



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

**A report on**

**Ysgol-Y-Grango**

**Ysgol-Y-Grango  
Vinegar Hill  
Rhos  
Llanerchrugog  
LL14 1EL**

**Date of inspection: November 2024**

**by**

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

## About Ysgol-Y-Grango

Name of provider	Ysgol-Y-Grango
Local authority	Wrexham County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Secondary
Religious character	*
Number of pupils on roll	575
Pupils of statutory school age	574
Number in sixth form	*
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 21.1%)	31.0%
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 11.2%)	5.9%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	3.1%
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	01/04/2017
Start date of inspection	04/11/2024

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](https://mylocalschool.gov.wales)

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

## Summary

Ysgol y Grango provides pupils with a nurturing and inclusive community, where staff prioritise their well-being and foster a caring and supportive environment. Since her appointment, the headteacher has strengthened relationships with parents and focused on ensuring a secure environment for pupils. As a result, many pupils feel safe and free from bullying. However, leadership at all levels, has not had a strong enough impact on improving teaching and learning.

In most cases, there are positive relationships between teachers and pupils although in a very few lessons, teachers do not manage pupils' behaviour well enough. In a majority of cases, teachers use routines to help pupils settle quickly and show enthusiasm for their subjects. In a few lessons, strong teaching encourages pupils to think more deeply and make good progress. However, in the majority of cases, poor planning and low expectations mean that pupils do not make enough progress, often due to tasks that lack challenge and fail to capture their interest. The whole-school approach to developing pupils' literacy and numeracy skills is not strategic nor coordinated well enough. As a result, pupils do not make enough progress in these skills.

In Year 10 and Year 11, pupils have a reasonably wide choice of subjects, including vocational options. There is a suitable range of extra-curricular activities that enhances pupils' learning experiences, although there are limited opportunities for pupils to develop their musical skills. While there is a strong focus on Welsh culture, there are insufficient opportunities for pupils to develop their Welsh-speaking skills.

There is a strong focus on supporting pupils' well-being. Pupils generally behave well, although a few disrupt lessons and act inappropriately in corridors or the canteen. They are not always respectful to the school environment. Efforts to improve attendance have shown mixed results, with improvements held back by the persistent absence of a few pupils.

Staff in the Nurture unit and partnerships with outside agencies provide valuable support for pupils, especially for those with additional learning needs (ALN). However, teachers do not always make the best use of the information given to them to support pupils with ALN. Leaders do not evaluate the quality and impact of the provision for pupils with ALN carefully enough.

The headteacher has a clear vision for improving the school's provision. However, senior leaders' roles do not always match their skills, which affects how effectively they can bring about change. Strategic planning is inconsistent, especially in improving quality of teaching, developing pupils' skills, and supporting ALN provision. Often, middle and senior leaders do not evaluate how the quality of teaching impacts pupils' learning. While leadership has had a positive impact on communication with parents and pupils' wellbeing, it has not had enough impact on the quality of teaching or the development of pupils' skills.

## Recommendations

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

- R1 Improve the quality of teaching
- R2 Strengthen the leadership and provision for developing pupils' skills
- R3 Improve attendance
- R4 Strengthen accountability and impact of leadership at all leadership levels
- R5 Improve the provision for pupils with additional learning needs and the strategic leadership for this area

## What happens next

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress usually every four to six months.

## Main findings

### Teaching and learning

In most cases, teachers build and maintain positive relationships with pupils, creating a learning environment that supports respectful interactions. In the majority of cases, teachers have established useful routines that help pupils settle quickly at the start of lessons.

Many teachers have sound subject knowledge and use questioning techniques suitably to check pupils' recall. In the majority of lessons, teachers provide clear explanations and demonstrate enthusiasm for their subjects. In a minority of lessons, teachers plan activities that build suitably on pupils' knowledge and understanding. They deliver their lessons at an appropriate pace that allows pupils to engage with their learning meaningfully. These teachers move around the classroom, to monitor pupils' progress and address any errors or misconceptions.

In a few cases, teachers plan their lessons carefully to engage pupils' interest and challenge them to think for themselves. They have high expectations of what pupils can achieve. In these lessons, they use open-ended questions effectively, encouraging pupils to elaborate on their answers, which promotes deeper thinking and understanding. They model helpful strategies for learning, such as problem-solving approaches, which help pupils develop their independence and resilience. These teachers offer effective support for pupils with weaker skills to ensure they can

access the curriculum successfully. In these lessons, pupils demonstrate positive attitudes to learning and make strong progress in their ability to apply their subject knowledge and understanding.

There are notable shortcomings in teaching. In the majority of cases, teachers do not plan lessons well enough and do not have sufficiently high expectations of what pupils can achieve. Too often, pupils are given activities that keep them busy but do not bring about progress in their skills or subject knowledge and understanding. Often, expectations are low and these lessons proceed slowly, causing pupils to lose focus and engagement. Other shortcomings include:

- poor management of pupils' behaviour
- confusing explanations
- unclear lesson objectives
- over-direction from teachers which limits pupils' independence
- a lack of use of everyday Welsh in teaching
- teachers offering pupils formulaic approaches to solving problems, where key concepts are not fully explored

In many cases, teachers do not adapt their teaching to support pupils with lower ability nor do they stretch the more able. In general, these groups of pupils do not make enough progress. In a few instances, especially where teachers are deployed outside of their area of expertise, there are shortcomings in subject knowledge or pedagogical understanding, which negatively impacts the progress pupils make.

In many cases, teachers offer pupils encouraging comments in written feedback. In a majority of cases, feedback lacks specificity and fails to help pupils understand how to improve their work. In many cases, teachers do not expect pupils to respond to written comments. Self and peer-assessment are often ineffective, as teachers do not ensure that pupils have the understanding needed to apply assessment criteria.

In a few lessons, pupils are very enthusiastic and keen to learn because of strong teaching. In these lessons, most pupils make notable progress their subject knowledge and understanding. However, in too many cases, pupils are not sufficiently engaged with their work and occasionally misbehave because of shortcomings in teaching. In addition, a minority of pupils struggle to recall previous learning and cannot apply this knowledge effectively.

The curriculum offer at Key Stage 4 meets the needs and interests of most pupils. It includes a range of vocational options offered in partnership with the local college, such as Health and Beauty, construction, hospitality and catering and public services. However, there is a lack of breadth and depth in specific areas, such as in the humanities and for music. In conjunction with pupils, parents and governors, the school has developed an appropriate vision for Curriculum for Wales. Leaders have very recently started to collaborate with partner primary schools to ensure appropriate curricular transition, but this work is at a very early stage. As a result, pupils repeat work covered in their primary schools too often.

Pupils benefit from an appropriate range of extra-curricular activities and clubs, including art, sports and science activities, a reading club, a mindfulness club and a Pride club. The school provides a suitable range of educational visits including visits

abroad to France, Poland and Germany, and local visits to Llangollen and Erddig for pupils in the nurture classes.

The provision to develop pupils' understanding of Welsh heritage and culture is evident across the curriculum. For example, in art lessons, pupils study Welsh artists such as Ffion Gwyn and write about the Gresford mining disaster in English lessons. They study the Mold riots in history and in many subjects, they explore aspects of the Wrexham football club's work. Over time, pupils make only modest progress in their ability to communicate in Welsh. They do not have enough opportunities outside of Welsh lessons to hear and use the language.

The school offers suitable provision for the social, moral, spiritual and cultural development of pupils through the personal and social education (PSE) provision and assemblies. For example, pupils have worthwhile opportunities to develop their understanding of racism, diversity and respect within assemblies. The PSE programme is comprehensive and valued by pupils. It covers a range of relevant topics such as safe internet use, violence against women and relationships. This provision is adapted sensibly in light of findings from surveys and questionnaires.

The provision for the development of pupils' literacy and numeracy skills is underdeveloped. Overall, leaders' work to improve and develop pupils' skills is not sufficiently strategic or cohesive. In general, pupils are not developing or improving their skills well enough because of a lack of opportunities to do so and low expectations from teachers. The provision to develop pupils' digital skills is in its early stages.

Library lessons are enjoyed and appreciated by pupils and there are appropriate interventions for pupils with weak literacy skills. Literacy leaders provide professional learning that is valued by staff. However, this is not having sufficient impact on improving pupils' literacy skills and in many cases does not transfer to provision experienced by pupils in lessons. In the few examples where teachers support the development of pupils' literacy skills well, pupils achieve higher literacy standards.

When speaking, a very few pupils express themselves effectively and explain and extend their answers competently. Where pupils are supported to do so, they discuss together well in pairs or small groups and use subject specific terminology confidently. For example, they discuss the principles of training and exercise and the impact of this on heart rate in physical education lessons. A majority of pupils respond briefly to simple questions from their teacher. However, teachers do not ask open questions frequently enough, so pupils do not have to provide fuller responses.

In addition, a few answer questions on behalf of pupils. A minority of pupils are reticent to contribute. Many pupils listen suitably but a minority of pupils do not listen well enough.

Overall, pupils are not practising or developing the full range of reading skills, including their advanced reading skills, well enough. Reading activities are often too basic or too heavily scaffolded, or pupils copy too much from reading texts rather than engaging with them in a more meaningful way. Although many pupils complete basic reading exercises suitably, these tasks are not always appropriate to their age or ability.

Many pupils locate information and understand ideas in simple texts but a few pupils struggle to access texts and basic vocabulary. A majority of pupils infer information from simple source material suitably, but many pupils show a limited ability to analyse texts at a more advanced level. When given the opportunity, a minority of pupils synthesise and summarise information at a basic level. However, a majority struggle to do this and tend to copy or paraphrase instead. Overall, pupils do not analyse literary or linguistic techniques well enough and do not have a sufficiently secure grasp of related terminology. This is especially true of younger pupils.

There are many examples of basic, undemanding writing tasks such as mind maps in pupils' books. While many pupils complete these suitably, these tasks do not offer sufficient challenge and do not develop their writing skills well enough. There are a few helpful opportunities for pupils to practise their extended writing skills in a limited range of forms across the curriculum. For example, in history pupils write an account of the reasons behind social and industrial unrest in the 19<sup>th</sup> Century and in art pupils write evaluations of the work of specific artists, making good use of artistic terminology and a range of adjectives. A very few pupils write effectively, such as when discussing who was to blame for the Gresford mining disaster. However, in general pupils do not develop their extended writing skills or their ability to write in a range of forms or for different purposes and audiences well enough. This is because of a lack of opportunities to do so.

A majority of pupils have a suitable basic vocabulary and, in some subjects, they use subject-specific terminology appropriately. A very few employ ambitious vocabulary. A majority of pupils express their ideas clearly on the whole and in English lessons, a majority of pupils write suitable descriptive pieces. A majority of pupils use paragraphs appropriately but a minority fail to paragraph accurately. A majority of pupils make frequent spelling and grammar errors, and a few pupils' handwriting is very difficult to read.

In general, expectations around pupils' written work are too low. Pupils do not practise or develop their independent writing skills often enough or well enough.

Around a half of pupils have suitable basic numeracy skills. They recall prior knowledge and apply this to solving problems and completing simple calculations appropriately. For example, they use the four rules of number suitably when using mental calculating methods to add and subtract large numbers and multiply decimals. They have a suitable understanding of basic ratio and its application to similar shapes and enlargement. In other relevant subjects across the curriculum, around half of pupils are developing their numeracy skills suitably. They complete graph work appropriately, plotting and drawing lines accurately and a few have a good understanding of how to measure and draw 2D and 3D shapes accurately.

A few pupils use estimation effectively and have a good understanding of place value. These pupils have sound numeracy skills which they can apply well to different contexts across the curriculum. For example, when they deal with very large numbers using standard form in science. In geography, around a half of pupils are developing a suitable understanding of basic scales, coordinates, and various graphs and charts.

Overall, around a half of pupils struggle to recall prior learning and apply basic numeracy skills where relevant across the curriculum. These pupils require continuous support and intervention from their teachers and make limited progress. They have difficulty understanding concepts of shape and space and make repeated errors when interpreting data and in their graph work. This is often linked to lack of opportunities to practise and develop their skills, teachers' low expectations and significant shortcomings in aspects of teaching.

When given the opportunity, many pupils develop their digital skills suitably across the curriculum. For example, in geography they use appropriate software to research and create effective digital infographics on rainforests and volcanoes. In their product design lessons, a few pupils' produce high quality digital 3D designs using appropriate computer software. In general, subjects provide a few suitable opportunities for pupils to develop their basic digital skills of creating simple presentations, data analysis and word processing. However, the strategic planning to ensure these opportunities are relevant and progressive is in the early stages of development.

Where there are opportunities, pupils make very good progress in their creative skills for example in their digital photography lessons, where they manipulate images to create vibrant visual effects. Pupils respond enthusiastically to their physical education lessons. They make strong progress in their coordination, physical skills and understanding of strategy.

### **Well-being, care, support and guidance**

Promoting pupils' well-being is at the heart of Ysgol y Grango's work. Leaders and staff work collaboratively to foster a sense of community and are committed to creating a caring and safe environment for all pupils. A committed team of pastoral staff promote pupils' well-being effectively. Staff know their pupils well and are sensitive to their individual emotional and welfare needs.

Leaders use feedback from surveys and questionnaires appropriately to help them identify which aspects of well-being need to be addressed. 'Well-being Wednesdays' raise pupils' awareness of local and national issues which may affect their well-being. However, many teachers do not use form time well enough to help pupils develop their personal, social and emotional skills.

The school has recently established a hub to provide valuable support to help pupils improve their well-being. Staff at the hub work closely with staff from the 'Nurture' provision and a broad range of external agencies to provide worthwhile additional support for those pupils who need it. For example, staff work closely with the youth service to run formal and informal sessions for individuals and groups. Pupils greatly value the helpful support they are offered by these services.

The school's work to support pupils' well-being during their transition from primary school is a strength. In addition to transition visits and activities, the school runs a beneficial 'Secondary Ready' programme for pupils who may be more anxious about the move. The school also works closely with the youth service to organise a valuable 'drop-in' morning for new Year 7 pupils and parents in the days just prior to



the start of the school year. A broad range of agencies and organisations are available during the morning alongside school staff to provide support for families.

The school hosts a local authority specialist resource base (SRB) for pupils with moderate learning difficulties. The school manages this provision in its “Nurture” unit which includes a few mainstream pupils with additional learning needs. The unit provides a warm and caring environment for its pupils. The team of dedicated staff know the pupils well and cater adeptly for their well-being needs.

The school has developed its provision for ALN appropriately in line with the requirements of the Additional Learning Needs and Educational Tribunal Act. The ALN team work closely with parents, pupils and outside agencies to produce detailed individual development plans that ensure appropriate interventions are in place to support pupils’ progress. The ALN team provide helpful one-page profiles outlining how teachers can best support pupils’ needs. However, teachers do not always use this valuable information well enough when planning lessons for pupils with ALN. In addition, teaching in specialist ALN classes in the “Nurture” unit is not impacting well enough on pupils’ learning. As a result, pupils with ALN, including those in the SRB, are not making enough progress. Leaders manage the operational aspects of the “Nurture” unit well and monitor the impact of interventions on pupils’ learning suitably. However, they do not evaluate the quality of teaching in ALN specialist or mainstream classes accurately.

Pupils benefit from worthwhile opportunities to contribute their views about the work of the school. This includes the work of the school council and numerous sub-committees such as the well-being group, the ‘Young Minds’ committee and ‘Pride’ group. Pupils from these groups contribute to assemblies and activities to help peers and the wider community develop an understanding of key issues. For example, the ‘Young Minds’ group attended a local university to give a presentation on the importance of being kind to others. ‘Feedback Friday’ activities help pupil groups share what they have done in response to pupils’ views. Many pupils feel the school listens to their views and makes changes as a result. In addition, pupils benefit from valuable leadership opportunities such as those offered through peer mentoring and sports.

Leaders work purposefully, in partnership with Careers Wales, to provide pupils with helpful guidance as they prepare for their next steps in education or employment. There are suitable opportunities for pupils to learn about various careers through presentations from local colleges, universities and businesses. Pupils in Year 11 benefit from valuable one-to-one mock interviews with local business people to prepare them for their transition to post-16 provision.

The headteacher recognises that improving attendance supports pupils’ life chances and has worked diligently to ensure that all staff are aware of its importance. Leaders monitor the attendance of all pupils appropriately. They consider trends and patterns and compare the attendance of groups of pupils to identify who needs additional support. Leaders have established clear thresholds to ensure a graduated response to varying levels of non-attendance and a team of staff work together suitably to monitor and promote good attendance. Strategies to improve attendance include the use of rewards and interventions such as sports sessions to encourage pupils to re-engage with their learning. Although the school’s attendance, including that of pupils

eligible for free school meals improved in 2022-2023, this progress has not been sustained. In particular, the rates of persistent absence remain too high and its impact on whole school attendance is notable. Currently, attendance is well below pre-pandemic levels.

Many pupils are respectful of their teachers and peers and behave well around the school site. They are welcoming to visitors and engage willingly in conversation. The school has developed suitable arrangements to track pupils' behaviour and attitudes to learning within lessons. Leaders are beginning to use these systems and processes to identify individual pupils and groups of pupils who may require support. There is appropriate support to help teachers to deal with incidents of poor behaviour. For example, staff who are 'on call' implement a graduated response to incidents of poor behaviour with a focus on helping pupils to return to learning as soon as possible. However, there is not enough support for helping pupils regulate their own behaviour and leaders do not evaluate the impact of interventions on incidents of poor behaviour and exclusions well enough.

Leaders analyse data around the few incidents of bullying effectively. Staff regularly raise awareness of issues emanating from this in assemblies and PSE sessions. Most pupils say they do not feel bullied in school. Many feel that the staff deal appropriately any incidents of bullying and most know who to turn to if they have a problem.

The school has a strong culture of safeguarding. Arrangements to keep pupils safe are robust. As a result, many pupils feel safe. All staff receive beneficial training including regular briefings focused on relevant safeguarding themes that reflect local and national issues. They understand their responsibilities well and know when and how to report safeguarding concerns. Leaders have a strong strategic overview of this area of the school's work. They evaluate the impact of their work thoroughly and analyse trends to identify and plan to address whole school issues.

### **Leading and improving**

The headteacher is a committed and passionate leader who is driven by a strong desire to improve the life chances of all pupils at Ysgol y Grango. She has a clear vision and communicates this with the school community, encouraging governors, staff and pupils to promote their agreed principles of 'we are, we care, we share'. In the short time since her appointment, she has positively influenced a few key areas of the school's work. These include ensuring policies comply with statutory requirements, strengthening the culture of safeguarding and re-introducing quality assurance processes. However, there has been insufficient focus on improving the quality of teaching and strengthening leadership capacity amongst middle and senior leaders.

In general, the senior leadership team offer appropriate support to the headteacher but their work in bringing about improvement is not always swift or effective enough. Their responsibilities are broadly appropriate but some of these overlap or do not align well enough with individuals' areas of expertise. Across senior and middle leadership, the weight of responsibility is inequitable and a few leaders are overburdened.

Overall, leaders' response to national priorities is variable. The school places a strong focus on well-being and alleviating the material impact of poverty and disadvantage. Its work to support vulnerable pupils and their families is a strength. Leaders maintain a strong culture of safeguarding which has resulted in many pupils feeling safe. Most pupils say that they are not bullied and that in general, staff deal well with any incidents. The planning for and delivery of the school's Curriculum for Wales is inconsistent and the planning for the progression of pupils' literacy, numeracy, digital and Welsh language skills is underdeveloped.

Over time, governors have had limited impact on the work of the school. Current governors have a suitable understanding of the school's strengths and areas for improvement. Since the appointment of the headteacher, they receive comprehensive information and updates about the school's work. They support the headteacher and school well and have engaged in suitable training to help them with their work. Although many governors are new to the role, their work as critical friends is developing swiftly and they challenge leaders appropriately in a few key areas. The school has a significant deficit budget which has been agreed with the local authority. The headteacher, together with the business manager and governing body manage the school's finances prudently including how the pupil development grant and other grants are spent.

Since the appointment of the headteacher, the school has strengthened its accountability processes. Regular line management meetings take place across all levels to discuss important matters such as teaching and learning, pupil wellbeing and curriculum as well as operational issues. There is too much variability in how well leaders across the school hold the staff they manage to account. In a few cases, senior and middle leaders give clear direction and have high expectations of the staff and this results in improved practice in leadership, provision and ultimately in the quality of teaching. However, in many cases, leaders and staff's response to actions and priorities are not swift, robust or effective enough. In these cases, leaders' and staff are often complacent about their own practice or are overly positive about their work and do not take enough ownership for improving their own practice. Across all levels, the limited consideration of the impact of provision on pupils' progress and attainment hinders improvement.

The school has identified five appropriate key areas for improvement. Professional learning activities and performance management objectives focus suitably on these priorities. There are informative fortnightly sessions for staff on aspects of teaching and safeguarding which reinforce the school's commitment to these priorities. Faculty and pastoral improvement strategies align suitably with whole-school priorities. However, planning is overly broad and often includes an excessive number of actions. This limits leaders' and staff's ability to prioritize and address the most urgent areas for improvement, such as the quality of teaching. Leaders do not consider carefully enough, the desired impact on pupils' progress linked in their planning. Faculty improvement plans are agreed and launched too late into the academic year.

Leaders carry out regular and helpful quality assurance activities such as lesson observations, learning walks and scrutiny of pupils' work. Senior leaders consider the impact of provision on pupils' engagement in lessons and their compliance with administrative requirements in their books. However, leaders do not provide any

evaluation on the progress pupils make in their subject knowledge and understanding or in the development of their literacy, numeracy or digital skills.

The school has recently strengthened its communication and engagement with parents and carers. There are valuable opportunities for families to visit the school to meet staff, learn about the work of the school and celebrate achievements. Recently, leadership has had a positive impact on a few important areas of school's work such as the provision to support pupils' social and emotional needs, the culture of safeguarding and maintaining a strong sense of community. However, over time, leadership has had limited impact on key important areas. These include the quality of teaching and assessment, the progressive development of pupils' skills including their Welsh language skills, the suitability of provision for ALN pupils and processes to promote good behaviour. The school has not responded sufficiently to the recommendations of last inspection.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Overall, leaders and governors have a good understanding of the school's financial situation, including the use of the pupil development grant. However, the school currently has a significant budget deficit and the attendance of pupils' eligible has recently declined.

## 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

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## 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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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