

A report on

King Henry VIII 3-19 School

**Old Hereford Road
Abergavenny
Monmouthshire
NP7 6EP**

Date of inspection: February 2026

by

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

This report is also available in Welsh

About King Henry VIII 3-19 School

Name of provider	King Henry VIII 3-19 School
Local authority	Monmouthshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	All age schools
Religious character	
Number of pupils on roll	1310
Pupils of statutory school age	1129
Number in nursery classes	18
Number in sixth form	140
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 All age schools is 18.9%)	20.6%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in All age schools is 8.1%)	5.6%
Percentage of pupils who speak Welsh at home	3.9%
Percentage of pupils with English as an additional language	4.5%
Lead partner for Initial teacher education	No

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February 2026

Date of headteacher appointment	01/09/2023
Date of previous Estyn inspection (if applicable)	N/A
Start date of inspection	02/02/2026

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.

Summary

Since its opening in September 2023, leaders and staff at King Henry VIII 3-19 School have collaborated effectively to establish the new all-age school. Senior leaders initially focussed on key areas requiring immediate improvement such as supporting pupils' well-being and improving the quality of teaching. As a result of a purposeful and sharp initial development plan, there have been clear improvements in pupils' behaviour and attitudes to learning and in the progress they make in learning. There is a strong culture of safeguarding across the school and effective systems to support pupils' emotional and social development which means that most pupils feel safe and well cared for. Whilst whole-school attendance rates have improved, the attendance of pupils eligible for free school meals remains too low.

Many pupils enter the school with below-expected literacy, numeracy and communication skills but make suitable progress over time, with a few achieving strong outcomes. Most pupils engage positively in learning, are respectful and collaborate well with peers and staff. Many teachers plan well-structured sessions which build on pupils' prior learning. They maintain productive working relationships with their pupils and use effective questioning to engage them in learning. However, in a few cases, there are weaknesses in teaching, such as poor planning, inadequate challenge for more able pupils and variation in the quality of feedback.

Support for pupils with additional learning needs is a strength which leads to many of these pupils making secure progress against their social and learning objectives. The school hosts a specialist resource base (SRB) which provides classes for pupils with autistic spectrum conditions. Pupils from across the age range who attend this facility make good progress in social and communication skills over time.

Overall pupils' literacy skills are developing suitably, supported by the development of a positive reading culture. However, there is a lack of clear strategy to develop pupils' numeracy, digital and Welsh language skills across the curriculum and opportunities for pupils to develop their extended writing across subjects are inconsistent.

The curriculum is broadly suitable and meets most older pupils' needs. There are valuable wide-ranging extra-curricular opportunities for pupils to learn outside the classroom. However, pedagogical and curriculum arrangements for pupils in Years 5 and 6 are not always suitable for their developmental stage. Leaders are beginning to provide a few worthwhile opportunities for staff from different phases to collaborate to plan the curriculum and learning but this is not consistent across areas of learning. There are inconsistent opportunities across phases for pupils to learn about and explore Welsh culture in depth.

Senior leaders ensure that line management arrangements are coherent and consistent across the phases. There are regular opportunities for leaders at all levels to evaluate the effectiveness of their work through a suitable range of quality assurance activities. However, consideration of the impact of provision and leadership on pupils' standards and progress over time is at an early stage. Governors support the headteacher well, monitor budgets closely and challenge leaders to make improvements.

Recommendations

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

- R1 Strengthen the strategic planning for the progressive development of pupils' numeracy, digital and Welsh language skills
- R2 Ensure that pedagogy and learning experiences are appropriate to pupils' stage of development
- R3 Improve the attendance of pupils eligible for free school meals
- R4 Ensure self-evaluation and improvement processes focus sharply on the impact of provision on pupils' standards and progress over time
- R5 Continue to develop the all-age ethos by providing opportunities for staff to collaborate across phases and make a valuable contribution to the strategic direction of the school

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Teaching and learning

On entry, the majority of pupils start school with literacy, numeracy and communication skills below those expected for their age. As they move up the school, these pupils make at least suitable, age-appropriate progress in literacy and numeracy skills and a few make strong progress. Many pupils make the expected progress in their learning and subject knowledge over time. They recall prior learning well and apply this successfully to new or unfamiliar contexts. Where there are opportunities to do so, many develop their thinking skills suitably. For example, older pupils develop their analysis skills well when they produce coherent and balanced arguments to challenging, thought-provoking or ethical questions in their religion, values and ethics lessons.

A few pupils do not make enough progress in their subject knowledge and skills. This is normally due to ineffective teaching strategies, low expectations or poor planning to meet pupils' needs. More able pupils do not always make as much progress as they could when considering their age and ability as they are not given suitably challenging work. Pupils with additional learning needs (ALN) and emotional and social challenges make strong progress as a result of the tailored support provided by adults. Pupils who are educated in the specialist resource base (SRB) make secure progress in their social, communication and emotional development over time.

Nearly all pupils are respectful to adults and visitors and engage well in polite conversation. They arrive on time to sessions and settle quickly. In most sessions, pupils behave very well and listen respectfully to the teacher and to the contributions of their peers. They wait their turn patiently and collaborate well in small group tasks.

Nearly all of the youngest pupils in the foundation classes engage positively with learning both in adult-led tasks and in independent activities. As they move into the next phase of learning, they are keen to engage in a variety of purposeful activities and develop a good level of resilience relative to their age and ability. However, because of a difference in pedagogy style and a change in classroom routines in the middle phase, pupils in Year 5 and Year 6 do not engage as well with learning as their younger peers. This hampers their natural development, curiosity and enjoyment of acquiring knowledge. Many pupils in the secondary phase show a clear interest in topics and take responsibility for their own learning. They sustain concentration well during teacher instruction, persevere in discussion tasks with peers and demonstrate resilience when completing tasks independently. A few pupils lose concentration and do not apply themselves as well as they could in tasks. A few older pupils have weak handwriting and presentation skills.

Most sixth form pupils demonstrate positive attitudes to learning, enjoy their courses and the opportunities they are given to develop as independent individuals, ready for the next stage in their learning. They act as positive role models to younger pupils and conduct themselves in a mature and responsible way during personal study time.

Teaching and assessment

Most staff know their pupils well, foster positive and respectful working relationships with them and encourage good participation. Many teachers have high expectations of pupils' behaviour and the progress they make in sessions and over time. They maintain well established routines that support this effectively.

Many teachers deliver well-structured sessions and plan activities that build on pupils' prior learning. They provide purposeful explanations, set clear instructions and demonstrate relevant success criteria. The pace of learning in these sessions is well-suited to many pupils' individual needs and this ensures they remain engaged in their learning and make progress. However, on a few occasions, teachers' planning lacks clear purpose and direction. In these sessions, teachers do not manage the learning time well enough, set too many short tasks or set tasks which do not fit with the learning objectives nor help consolidate the learning.

Many teachers provide an appropriate level of support and set tasks that are suitably matched to pupils' developmental stage. In general, they provide pupils with tasks that offer them a suitable level of challenge. However, activities do not always meet the needs of the more able pupils and this prevents them from making strong and sustained progress. In a few cases, teachers over-direct the learning and this restricts the development of pupils' independence and resilience.

Many teachers create or provide well-crafted, high quality teaching resources to support teaching and learning. They act as strong language role models and demonstrate considerable subject knowledge and expertise. However, in a few cases, there are notable shortcomings: teachers do not use the target language frequently enough, do not develop pupils' technical vocabulary effectively, and sometimes rely on unhelpful shortcuts to get to the answers.

Many teachers understand the principles of foundation learning well. They have a strong understanding of pedagogy and child developmental stages which enables them to create rich and engaging learning environments that encourage pupils' curiosity and allows them to become inquisitive and creative thinkers, independent of adults. However, there is not enough focus on developing these qualities in the outdoor learning environment.

Many teachers use skilful questioning to assess pupils' progress, help them recall their prior learning and to deepen their thinking, although this is not consistent across the school. Many teachers provide timely and effective verbal feedback in sessions. There is inconsistency in how teachers address spelling, grammar and punctuation errors in pupils' written work. Overall, the school's approach to providing feedback lacks clarity and this impacts on the quality and variability of written feedback. Teachers' feedback to pupils does not always help pupils understand how to improve their work. The poor presentation of work is not systematically addressed.

Literacy, numeracy and digital skills

Leaders plan appropriately for the progressive development of pupils' literacy skills across the curriculum. Teachers adopt sensible whole school strategies when planning to deliver oracy, reading and writing provision in their sessions. These approaches contribute well to developing pupils' speaking and basic reading skills. There are useful opportunities across phases and the curriculum for pupils to write. However, the school's work to develop this aspect is at an early stage.

Pupils develop their oracy skills appropriately from Nursery through to the secondary phase. Most primary-aged pupils make suitable progress, often from a low starting point. Most older primary-aged pupils listen appropriately, respond well to questions and contribute productively to class and group discussion. Most secondary-aged pupils listen well to teachers and peers. Many make considerable verbal contributions in sessions and engage well in group speaking tasks. They use appropriate vocabulary and articulate ideas clearly. A majority of secondary-aged pupils offer fully developed responses, often choosing sophisticated vocabulary.

Most pupils develop their reading skills well as they move up the school. Nearly all younger primary-aged pupils listen carefully to stories, respond appropriately, and show sound understanding of story features such as character, setting, plot and ending. Many older primary-aged pupils read confidently, use suitable strategies to tackle unfamiliar words and grow in independence. Many secondary-aged pupils read with suitable fluency across the curriculum, locate information accurately, annotate texts appropriately and show a sound grasp of context. Many infer basic meaning from written and visual material, summarise suitably in speech and writing, and produce basic analyses. A minority produce more advanced analyses using key terminology and identifying literary devices. However, pupils in the secondary phase have too few opportunities to practise and develop other higher-level reading skills such as inference and deduction.

Spotlight: Establishing a culture of reading

The school promotes a suitable reading culture through a range of approaches that encourage all pupils to engage with books regularly. Pupils in Years 7, 8 and 9 benefit from dedicated reading sessions in the library where they make use of a structured reading approach to support their progress. The library is a welcoming and engaging environment. It is well stocked and supported by a librarian and pupil monitors who help identify books which uphold the school's values. Younger pupils in Years 5 and 6 develop confidence in using the library through exploratory sessions. In addition, pupils benefit from the school's online library, widening the range of texts available to them. Reading is further reinforced during dedicated sessions in the primary phase and during registration in Year 7 where pupils regularly read class texts aloud. Visiting authors and trips to local bookstores help to enrich pupils' experiences and enjoyment of reading.

In foundation learning classes, most pupils begin to write, link letters to sounds and form letters with increasing control and accuracy. Most younger primary-aged pupils build fine-motor skills well and use these to support independent writing. With support, a few write simple sentences that make sense. Many older primary-aged pupils produce appropriate written work, but standards of writing are not consistent across classes. In the secondary phase, a few pupils write in a sophisticated manner using a broad range of vocabulary. Many pupils structure their work appropriately. A majority vary sentence structures effectively and sustain the quality of the work when writing at length. However, a few pupils have handwriting that is difficult to read and make frequent basic spelling and grammar errors. Overall, pupils across the phases do not have the opportunities to write often enough for a range of purposes and audiences.

Overall, many pupils in the lower and middle phases develop sound numeracy skills over time. For example, pupils in Year 1 are starting to work confidently with money. By the end of Year 6, many pupils use suitable methods to multiply whole numbers by 10 and 100. A few pupils develop a strong understanding of number, for example, when multiplying decimal numbers independently. However, pupils have too few opportunities to develop their knowledge and understanding of other aspects of mathematics.

As pupils progress through the school, the majority of secondary aged pupils develop their numeracy skills appropriately. For example, they add and subtract fractions with different denominators appropriately. More able pupils develop and apply these skills securely, for example, when simplifying algebraic fractions. More broadly, a majority of pupils use their number skills competently when developing their understanding of geometry, measure and statistics, for example, when working out compound angle problems. However, a minority of pupils demonstrate less secure number skills. They lack fluency, conceptual understanding and confidence when working with number in a range of contexts, often making frequent basic errors.

Across the curriculum, secondary aged pupils develop their understanding of data appropriately, for example, in geography when describing the trend in sea level variation over a period of time. However, a minority of pupils do not organise their mathematical work clearly enough or construct graphs with precision. Generally, pupils do not receive sufficiently precise feedback regarding their numeracy work. This inhibits their ability to check their work for errors independently, hindering their progress over time.

While there are a few beneficial opportunities for pupils to develop their numeracy skills, these are not always within authentic contexts. Overall, planning for the progressive development of pupils' numeracy skills across the whole school is not developed well enough.

Across the younger phase and in primary classes, there are a few suitable opportunities for pupils to develop their digital skills. By the end of Year 6, pupils use a range of digital tools to support their learning in other areas of the curriculum. For example, they develop their computational thinking skills when writing simple code. In their digital technology lessons, secondary aged pupils develop their digital skills well. For example, they develop their production skills adeptly using a range of software to select, produce and edit a range of multimedia components for various purposes. Across the curriculum, pupils have a few relevant opportunities to develop their digital competence skills more broadly. However, overall, opportunities for pupils to develop their digital skills progressively, within authentic contexts, across the whole school are not developed well enough.

Overall, a minority of pupils make the expected progress in their Welsh language skills over time and a few others make strong progress. The youngest pupils start to develop a sound basic vocabulary. However, pupils do not make as much progress as they could in developing their Welsh language skills over time due to a lack of whole-school strategy and few opportunities to speak Welsh outside of timetabled lessons in the secondary phase. The majority of pupils recall previously learnt language which enables them to retrieve information accurately in basic reading comprehension tasks. As they get older, a few successfully decipher meaning in more extended and complex texts. A minority make suitable progress in their basic speaking and writing skills in Welsh. They make productive use of vocabulary lists and sentence starters to help them produce short pieces of writing. A few write accurately, showing a secure understanding of grammar rules such as when they write about the importance of leading a healthy lifestyle. Overall, many do not make as much progress as they could in speaking because they either lack confidence or are reluctant to speak Welsh.

Curriculum

In general, leaders plan the curriculum suitably so that learning builds progressively and systematically both within and across year groups. Staff adapt provision effectively for pupils in Nursery to Year 4, taking good account of their contexts, needs and interests. However, the curriculum does not always meet the needs of pupils in Years 5 and 6 and lacks consistent alignment with effective primary pedagogy. The curriculum for pupils in Years 7 to 9 is suitably broad and balanced, offering learners a wide range of worthwhile experiences. In Years 10 and 11, the school provides an appropriate selection of academic and vocational pathways which cater suitably for pupils' needs and aspirations. Pupils in the sixth form benefit from a relevant range of courses, including A-Level and BTEC options, alongside a small number of Level 2 qualifications.

Across the school, there is a suitable emphasis on developing pupils' artistic, creative, physical and cognitive skills within the curriculum. The school helps broaden pupils' experiences through collaboration with valuable external partnerships. For example, the school works with local child care providers to provide meaningful work-related opportunities. In general, the school uses teachers' subject specialisms suitably to enrich learning for younger pupils. However, this practice is less effective in Years 5 and 6, where it does not consistently reflect the principles of primary-phase teaching.

Pupils benefit from a range of opportunities to learn about the history and heritage of their local area, Wales and the wider world, supported by purposeful educational visits. These include visits for younger pupils to Abergavenny market and Llanfoist Recycling Centre, and overseas enrichment trips for older pupils. The school also provides a rich variety of extra-curricular activities, including Spanish, chess, dancing and juggling clubs.

Pupils learn about diversity across the age ranges but these opportunities do not always specifically reflect a Welsh context. Pupils develop their social, moral, spiritual and cultural understanding well through religion, values and ethics lessons and dedicated assemblies. However, overall, the curriculum offers limited opportunities for pupils to explore Welsh culture in depth. Provision for personal and social education helps pupils to make informed lifestyle choices and raises their awareness of a range of societal risks.

Well-being, care, support and guidance

The school has a strong and well-established safeguarding culture. There are appropriate arrangements for the safe recruitment of staff, to support digital security and to protect pupils from violence, exploitation and radicalisation. Staff understand their safeguarding responsibilities well and know when and how to report concerns. Leaders ensure that all staff and governors receive safeguarding training that is appropriate to their roles and maintain clear records. They work well with a wide range of external agencies to support their child protection work and when delivering care and support arrangements. Leaders

provide regular updates that reinforce important safeguarding messages, which contributes effectively to keeping pupils safe. Pupils are generally aware of safety procedures and know who to approach if they have a problem. As a result of these strengths, most pupils feel safe in school.

The additional learning needs (ALN) team and wider staff know their pupils well and work closely with families to identify individual needs. Leaders are committed to providing high-quality experiences for pupils with ALN, and relevant staff receive specialist training that enables them to meet pupils' needs effectively. Processes for the early identification of ALN and intervention for younger pupils are in the early stages of development.

Ongoing communication, review meetings and regular parent drop-in sessions help build positive relationships and support effective planning for pupils with ALN. Where appropriate, a wide range of in-class and small-group targeted interventions help these pupils make suitable improvements in literacy, numeracy and well-being. Support staff's professional journals, pupil one-page profiles and individual development plans (IDP) provide clear, person-centred information and support purposeful planning. Strong multi-agency working provides valuable guidance and support, and practical and vocational opportunities help ALN pupils develop independence and real-life skills. There are helpful systems to track pupils' progress through interventions and against individualised targets but evaluating the longer-term impact of these across subjects is less well developed. In addition, leaders do not analyse outcomes for different vulnerable groups precisely enough to target support.

Staff have established a caring, inclusive and welcoming ethos where most pupils, including those with ALN, feel valued and respected and behave well in lessons and around the school. Dedicated staff prioritise pupils' well-being and, with effective pastoral structures, they offer beneficial targeted support for pupils' emotional, social and mental health needs.

Pupils benefit from identified quiet spaces and specialist provisions, such as the pods and the Hub, which help them feel secure and develop their confidence. The school promotes respect and tolerance successfully, for example through the collaborative development of a shared definition of bullying. Staff deal effectively with the very few incidents of bullying, reviewing trends regularly and adjusting PSE topics accordingly. In general, pupils have developed a suitable understanding of digital citizenship, including how to keep themselves safe online. The school provides comprehensive support for pupils to plan their future pathways.

In the SRB, staff use nurture areas and safe spaces purposefully to support pupils' well-being. They provide valuable opportunities for pupils to build wider relationships and gain new experiences such as participating in the Christmas concert and attending an after-

school club. However, only a very few pupils access mainstream provision regularly, which limits their academic, social and emotional development.

Spotlight: The provision of extra-curricular activities to support pupil well being and create a strong sense of belonging

The wide variety of well-attended extra-curricular activities and trips is a notable strength. Pupils enjoy attending clubs such as the school choir, orchestra and the wide-ranging sports activities, and many take part in regular high-quality drama and musical productions. Trips and visits, including those to St Fagans, Llangrannog, Paris, Rome and the Bay of Naples, further enrich pupils' academic and cultural experiences. This broad provision to support pupils' social development and enjoyment of school makes a valuable contribution to their sense of belonging to the school community.

The school has very recently established a broad range of pupil-led groups with a view to giving pupils the opportunity to undertake leadership roles and contribute to decision-making across the school. This developing approach is beginning to support pupils suitably to build confidence, collaboration and leadership skills. A few groups are beginning to have a positive impact on some aspects of school life. For instance, the Transition Council, involving pupils in Years 6 and 7, provides helpful peer-to-peer support, while the Wellbeing Group has contributed beneficially to catering choices and the extension of social seating areas. In the sixth form, pupils undertaking roles such as Pupil Active Listening Support (PALS) and Wellbeing Ambassadors receive suitable training and guidance. They act as positive role models and contribute effectively to the school's caring and respectful ethos. However, most pupil leadership groups, including the school council, are at an early stage of development and it is too soon to evaluate their overall impact. Processes to share the work of these groups with the wider school community remain undeveloped. As a result, many pupils are not aware of how their views shape decisions or the difference these groups are making.

The school demonstrates a strong commitment to improving attendance, resulting in improved whole school attendance rates between 2023-2024 and 2024-2025. Current school data indicates continued improvement in attendance compared to the same period last year. In the primary phase, the attendance gap between pupils eligible for free school meals and their peers has successfully narrowed with this group of pupils now performing better than the national average. Current whole school figures for the number of pupils who are persistently absent have improved and are also better than the national average. Robust systems are in place to monitor and track attendance and punctuality, and leaders promote the importance of regular attendance through assemblies and consistent communication with parents and other stakeholders. Suitable motivational strategies help foster a positive culture of attendance across the school community. However,

despite these improvements, overall attendance in the secondary phase and the attendance of pupils eligible for free school meals remains too low.

Leading and improving

The headteacher is a passionate and committed leader. He has a clear vision for the school that aspires to ‘believe in the limitless capacity for everyone to achieve great things’ and has shared this vision purposefully with pupils, staff, governors and the wider school community. In the short time since the all-age school’s opening, the headteacher has successfully nurtured a sense of belonging and secured notable improvements in key areas identified as shortcomings before the amalgamation of the former schools. These include pupil behaviour and attitudes to learning, attendance and the quality of teaching.

The roles of the senior leadership team are clearly defined and their responsibilities are distributed sensibly. Senior leaders carry out their responsibilities suitably, support the headteacher well and work closely as a team. However, much of the strategic planning and work carried out by senior leaders tends to focus on provision and leadership in the secondary phase. There is not always due consideration of the suitability and relevance of whole-school strategies within foundation learning and primary contexts.

Line management arrangements are clear and there are regular opportunities for middle leaders to engage in professional discussion with their managers. Meetings follow a common agenda and include valuable discussions on leaders’ areas of responsibilities, staff well-being and immediate actions required to improve provision. However, these meetings do not focus closely enough on first-hand evidence and data. This limits their impact, hampers progress and prevents leaders from holding those that they line manage fully to account. Leaders generally support staff who require additional guidance well and address staff underperformance appropriately.

Leaders have focused suitably on addressing many national priorities. These include improving the quality of teaching, raising pupils’ attendance and developing a whole-school culture of reading. Leaders give due consideration to reducing the impact of poverty on pupil well-being and attainment by providing support to address barriers to learning. The performance of pupils eligible for free school meals at the end of Year 11 was better than that of their counterparts in similar schools in 2024. However, the performance of this group of pupils declined in 2025 and does not compare well with that of similar schools. The attendance of these pupils has been below that in similar schools for the last two years. The school’s arrangements for addressing other national priorities, such as embedding the Curriculum for Wales across phases and improving pupils’ Welsh language skills are at an early stage of development.

Self-evaluation and improvement planning processes are developing suitably. The school development plan focuses on important priorities such as improving the quality of teaching and assessment, attendance and developing pupils' literacy and numeracy skills. Subject and phase-specific plans follow a similar format. Although relevant priorities are identified in these plans, success criteria are often ambiguous and evaluations on progress do not focus well enough on first-hand evidence, assessment data or outcomes.

The school plans a suitable programme of quality assurance activities to monitor progress against its priorities. Leaders produce regular evaluation reports following these activities. Whilst these reports contain useful information on a few relevant aspects, such as the consistency and suitability of teacher feedback, there is limited evaluation of the impact of teaching and provision on pupils' standards and progress.

Leaders have introduced a strategic approach to support staff professional learning in order to address the school's improvement priorities and support the vision of developing the all-age school but this is at an early stage. While this initially focused on successfully developing a whole school culture of improvement in common key areas, it is now beginning to evolve into meeting the needs of phases and departments across the school. Although this work is broadly appropriate, it lacks refinement to respond to the specific pedagogy, curriculum and skills development, and learning experiences required within each of the phases. To date, the school has not fully developed cross-phase collaboration between staff to support curriculum development by planning cumulative learning experiences for its pupils.

The school has recently established a common process to support staff in their professional development. Personal objectives are closely aligned to developmental needs and the school's improvement priorities. However, review arrangements are inconsistent.

Leaders gather the views of pupils and parents at regular intervals to help them with quality assurance and to identify priorities. Link governors also discuss aspects of school life with pupils as part of their support work. The school uses a range of media to communicate with parents to share important news and celebrate success. Senior leaders do not always communicate new strategies with staff in a clear or timely enough manner or do not explain the rationale for these changes fully.

Governors are strong advocates of the school. They have a sound understanding of their roles and responsibilities and provide effective support to the headteacher and staff through a thoughtful and measured approach. Governors work with leaders to carry out a suitable range of monitoring activities. This supports an appropriate understanding of the school's strengths and areas for improvement. The governing body challenges and holds

senior leaders to account purposefully. However, the governing body does not meet its statutory duty to ensure appropriate pupil representation in their meetings.

Leaders and governors manage the school's resources, including grants, carefully. They monitor expenditure appropriately and work purposefully with the local authority to deliver an agreed recovery plan to address the school's budget deficit.

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.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant. However, the school's budget is in deficit.

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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