



## Report summary for parents and carers on Caldicot School

**Date of inspection: October 2024**

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

# Summary

Leaders at Caldicot school have recently secured improvements in a few important areas of the school's work. Most notably, pupils' behaviour and attitudes to learning have improved considerably. In addition, there has been an increased focus on supporting staff well-being, resulting in better staff morale and teamwork. Over time, however, leaders' work has not had enough impact on improving important aspects including attendance, the provision for skills and the additional learning needs (ALN) provision. In particular, they have not been strategic enough and they do not always evaluate the impact of their work sufficiently robustly.

Most pupils behave well and many engage purposefully in their learning. A majority of teachers plan useful activities and provide an appropriate level of challenge in lessons. In these cases, pupils make at least adequate progress in their learning. However, a minority of pupils do not make enough progress. This is usually because of shortcomings in teaching, particularly around supporting pupils with weaker skills in lessons.

There is a wide range of subject options at Key stages 4 and the sixth form and leaders are developing their approach to Curriculum for Wales for younger pupils sensibly. The extra-curricular provision is extensive and popular with pupils. Overall, the provision to support the progressive development of pupils' skills is at an early stage of development and there is insufficient support for pupils with weaker literacy and numeracy skills.

The pastoral team work collaboratively to support pupils' well-being, providing beneficial support. Although leaders have strengthened their processes to improve attendance, they do not evaluate the impact of their work well enough, and attendance remains a cause for concern. Even though safeguarding processes are appropriate overall, the inspection team has drawn the school's attention to a few safeguarding matters.

The school provides suitable general support for pupils with ALN through, for example, the support hubs and ALN transition programme for Year 6 pupils. However, leaders do not ensure that the school is meeting all its statutory obligations in this area and improvement planning for ALN provision is not sufficiently effective.

The school has a Specialist Resource Base (SRB) for pupils with complex needs. The SRB provides valuable support for the development of these pupils' social and emotional skills. They also benefit from experiences such as working in a local café. However, the curriculum in the SRB is not planned or implemented in a sufficiently strategic way. As a result, all pupils in the SRB are not making the progress of which they are capable.

# Recommendations and next steps

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

- R1** Address the safeguarding issues raised during the inspection
- R2** Strengthen strategic leadership, particularly the impact of evaluation and improvement processes
- R3** Improve the strategic leadership of the provision for pupils with additional learning needs
- R4** Improve attendance
- R5** Improve the provision for the progressive development of pupils' skills and address the shortcomings identified in teaching, particularly with regard to supporting pupils with weaker skills

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it is going to address the recommendations. A small team of Estyn inspectors will visit the school to monitor progress about 12-18 months after the publication of the inspection report.

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

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