

From: [Robert Gentry](#) on behalf of [Euryea](#)  
To: [Euryea](#)  
Subject: 01 20 20 POC Request: Clywady  
Date: 14 April 2023 10:23:04  
Attachments: [Euryea - Request for Information - 2023.pdf](#)  
[Euryea - Request for Information - 2023.pdf](#)  
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Dear

Thank you for your email to the Euryea Enquiries robot. Please find attached all the reports issued to date for Ysgol Clywady, in accordance with Euryea's Freedom of Information policy.

Yours sincerely

Robert Gentry  
Syrdding Aroddwr a Llywodraethwr / Lead Officer - Publications

Euryea  
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-----Original Message-----

From: [Euryea](#)  
Sent: 11 April 2023 10:34  
To: [Robert Gentry](#) <[Robert.Gentry@euryea.gov.wales](mailto:Robert.Gentry@euryea.gov.wales)>; [Enquiries](#) <[Enquiries@euryea.gov.uk](mailto:Enquiries@euryea.gov.uk)>  
Subject: POC Request: Clywady

Dear Sir,

As it is possible for you to send me the recent Euryea monitoring reports for Ysgol Clywady, I have the ones between June 2022-March 2023 but require the last 2 years please.

Many

Mark



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

## **Report following monitoring**

**Level of follow-up: Special measures**

**Ysgol Clywedog  
Ruthin Road  
Wrexham  
LL13 7UB**

**Date of visit: December 2023**

**by**

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

## Outcome of visit

Ysgol Clywedog is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

## Progress since the last inspection

### **R1. Improve standards across the school**

Inspectors did not evaluate this recommendation during this visit.

### **R2. Improve teaching, including the level of challenge, questioning, the monitoring of pupil progress and the impact of feedback**

Inspectors did not evaluate this recommendation during this visit.

### **R3. Improve provision to develop pupils' skills in literacy, numeracy and information and communication technology (ICT)**

Inspectors did not evaluate this recommendation during this visit.

#### **R4. Improve the quality and impact of leadership at all levels**

Ysgol Clywedog has faced a particularly challenging term, made worse by high levels of staff absence and the difficulty of recruiting specialist staff to certain posts. Recently, the local authority, governing body and senior leaders agreed to pause work on other priorities in order to focus attention on strengthening the arrangements to improve pupils' behaviour. Senior leaders consulted with staff and drew up a behaviour plan to address these concerns, but it is too early to evaluate how successful this is. Leaders have also recognised the pressure that staff are under and are taking steps to find out what they can do to improve staff well-being.

Since the last monitoring visit, the governing body has increased its capacity and broadened its skills. For example, it is now better placed to take into account the views of pupils and to handle budgeting and staffing challenges. Governors provide a high level of support, scrutiny and challenge to senior leaders which helps them to keep their attention on the school's most urgent improvement priorities.

The headteacher has begun to strengthen the school's performance management process to provide staff with focused support and challenge. Consequently, leaders are beginning to hold their teams to account suitably.

This term, senior leaders have undertaken joint lesson observations with middle leaders to develop subject leaders' evaluation skills. Middle leaders have also been involved in worthwhile collaborative work scrutiny and have benefitted from support to sharpen their improvement planning skills. As a result, many curriculum leaders now have a better understanding of the strengths and areas for improvement in their teams, including the quality of teaching. Nevertheless, there remains too much variability among middle leaders in terms of the accuracy of self-evaluation and their understanding of the precise impact of teaching on learning.

Since the last monitoring visit, leaders have provided a wide range of beneficial professional learning, for example about school priorities, teaching and learning, and behaviour management. However, staff do not always implement recommended strategies well or consistently enough. Consequently, overall, leaders at all levels have not had enough impact on important aspects of the school's provision, such as improving standards of pupils' work, the consistent quality of teaching, or pupils' attendance and behaviour.

#### **R5. Improve attendance and punctuality**

Senior leaders reviewed the attendance policy last term and implemented a new policy from September 2023. This is providing staff with clear expectations, valuable guidance and well-defined roles. The recently appointed attendance officer is beginning to work closely with pastoral leaders to apply this policy appropriately.

Together, they are starting to track and analyse attendance data suitably. However, these systems and procedures are in their infancy and are often reactive. There is limited collaborative planning for a whole-school approach to improving attendance that includes teaching and learning, behaviour and the curriculum.

The pastoral team has identified groups of pupils who are persistently absent from school and is providing beneficial targeted interventions for them. Senior leaders and heads of year are beginning to use attendance data strategically and tutors are provided with weekly analysis reports for their forms. The introduction of 'Tracker Tuesday' during form time is starting to raise the profile of attendance across the school. Heads of year refer regularly to attendance in year group assemblies and pupils are rewarded for consistently high or improved attendance.

Pastoral staff work suitably with families, with the support of the local authority, the youth service and other relevant agencies, to improve the attendance of a few hard-to-reach pupils. Although there are a few examples where this engagement has been successful, overall, the impact is limited and there remains an over-reliance on external support. The recently introduced free breakfast club provides an opportunity for pupils to have a more positive start to the school day. It is too early to measure the impact of this provision on attendance and punctuality.

Between the academic years 2018-2019 and 2022-2023, the school's rate of attendance fell by a larger amount than seen nationally. Last year it was below that of similar schools. The attendance of pupils eligible for free school meals is lower than the national average for this group of pupils and has reduced further so far this year. The low attendance of girls and Year 8 pupils is of particular concern. Attendance for this academic year to date is below the figure for the equivalent period in 2022-23 and there is a downward trend in attendance in each year group over the last month.

Currently, a minority of pupils are persistently late, and internal truancy is a concern. Although staff record punctuality to lessons and heads of year follow up on persistent lateness with weekly sanctions, this strategy is not having the desired impact on improving punctuality. The school has recently implemented a 'behaviour reset' to tackle poor behaviour. This has led to a high number of fixed-term and permanent exclusions this year in comparison with last academic year and this continues to have a negative impact on attendance. Overall, attendance and punctuality remain a significant cause for concern.

## **R6. Ensure robust financial management**

Inspectors did not evaluate this recommendation during this visit.

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

## **Report following monitoring**

**Level of follow-up: Special measures**

**Ysgol Clywedog  
Ruthin Road  
Wrexham  
LL13 7UB**

**Date of visit: February 2024**

**by**

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

## Outcome of visit

Ysgol Clywedog is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

## Progress since the last inspection

### **R1. Improve standards across the school**

Inspectors did not evaluate this recommendation during this visit.

### **R2. Improve teaching, including the level of challenge, questioning, the monitoring of pupil progress and the impact of feedback**

Inspectors did not evaluate this recommendation during this visit.

### **R3. Improve provision to develop pupils' skills in literacy, numeracy and information and communication technology (ICT)**

In English and mathematics lessons, the school provides pupils with suitably focused opportunities to improve their numeracy and literacy skills. This is beginning to impact positively on their progress in these lessons. In addition, the school offers appropriate interventions to support pupils with weaker literacy and numeracy skills.

In other relevant subjects across the curriculum, the school offers a few purposeful opportunities for pupils to practise their literacy and numeracy skills in different

contexts. The responsibility for the development of numeracy has been sensibly allocated to appropriate subjects and these departments are beginning to develop suitable opportunities for pupils to use their skills. Leaders have provided some useful strategies and resources to help teachers incorporate literacy and numeracy activities into their lessons. For example, the guided reading sheets requiring pupils to predict, describe, and summarise information are generally useful. However, these strategies are not always well understood by teachers and overall do not have enough impact on the progressive development of pupils' literacy and numeracy skills. Pupils have few opportunities to practise and develop their digital skills across the curriculum. As a result, they do not develop their digital competency skills well enough.

Overall, the school does not have a sufficiently strategic approach to their planning for the progressive development of pupils' skills across the curriculum. Leaders do not evaluate well enough how provision impacts on pupils' progress and standards in skills. As a result, they do not identify specific areas for development or plan precisely enough to improve provision. This limits teachers' ability to plan for the progressive development of pupils' skills within lessons and over time. Overall, progress against this recommendation is too slow.

#### **R4. Improve the quality and impact of leadership at all levels**

Inspectors did not evaluate this recommendation during this visit.

#### **R5. Improve attendance and punctuality**

Inspectors did not evaluate this recommendation during this visit.

#### **R6. Ensure robust financial management**

The headteacher, governors and the new business manager have a good understanding of the school's finances. They have suitable processes for monitoring expenditure to inform future budget planning. Senior leaders and governors meet regularly and to ensure that all spending is appropriately linked to strategic priorities and are beginning to evaluate its impact.

The school has maintained a positive financial position in recent years and leaders are projecting a small surplus at the end of this financial year. The governing body and finance sub-committee are provided with timely information on income, expenditure and the projected end of year reserves. Governors, generally, challenge senior leaders appropriately on matters of finance and understand how the budget is prioritised and spent. However, they are not always provided with enough detailed analysis to help them make fully informed decisions on future spending.

Grant funding is suitably aligned to the terms of each grant and continues to contribute to the aims of improving standards, supporting vulnerable pupils, and



reducing the impact of poverty on educational attainment. Although grant funding is allocated suitably, senior leaders are not currently evaluating its impact on aspects such as improving the outcomes for pupils who are eligible for free school meals.



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

## **Report following monitoring**

**Level of follow-up: Special measures**

**Ysgol Clywedog  
Ruthin Road  
Wrexham  
LL13 7UB**

**Date of visit: June 2024**

**by**

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

## Outcome of visit

Ysgol Clywedog is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

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## Progress since the last inspection

### **R1. Improve standards across the school**

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Inspectors did not evaluate this recommendation during this visit.

### **R4. Improve the quality and impact of leadership at all levels**

Since the last monitoring visit in February, the school has experienced further challenge and disruption. The headteacher resigned from his post in early spring and left soon after the visit. There have been additional absences in the senior leadership team. The deputy headteacher took on the role of acting headteacher and remains in

position until the newly appointed substantive headteacher takes up his post in September 2024.

As a result, this visit focussed on professional discussions with middle and senior leaders.

The acting headteacher has worked relentlessly to maintain school systems and to support the well-being of staff during this challenging time. She has collaborated well with partners from the local authority and the regional school improvement service. Under her leadership, the school has strengthened its safeguarding culture, amended systems to monitor internal truancy and made suitable progress towards implementing the ALNET (Wales) Act. The rest of the interim senior leadership team work suitably together and support the acting headteacher well. During this challenging time, they have taken on additional classes, been called upon often to cover teacher absences and to fulfil other operational roles. This has impacted negatively on their ability to work strategically.

Middle leaders benefit from the operational support they receive from the acting headteacher and her team. Most of them have faced substantial difficulties due to prolonged staff absences and have had to manage their departments with limited resource at times. This has prevented them from carrying out strategic duties. Earlier in the academic year, middle leaders received valuable support from the regional school improvement service to strengthen their ability to evaluate the quality of their work. For example, they received training on the use of data and support with work scrutiny activities. Many middle leaders say that this enabled them to develop a better understanding of their roles and responsibilities and, on a few occasions, to strengthen their ability to self-evaluate and plan for improvements. However, due to a shift in focus to provision to manage pupil behaviour from the end of the autumn term, middle leadership has had limited impact on raising pupil standards, improving teaching and developing the curriculum. Scrutiny of pupils' work identified important shortcomings across key stage 3 and key stage 4 but the quality of learning experiences and pupils' work in Year 7 was particularly weak as well as the support provided to support pupils with additional learning needs to access their learning.

Towards the end of the autumn term, there was an agreement to pause work on other priorities in order to strengthen the arrangements to improve pupils' behaviour. The school drew up a 'behaviour plan' to address these concerns following some degree of consultation with middle leaders. There is now an increase in the number of staff 'on call' in order to deal with internal truancy and poor behaviour. However, the plan is too reactive and there is a lack of focus on building positive relationships with pupils and parents and on promoting good behaviour. In addition, there has not been enough consultation with pupils, parents and staff to formulate a considered approach to improving behaviour. Although some staff and pupils say that the school is generally calmer than it was at the beginning of the school year, there has been limited progress in lessening disruptive behaviour in classes and in reducing internal

truancy. Overall, leaders' understanding of the link between good teaching and pupils' positive engagement in learning is underdeveloped.

Governors are supportive of the school and their role as critical friends is developing well. They provide suitable challenge where needed, such as when discussing attendance and behaviour. They have clear and ambitious expectations of the new headteacher and are strongly committed to supporting him.

#### **R5. Improve attendance and punctuality**

Inspectors did not evaluate this recommendation during this visit.

#### **R6. Ensure robust financial management**

Inspectors did not evaluate this recommendation during this visit.

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

## **Report following monitoring**

**Level of follow-up: Special measures**

**Ysgol Clywedog  
Ruthin Road  
Wrexham  
LL13 7UB**

**Date of visit: November 2024**

**by**

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

## Outcome of visit

Ysgol Clywedog is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

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## Progress since the last inspection

### **R1. Improve standards across the school**

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### **R2. Improve teaching, including the level of challenge, questioning, the monitoring of pupil progress and the impact of feedback**

Inspectors did not evaluate this recommendation during this visit.

### **R3. Improve provision to develop pupils' skills in literacy, numeracy and information and communication technology (ICT)**

Inspectors did not evaluate this recommendation during this visit.

### **R4. Improve the quality and impact of leadership at all levels**

At the time of the last monitoring visit, a new headteacher had been appointed to the school but had not yet started his post. Since September 2024, this experienced headteacher has taken a measured and sensible approach to bring about sustainable improvements at Ysgol Clywedog. In his first ten weeks, he has led a

relentless focus on improving pupils' behaviour, because this required the most urgent attention, and actions taken have had a demonstrably positive effect.

The headteacher communicates well with staff so that they understand the reasons behind changes that are made. He has given teachers more autonomy over what they teach and how they teach it. Staff surveys show that their morale has improved and this is reflected in much higher staff attendance this term. On this visit, nearly all staff and most pupils spoken to talk positively about the beneficial impact the new headteacher is having on the school.

The headteacher has made helpful changes to the responsibilities of senior leaders so that they are more equitable, better aligned to individuals' strengths and clear to all staff. Senior leaders support the headteacher appropriately, although the quality and impact of their work is variable. In consultation with staff, senior leaders reviewed and simplified important policies, such as those for behaviour, teaching and assessment, to make them clearer and better understood by staff and pupils. Leaders also consulted on four broad and sensible priorities to begin to bring about the improvements that the school needs. They provide worthwhile professional learning to support progress towards these priorities. However, all of these changes are at an early stage and it is too soon to evaluate their impact. In addition, senior leaders do not yet evaluate the quality of learning and teaching in lessons. As a result, they do not currently have the precise information they need to bring about the next stages of improvement.

Three members of the senior leadership team line manage the middle leaders in the school. These senior leaders meet together to establish a consistent and rigorous approach. In general, middle leaders feel well supported and challenged by this process. They have welcomed the headteacher's vision to empower them to take responsibility for leading their areas. Middle leaders feel that they now have greater ownership of their roles and are beginning to implement their preferred approaches, tailored to their individual subjects. However, their impact remains variable. A few understand the strengths and weaknesses within their areas of responsibility and plan suitably for improvement. However, in general, middle leaders do not make a clear enough connection between the quality of teaching and its impact on pupils' learning and behaviour.

Governors are passionate supporters of the school, its community and the headteacher's approach to sustainable change. They ask pertinent questions of senior leaders and are beginning to make an important contribution to improving the school.

## **R5. Improve attendance and punctuality**

Since September 2024, the school has strengthened its procedures to improve attendance and punctuality, reduce truancy and improve pupils' behaviour and



attitudes to learning. There are revised responsibilities at senior level and leaders have provided beneficial professional learning sessions to reinforce the role of the form tutor in supporting attendance and behaviour. This has led to a clearer understanding of their responsibility and accountability. The school has reinforced its on-call service by ensuring that a senior leader and another member of staff are available to attend to pupils who are truanting from lessons or who behave poorly. This has been well-received by staff and has resulted in a substantial reduction in the rates of internal truancy and behaviour incidences compared to the last academic year.

Following consultation with staff, leaders made sensible amendments to the 'Behaviour for Learning' (BfL) policy. There is now a simplified behaviour management system. Overall, staff have a clear understanding of how to respond to incidences of poor behaviour and when to refer to the on-call team. This has resulted in more consistency of approach. However, not all staff follow the agreed protocol closely enough and this hampers progress. The BfL policy also provides clear guidelines on the school's rewards system for positive engagement and good behaviour. Pastoral leads and form tutors are beginning to celebrate success and promote positive attitudes to learning. However, there is variability in the application of rewards by staff and leaders which is slowing down whole-school progress in this area. The high rate of fixed term exclusions has remained largely the same compared to the same period last year. However, the number of days lost to exclusions has reduced.

Many pupils are prompt to lessons and settle quickly. At the start of lessons, they generally listen well to teachers' instructions and explanations. However, a minority of pupils lose concentration as the lesson progresses due to shortcomings in teaching. Consequently, these pupils are slow to start or complete tasks, are too reliant on the teacher to support them or do not comply with teachers' instructions. In a few lessons, where teachers have high expectations of pupil behaviour and engagement and provide interesting learning activities, most pupils concentrate well and apply themselves diligently to their learning. In these lessons, teachers have positive and supportive working relationships with pupils and this results in strong progress. A few pupils are rude to their teachers and peers and do not self-regulate following reprimand. A few older pupils have a regular tendency to swear out loud and do so with little concern. A very few pupils are particularly defiant and uncooperative.

Since the last monitoring visit, the school has continued to embed a variety of approaches to improve attendance which are now beginning to have a positive impact. A weekly whole-school strategy in form time is raising the profile of attendance amongst pupils and staff. Pupils are now more aware of their own attendance and understand its impact on their learning. The school continues to promote good attendance through a range of helpful activities such as presentations

in assemblies and the use of certificates and rewards. As a result of increased staffing capacity, administrative work around attendance and punctuality has improved. There is now a more systematic and rigorous response to pupils' absences and lateness. However, there are still inaccuracies in teachers' recording of attendance.

The school provides suitable well-being interventions to support pupils with low attendance and assist their return to school. These include bespoke timetables and the use of alternative education provision. Relevant staff work well with cluster primaries to identify potential persistent absentees before they start secondary school and provide them with support during the transition period. This has led to an improvement in the attendance rates of identified pupils in Year 7. The school makes timely referrals to the Education Welfare Service to support pupils with particularly low attendance. Leaders meet regularly with the welfare officer to plan and review support. However, the school's response to prevent other pupils with low attendance from reaching the trigger point for local authority intervention is not defined clearly enough.

There are regular line management meetings between senior and middle leaders to discuss attendance. Leaders are beginning to evaluate the impact of the work to improve attendance. However, the pace of improvement remains too slow.

Attendance this academic year has improved in comparison with the same period last year but remains a significant concern. However, in 2023-2024, whole-school attendance fell to below the rate in 2022-2023 and was significantly below that of similar schools. Additionally, the attendance of pupils eligible for free school meals in 2023-2024 was lower than the previous year and below the national average. Lateness to school and lessons has improved this year compared to previous visits but remains a concern.

## **R6. Ensure robust financial management**

Inspectors did not evaluate this recommendation during this visit.