, such as when pupils in English lessons make effective use of the 'empty brain' strategy to consider the features of an effective persuasive speech. In a minority of subjects, pupils develop useful creative skills. For example, they design and create innovative desk tidies based on their individual interests and hobbies. In drama, pupils work creatively and display good physical dexterity whilst working together to use their bodies to create shapes of household objects.

As a result of purposeful support, nearly all pupils with additional learning needs (ALN) make good progress against their individual targets. Many pupils who attend the ASC centre make sound progress over time, particularly in relation to developing social and communication skills. For example, they make good progress as they work through emotional literacy programmes and in tasks that focus on health and relationships.

Well-being and attitudes to learning

Ysgol Calon Cymru is an inclusive school where staff place a strong focus on well-being and most pupils say that they feel safe, respected and valued. Staff and pupil groups work together closely to create a calm and caring environment and consequently most pupils feel free from any bullying or harassment. Nearly all have a clear understanding of who to approach if they need help and how to access support.

The 'Criw Enfys' are effective in representing the school's LGBTQ+ community and other pupil-led groups and raising awareness of the importance of equality, diversity and children's rights. They work productively with staff to promote these values and to enhance others' understanding of the importance of tolerance and respect. As a result, most pupils are tolerant of others, treat each other fairly and interact well with their peers, adults and visitors.

Many pupils participate positively in a broad programme of extra-curricular activities. This benefit from opportunities to develop their fitness and their physical skills. Overall, pupils understand the importance of making healthy food and drink choices. Many pupils benefit from attending the free breakfast club and lunch club and enjoy the lunchtime and after-school cooking club.

Pupils from all backgrounds take on important leadership roles, for example as pupil governors or male mental health ambassadors. This helps them develop their confidence. Pupil groups, such as the 'Criw Cymraeg' who promote the Welsh language, are positive role models across the school community. They advocate strongly on behalf of their peers such as when they make presentations to staff to encourage more use of Welsh around the school.

Many pupils participate in regular surveys to share their opinions and ideas on key issues. Elected 'pupil form captains' are beginning to help the school gather pupils' views on relevant matters. However, this work, together with the work of pupils in the school council, is at an early stage of development.

Many pupils develop a secure understanding of the importance of supporting others and being good citizens such as when they arrange regular litter collecting sessions in the community. Many sixth form pupils work with younger pupils in the first few weeks of the autumn term to help them settle into their new school. A few older pupils act as mentors and provide valuable academic support to pupils in Year 7 in homework clubs. In addition, pupils sent endearing letters and video messages to local care home residents during the pandemic.

In Key Stage 4, many pupils develop their creative and enterprise skills well. For example, they prepare well-crafted presentations about their business enterprise to local employers.

Most pupils behave well in class and around the school. Many concentrate well in lessons and persevere with tasks, even when they are uninspiring or go on for too long. They listen attentively to teachers' presentations and respect the contributions of others. When given the opportunity, they work well in pairs and small groups. The majority of pupils respond well to teacher feedback on their work and respond to comments for improvement. However, in a few lessons, a few pupils have poor

attitudes to learning. They show little interest in their work and lose concentration. In these instances, pupils do not complete tasks to the best of their ability and generally lack the resilience to work independently.

Nearly all pupils in the ASC centre behave well in the centre and around the school, including during breaks. They enjoy school and feel safe and well supported emotionally by staff. In general, these pupils benefit from a suitable balance between the time they spend in the centre and in mainstream lessons.

Ysgol Calon Cymru pupils are attending school more regularly this year compared with last year, when there was a national decrease in school attendance due to the COVID-19 pandemic.

Teaching and learning experiences

The school offers a broad, balanced and inclusive curriculum that meets the needs of its learning community. It has secured valuable links with external providers, such as the local further education college, to ensure that pupils are able to follow a variety of vocational pathways that reflect the needs of local industries, such as agriculture and a range of outdoor learning courses.

Pupils in key stage 4 can study a wide range of subjects, including 3D design, health and social care, hair and beauty and construction. The school collaborates well with external providers to offer valuable guidance to pupils regarding option choices. It provides a wide range of vocational subjects for sixth form pupils, for example BTEC business and sport. A notable feature of the sixth form provision is the opportunity for pupils to gain qualifications in areas such as teaching English as a foreign language and British sign language.

There is a broad and extensive range of extra-curricular activities available to all pupils which develop their personal, physical and creative skills well. This includes a variety of sporting activities, as well as weekly drama, yoga and chess clubs. There are valuable opportunities for pupils to experience outdoor activities such as canoeing and caving, as well as working towards the Duke of Edinburgh award. A small group of pupils attend a local forest school as part of a well-being programme of support.

The ASC centre provides its pupils with worthwhile learning experiences which develop their emotional literacy as well as preparing them for independent living. Pupils also have useful opportunities to develop practical and work-based skills when they attend local work experience placements.

Teachers and learning coaches in the Welsh and English departments use baseline assessments effectively to help them plan a variety of interventions to support pupils with weak literacy skills. Information from assessments is shared with all teachers. However, not all teachers make use of this important information to ensure appropriate and differentiated learning opportunities for these pupils.

The school's vision for Curriculum for Wales is clear and comprehensive. Relevant staff have conducted appropriate research to help them plan how they will embed this vision across the curriculum. Although in its infancy, leaders have formulated

suitable curriculum principles, 'The Curriculum Pledge'. This exercise involved consultation with staff, pupils, cluster schools, parents, governors and members of the local community. In addition, pupils led a helpful consultation exercise at the local Royal Welsh Winter Fair.

Leaders have provided suitable professional learning opportunities to staff on how to teach aspects of literacy. In a few departments, progression planning for the development of pupils' literacy skills is closely aligned to the literacy framework. This helps teachers to plan relevant opportunities for pupils to develop their literacy skills, for example through interesting and engaging extended writing and speaking tasks. However, in other subjects, there is insufficient planning for developing pupils' literacy skills. Although there are appropriate opportunities for pupils to develop their numeracy and ICT skills in a few subjects, the school has not planned carefully enough across relevant subjects to ensure that pupils make consistent progress in these skills.

The school is beginning to highlight the benefits of bilingualism for pupils and staff. Pupil-led groups, such as 'Y Criw Cymraeg' are starting to raise awareness of the language and culture through events for all pupils such as musical workshops with Welsh musicians and sporting activities led by the local Menter Iaith. A minority of subjects are provided through the medium of Welsh for pupils in Key Stage 3, but only a few options are offered in Key Stage 4. There are insufficient opportunities for pupils to use and develop their Welsh language skills in subjects not identified as Welsh medium subjects.

Pupils benefit from a few thought-provoking learning activities that reflect the cultural, linguistic and diverse nature of Wales and the wider world. However, there is a lack of organised and co-ordinated whole-school planning for provision that deepens pupils' understanding and appreciation of the country and world in which they live.

The personal and social education (PSE) programme for pupils in Key Stage 3 is generally relevant and responsive to pupils' needs, with a sensitive focus on issues such as healthy relationships. However, there is limited provision for relevant and topical PSE for older pupils.

Overall, the quality of teaching is variable. A few teachers are highly motivated practitioners who succeed in ensuring that most pupils make strong progress. The majority of teachers provide suitable learning experiences for pupils but do not vary their teaching strategies often enough to capture learners' enthusiasm and increase their engagement in learning. In a few cases, shortcomings in teaching mean that learners' progress is slower than expected.

Most teachers have good classroom management skills and foster positive working relationships with their pupils. In many cases, this succeeds in creating a safe and calm working environment for learning. In the majority of instances, teachers make use of suitable resources to support teaching and learning. They have strong subject knowledge and model good language in both English and Welsh. These teachers encourage and praise pupils and support them suitably as they work. They circulate the classroom regularly to check for progress and offer useful guidance to pupils who need extra help. The majority of teachers provide suitable opportunities for pupils to read aloud in lessons. They ask questions regularly to check for pupils'

understanding and offer valid verbal feedback. The majority of teachers also provide suitable written feedback on pupils' work.

In the few particularly effective lessons, teachers have high expectations of what pupils can achieve and provide tasks with a strong level of challenge. In these lessons, teachers use high-quality resources to support teaching and learning. They ask open, probing and difficult questions to challenge pupils' thinking, develop their ability to solve problems or to think independently. These teachers provide well-considered written feedback on pupils' work and ensure that pupils complete any follow up tasks thoroughly.

In a minority of lessons, there are shortcomings in teaching which result in a slow rate of progress and insufficient engagement and enthusiasm of pupils in their learning. These shortcomings include setting tasks with low challenge that lack purpose or activities which either go on for too long or are excessively repetitive. In these lessons, teachers over-direct the learning and do not provide enough opportunities for pupils to take the lead, develop independence or work with others. They ask short, simple questions which do not provide sufficient challenge to pupils. Written feedback on pupils' work is superficial or too complimentary and teachers do not draw enough attention to the frequent spelling, punctuation and grammar errors that pupils make.

Care, support and guidance

The school provides strong pastoral care and support for its pupils. It has a broad and relevant range of enrichment activities and ambassador groups that promote pupils' emotional, health and social needs well. This includes the Health and Well-being Sports Council, the LGBTQ+ pupil-led Criw Enfys and Male Mental Health Ambassadors groups.

In Key Stage 3, the school ensures that its PSE programme responds promptly to emerging, relevant personal and social issues and that it promotes equality, diversity and inclusion. However, there are limited opportunities for pupils in Key Stage 4 and in the sixth form to learn about and discuss important issues relating to personal, social and emotional development. In addition, there are currently limited planned opportunities for pupils' spiritual and moral development across the school.

The school's provision for pupils with ALN is a strength. The additional learning needs co-ordinator (ALNCO) and well-being team know these pupils well and provide them with valuable support. The ALNCO involves pupils, parents and relevant agencies in the statutory planning and review process to ensure a comprehensive package of support. The school has a comprehensive provision map which details the range of effective interventions that support pupils with additional learning needs. The ALN and well-being team use effective systems to monitor any intervention or support ALN pupils receive and regularly review and monitor the progress these pupils make against their individual targets. They produce helpful one-page profiles that reflect the pupil's aspirations, their needs and strategies to support them in achieving their goals. Teachers are beginning to use this information in their lesson planning.

The school meets the needs of pupils who access the ASC Centre well. The supportive ethos ensures pupils feel safe and well supported both in the centre and when they attend mainstream classes. This contributes effectively to these pupils' personal and social development.

Staff work effectively with a wide variety of external partners such as the police, health and youth services to support the well-being of pupils. The school provides a broad range of extra-curricular clubs and valuable activities that help promote a healthy lifestyle and positive social development. However, provision for developing pupils' spiritual development is inconsistent.

The school uses restorative approaches well when responding to poor attitudes to learning and incidents of poor behaviour to ensure that pupils understand the effect of their actions on others. This way of working has a positive influence on the behaviour of many pupils. Generally, staff apply these systems well, to help manage behaviour in classes. However, not all teachers adhere consistently to the school's behaviour policy.

The school has effective procedures for promoting and rewarding good attendance. Staff respond swiftly to pupil absence and, where necessary put in place suitable support to re-engage pupils.

Leaders provide beneficial opportunities for pupils to influence the life of the school. For example, they contribute to important groups that celebrate diversity and encourage respect, empathy, and inclusion such as the health and well-being sports council. There are limited opportunities for pupils to share their views on important matters such as the quality of teaching and provision for social and emotional education. The use of the school council to influence school-wide decisions is at an early stage of development.

The school collaborates well with a range of partners, further education providers and local employers to ensure pupils are well-informed and supported when making future choices. Pupils of all abilities receive worthwhile guidance and advice to support them when moving to the next stage in their learning and when exploring future careers.

Safeguarding children and prioritising their well-being is important for the school and is a particular strength. Staff receive regular and purposeful training to enable them to identify any potential harm to pupils. Pastoral middle and senior leaders understand clearly their roles and responsibilities regarding child protection procedures. They work swiftly and competently with relevant statutory authorities when there are any concerns. Although ensuring that the welfare of children and young people is a key priority for school staff, there are health and safety concerns regarding site security at both campuses.

Leadership and management

Since his appointment in March 2020, the headteacher has provided assured leadership that began with the uncertain period of national lockdown due to the COVID-19 pandemic. He has an ambitious vision that the school becomes a transparent organisation which openly shares its identified strengths and areas for

development across the school and its community. In addition, the headteacher aims for a fully inclusive school where every pupil should achieve their full potential. He shares this vision clearly with leaders, staff and the wider school community.

The responsibilities of the senior leadership team are delegated suitably, and many are developing a secure understanding of their roles. Senior leaders and staff have been supportive of the headteacher during a difficult time for the school when responding to the challenges of the pandemic and whilst continuing to establish the new school as one organisation with two campuses. Many middle leaders understand their roles in supporting and caring for pupils and the majority lead their areas of learning well.

The ASC centre manager, supported by a team of assistants, creates and maintains a supportive ethos in the centre where pupils feel safe and thrive. The centre's staff have a good understanding of pupils' needs and are deployed effectively to ensure that pupils are well supported in the mainstream lessons they attend.

The school has recently reviewed its arrangements for line management and there are suitable structures in place. Senior leaders meet regularly with middle leaders and follow an agreed agenda which includes an update on actions from previous meetings and clear focus on aspects of teaching and learning. Senior leaders provide middle leaders with suitable support and challenge which is consistent across the school. However, lines of accountability for the ASC are currently unclear. Performance management arrangements are appropriate, and targets correspond to the school's priorities and are generally suitable. All staff are part of the process and generally benefit from professional learning to help them achieve their targets. Leaders review progress against targets regularly.

Leaders communicate effectively with parents and build productive relationships with them. They make good use of the school's website, social media, and newsletters to inform parents of school news and share helpful guidance with them on how to support their children's learning and well-being.

The school's response to national priorities varies. A few middle leaders have developed suitable schemes of learning and resources for introducing the curriculum for Wales and worked on 'The Curriculum Pledge' with its cluster partner schools to deliver the curriculum. Leaders have successfully implemented actions for reducing the impact of poverty on educational attainment. This is mainly through careful use of the pupil deprivation grant for pastoral care, supplying free breakfast, funding educational visits, securing bursaries from local business and providing school uniform. However, leaders do not promote the benefits of bilingualism well enough and do not encourage pupils and staff to use the language consistently in lessons outside those not taught through the medium of Welsh. Leadership for the planning for progression of pupils' skills is not strong enough.

Governors are very supportive of the school and provide robust challenge based on the information they receive. The current governor sub-committees include members with relevant experience who focus on key areas of the school's work and hold leaders at all levels accountable well. Governors, through the well-being sub-committee ensure that arrangements to promote healthy eating and drinking are appropriate.

The business manager, headteacher and governing body monitor the school's resources closely. Although they are managing the day-to-day costs carefully, the school carries a large deficit budget which is growing year on year. It has been unable to set a balanced in-year budget and is working with the local authority with a view to reducing the deficit. However, financial restraints hinder the school from adding or upgrading resources to benefit all pupils, such as ICT equipment.

The school has a calendar of appropriate activities for self-evaluation and quality assurance purposes. Whole school self-evaluation activities identify suitably the weaker areas that require improvement. The school has identified four broad areas for improvement in its improvement plan. However, leaders do not plan actions for improvement precisely enough and have not put in place suitably clear arrangements for monitoring progress.

Middle leaders gather suitable evidence from activities such as learning walks, scrutiny of pupils' work and canvassing the views of pupils. Whilst many leaders use these processes suitably to identify broad areas needing improvement, they do not always identify well enough specific features of teaching and learning that require development. As a result, they have not been able to plan accurately enough to improve important areas.

Leaders have created a positive ethos that promotes continuous professional learning for all staff. They have developed a clear 'Professional Learning Charter' that sets out its ambition to be a learning organisation that makes use of the professional standards in teaching to reflect on its practice and improve. Staff have access to a range of appropriate professional development opportunities that generally meet their individual needs and the school's strategic priorities. These include termly in-school development days, sessions provided by external providers and courses on developing the Curriculum for Wales. All staff have beneficial opportunities to participate in a wide range of working groups that enable them to share and develop their classroom practices and to develop their leadership skills. This is starting to have a positive impact on a few areas of the school's work.

The school has invested considerable resources to develop middle leaders. However, these professional development activities have not had sufficient impact on raising pupil standards and on improving the quality of teaching.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee, where appropriate
- visit a broad sample of lessons, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales/>)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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