

**Report following monitoring**

**Level of follow-up: Significant Improvement**

**Ysgol Bro Hyddgen**

**Machynlleth**

**Powys**

**SY20 8DR**

**Date of visit: April 2026**

**by**

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

**This report is also available  
in Welsh**

## Outcome of visit

Ysgol Bro Hyddgen is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector for Education and Training in Wales is removing the school from the list of schools that are in need of significant improvement.

## Progress since the last inspection

### **R1 Address the safeguarding issues identified during the inspection**

Since the core inspection, senior leaders have worked closely and productively with the local education authority to strengthen safeguarding arrangements and improve the security of the sites. There are now suitable security fences around the whole secondary and primary site. Supervision arrangements are appropriate, including processes for admitting pupils at the beginning of the day and letting them out at the end of the day. Statutory training arrangements are suitable and staff have a sound understanding of their responsibilities to protect and safeguard children and how to share concerns with designated leaders. As a result of these improvements, safeguarding arrangements are now satisfactory and are not a cause for concern.

### **R2 Improve attendance**

Leaders have focused appropriately on improving attendance since the core inspection. Arrangements for tracking attendance have been strengthened, including a more detailed focus on the attendance of specific groups of pupils. There are appropriate arrangements to support the well-being of pupils who are absent persistently, including working with relevant external agencies. Staff promote the importance of attending school through morning registration sessions, assemblies and during discussions in lessons. Attendance rates are shared with all pupils on a weekly basis and a suitable support plan is implemented for individuals who cause concern. There are purposeful reward systems to encourage and support good attendance. Leaders are aware of the need to improve aspects of pupils' attendance, including the attendance of secondary age pupils. They do not always monitor the attendance rates of specific groups regularly enough to allow them to identify patterns in a timely manner and implement support strategies.

As a result of strengthening the procedures, whole-school attendance has improved compared to the time of the core inspection. The attendance of primary and secondary age pupils has increased annually since 2022/2023, but the rate of improvement for secondary age pupils has been slower. The attendance of pupils who are eligible for free

school meals has improved between 2022/2023 and 2024/2025. The number of pupils who are absent persistently has decreased over the last three years.

Unverified data for the current academic year (2025/2026) shows a further increase in the attendance of primary age pupils, but the attendance of secondary age pupils has not improved. Although the attendance rates of primary-age pupils who are eligible for free schools meals have improved again this year, the attendance of secondary age pupils who are eligible for free school meals has decreased significantly compared to the same time in the last academic year. On the whole, the rate of progress remains too slow and recent strategies have not had enough impact.

### **R3 Improve the quality of teaching**

Since the core inspection, leaders have provided purposeful professional development and training, both internally and from external providers, to improve aspects of teaching. They have established shared expectations and principles for lessons across the age range. New strategies have been introduced, in addition to taking advantage of existing good practice. This has led to better consistency and improvements in teaching compared with the time of the inspection.

On the whole, teachers have sound subject knowledge. They use subject terminology and vocabulary correctly and confidently. Most model language effectively, often bilingually. These teachers reinforce subject vocabulary regularly, which supports pupils' understanding and helps them to make satisfactory progress. Most teachers foster positive working relationships with pupils. They create a productive and supportive working environment, while maintaining effective classroom management with clear and consistent arrangements. In a very few cases, the contagious enthusiasm of teachers has a very positive effect on pupils' attitudes. A very few teachers have difficulty managing the class although, on the whole, pupils listen appropriately and contribute suitably to the lesson.

Many teachers plan carefully and give appropriate consideration to what they want pupils to learn. They plan purposeful activities to support pupils' literacy and numeracy skills and encourage discussion. Attractive and up-to-date resources are used. In a very few cases, lessons are over-directed and teachers move on too quickly between tasks, without checking or deepening pupils' understanding. They also do not give them a suitable opportunity to connect or summarise previous learning. In a few cases, teachers model good work effectively. However, in general, teachers do not model and explain in sufficient detail. In some cases, there is too much reliance on worksheets.

Many teachers meet the needs of individual pupils appropriately. Pupils are given suitable support during lessons, and resources such as vocabulary banks are used effectively in a

majority of cases. However, teachers do not meet the needs of individuals consistently across all classes.

Many teachers question effectively to check understanding. Strategies such as *'dim dwylo i fyny'* (no hands up) and *'troi a thrafod'* (turn and discuss) have been embedded and are used well. Many teachers give sensitive and constructive oral feedback, walking around the class to support learning effectively. Questioning is not always incisive enough to extend pupils' thinking and deepen their understanding, and pupils' responses are not used effectively enough to assess understanding.

In many cases, teachers give clear and useful written feedback on pupils' work. Whole-school strategies, such as *'pinc perffaith'* and *'melyn meddwl'*, are used consistently to identify good work and what needs to be improved. Many pupils respond positively to the teacher's comments and improve their work. However, there is not complete consistency across all subjects and language and spelling errors are not corrected consistently enough.

#### **R4 Strengthen strategic leadership and provision for the progressive development of pupils' literacy, numeracy and digital skills**

Since the core inspection, leaders have responded positively by strengthening leadership capacity in the skills, particularly by appointing new literacy and numeracy leaders and identifying key staff to support them. These leaders, together with the digital competence co-ordinator, show a strong commitment, understand their roles well and have benefitted from working together and visiting other schools.

Leaders have established firm foundations for improvement by identifying clear priorities. They do this sensibly by considering specific strands of the different skills in turn. The contribution of relevant leaders to the school's self-evaluation process has now been established firmly.

Leaders have developed a range of useful resources to support staff. This includes a comprehensive website with a portfolio of pupils' work, which shows progression in skills across the age range. These contribute positively to strengthening the quality and consistency of provision.

The school has made strong progress in developing pupils' literacy skills, presenting clear expectations and agreed strategies across the school. Purposeful training and guidance have supported staff to understand their responsibility for developing literacy skills within their areas. Initiatives to strengthen oracy, such as *'Cynllun Clonc'* to support the youngest pupils, along with the *'Gofynion Glyndŵr'* agreed school-wide strategies for developing extended writing, have a positive effect on standards. Leaders have a sound understanding of the next areas that are in need of attention.

Leaders have prioritised developing numeracy skills appropriately, providing support and guidance to strengthen provision in some specific areas. This has improved teachers' understanding of how to plan purposeful numeracy opportunities, particularly when using data, graphs and diagrams. Morning number activities, along with sharing effective practices, support the continuous development of pupils' numeracy skills well.

There are suitable arrangements in place to support pupils with weak literacy and numeracy skills. Staff make increasing use of information about pupils' progress to plan interventions and most pupils make beneficial progress over time.

Provision to develop pupils' digital skills has improved appropriately. Leaders plan increasingly purposefully and work effectively with staff to identify purposeful learning opportunities. Specific training supports staff's understanding and increases their confidence in delivering digital activities across the curriculum. This, in turn, is beginning to have a positive influence on pupils' skills.

#### **R5 Establish robust and consistent line management arrangements to ensure that leaders hold staff to account for their work and give full consideration to pupils' development in an all-age school**

Leaders have strengthened line management arrangements effectively. They hold regular link meetings which set clear expectations and ensure an appropriate level of accountability. There is an increasing emphasis on the school's strategic priorities, with a more specific focus on pupils' outcomes. Leaders at all levels use first-hand evidence, such as pupils' work, to inform discussions. Clear actions are set which are reviewed regularly. The practice of revisiting previous issues strengthens accountability and leads to improvements in aspects of provision. Leaders update operational policies purposefully to ensure that recent improvements to teaching become an integral part of provision.

Governors challenge leaders increasingly effectively. Through their regular visits and participation in evaluation activities, they develop a sound understanding of the school's priorities. Their direct engagement with pupils through scrutiny and questioning activities enables them to support and challenge leaders more purposefully.

The school has reviewed and restructured leadership at all levels, by increasing the emphasis on responsibilities across the age range. Leaders work together more effectively across the campuses, with regular opportunities to share practices and strengthen consistency in provision. This includes the commitment of members of the senior team to supporting day-to-day management across the sites and valuable opportunities for middle leaders to evaluate provision. Increased co-operation between the staff on the primary and secondary campuses is beginning to have a positive effect on some aspects, for

example consistency in the quality of teaching. There is also more effective progression in the development of pupils' skills. As a result, the school is beginning to function purposefully as an all-age school.

**R6 Strengthen self-evaluation and improvement planning processes by giving clear attention to the effect of provision on pupils' outcomes, along with the progress they make in their learning and skills**

Leaders have developed an open culture of reflection and self-evaluation through a good range of purposeful, regular activities. Suitable attention is given to the areas of learning and experience and to the whole age range. Leaders at all levels contribute purposefully to these procedures, with a clear emphasis on distributing responsibilities to middle leaders and strengthening accountability for the quality of their work. Senior leaders quality assure middle leaders' evaluations, offering useful feedback to support their professional development and challenging them appropriately.

Leaders have strengthened the links between different monitoring activities, including lesson observations, scrutinising pupils' work and listening to their views. As a result, evaluation processes are now based more firmly on first-hand evidence and provide a more complete and accurate picture of the quality of provision and its effect on pupils.

Over time, scrutiny and observation activities have begun to focus increasingly on the effect of provision on pupils' progress and outcomes. There has been a gradual improvement in this focus as leaders have become more familiar with expectations. Although there are still inconsistencies in the quality of some evaluations, in general, leaders draw appropriate conclusions and show an increasing understanding of the importance of focusing on pupils' outcomes.

Planning for improvement processes have been sharpened. Leaders identify appropriate actions to address areas for improvement. They are beginning to prioritise strategically and are beginning to consider staff's capacity to implement new expectations sensibly. When planning for improvement, there is an increased emphasis on pupils' outcomes, although success criteria are not always specific enough in terms of what pupils should achieve as a result of changes. Leaders give clear attention to pupils' attitudes to learning and their willingness to engage in lessons. In the best practices, they consider carefully the extent to which pupils develop key skills and subject understanding appropriately.

In a few cases, evaluations are less useful as they focus too much on staff's compliance with the requirements of provision, rather than on the effect on pupils' learning and progress.

A report on Ysgol Bro Hyddgen  
April 2026

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