



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

A report on

Pencoedre High School

**Merthyr Dyfan Road
Barry
CF62 9YQ**

Date of inspection: November 2022

by

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

This report is also available in Welsh.

About Pencoedtre High School

Name of provider	Pencoedtre High School
Local authority	Vale of Glamorgan Council
Language of the provider	English
Type of school	Secondary
Religious character	
Number of pupils on roll	993
Pupils of statutory school age	912
Number in sixth form	80
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 18.5%)	37.7%
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 23.0%)	30.5%
Percentage of pupils who speak Welsh at home	1.9%
Percentage of pupils with English as an additional language	2.5%
Date of headteacher appointment	09/01/2020
Date of previous Estyn inspection (if applicable)	
Start date of inspection	28/11/2022

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.

Overview

Pencoedtre High School is a caring school where most teachers nurture positive relationships with pupils. The headteacher and senior leadership team managed the challenges of the COVID-19 pandemic well. However, there is a lack of clear, strategic direction from senior leaders and too much confusion over roles and responsibilities. Consequently, their work is not having enough impact on improving important aspects of the school's work. These aspects include attendance and behaviour, the quality of teaching and assessment, the provision for skills, as well as the provision for pupils with additional learning needs (ALN) and others in need of additional support. Leaders do not evaluate the impact of their work well enough, particularly in relation to teaching and assessment. As a result, their improvement planning is not sufficiently precise and therefore is not effective enough.

Pupil attendance is a significant cause for concern and leaders lack a comprehensive understanding of the issues affecting attendance. A majority of pupils are friendly and welcoming and enjoy positive relationships with staff and peers. However, minority of pupils are late to lessons, easily distracted and do not engage constructively in their learning. A few pupils do not behave well enough in lessons and around the school and this is impacting on their own progress and that of others.

In a majority of lessons, teachers plan a range of useful activities and provide helpful support that enables pupils to make broadly suitable progress. A few of these lessons are particularly effective and ensure that pupils make secure progress. In a minority of lessons, teachers do not plan well enough and often do not allow pupils to develop and learn independently. These teachers' expectations are too low and pupils make limited progress in their lessons. The school's general approach to assessment does not enable teachers or pupils to understand what they are doing well and what they need to improve well enough.

The school's broad and balanced curriculum is enhanced by a range of valuable extra-curricular activities and a variety of academic and vocational options. However, there are insufficient opportunities for pupils to develop and apply their skills across the curriculum. For example, across all subjects, pupils produce relatively little written work.

Leaders and staff have a clear aspiration to support pupils' well-being. The school works well with external agencies and offers a wide range of provision to address pupils' needs. However, leaders' quality assurance of this provision is not sufficiently robust and the reasons why pupils are selected for different provisions are not clear enough. The school has started to address the requirements of the Additional Learning Needs Education Tribunal (Wales) Act, but the provision and strategic oversight of this area of work is underdeveloped and only a few pupils have individual.

Recommendations

- R1 Improve strategic leadership and accountability at all levels, including the school's approach to self-evaluation and improvement planning
- R2 Improve the provision and strategic approach to supporting pupils' attendance and behaviour
- R3 Improve the quality of teaching and assessment
- R4 Improve the strategic leadership and quality of the provision for pupils with additional learning needs (ALN), and the general oversight of the range of provisions offered to all pupils in need of additional support
- R5 Improve the provision to develop the standards of pupils' skills
- R6 Address the issue regarding site security at the front entrance of the school

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 on a termly basis.

Main evaluation

Learning

In a majority of lessons, pupils make broadly suitable progress and in a few of these lessons they make secure progress. In a minority of lessons, pupils do not make sufficient progress due to weaknesses in teaching. A few pupils make only limited progress because of their poor behaviour and negative attitudes to learning.

A majority of pupils have suitable recall of prior knowledge and are able to apply this to new contexts. For example, in design technology pupils use subject specific terminology effectively to explain their design considerations when designing a moving toy 'jitterbug'. A minority of pupils struggle to recall prior learning and to apply their knowledge and understanding.

When encouraged to do so, a majority of pupils are eager to contribute to class discussions. They make sensible points and explain their views clearly. These pupils listen respectfully to staff and their peers. A minority use key terms accurately. A few pupils express themselves confidently and have a sound vocabulary. However, a minority of pupils possess a very basic vocabulary and struggle to recall key terms or use them appropriately. These pupils do not listen well enough and often fail to engage with classroom discussions or only offer short, underdeveloped answers. In some cases, this is because the teacher answers for the pupils or moves on too quickly rather than waiting for and supporting pupils to respond.

Across the curriculum, pupils produce relatively little written work. In particular, they do not develop their extended writing skills well enough or write for a suitably broad range of purposes and audiences. In addition, pupils do not develop their independent writing skills sufficiently, often because tasks are too heavily scaffolded. When given the opportunity, the majority of pupils are able to write clearly, organising their work appropriately. They write suitably for a narrow range of purposes and audiences. In general, these pupils use punctuation accurately and have a suitable command of vocabulary. A few pupils write imaginative, creative pieces, and make effective use of literary devices and writing techniques to add colour to their work, such as when writing descriptively in English lessons. The majority of pupils make frequent spelling errors and a minority fail to use punctuation accurately.

When reading, many pupils are able to locate facts suitably and a majority have an appropriate, basic understanding of texts studied. A minority understand implied meaning well and engage with language effectively. A few pupils are particularly sensitive and mature in their reading of texts, such as when reflecting on the poet's feelings in Dannie Abse's poem about returning to Cardiff. However, in general pupils do not develop their reading skills sufficiently due to limited opportunities to do so. A minority of pupils do not possess reading strategies to help them to understand unfamiliar words.

Many pupils have a good understanding of number bonds when adding a list of numbers and can successfully round to two decimal places when working with money. A majority use multiplication effectively and are able to use addition efficiently to solve problems in geometry and algebra. These pupils are able to recognise the

importance of accurate directed number when solving more complex problems. A majority of pupils struggle to complete multi-step problems, which combine different skills. In a few cases, pupils do not check the reasonableness of their answers when changing improper fractions to mixed numbers. Overall, pupils do not develop their numeracy skills in relevant subjects across the curriculum well enough.

Many pupils access and use basic software efficiently to complete activities in a range of subjects. Many are developing their basic digital skills appropriately for word processing, presenting information and simple spreadsheet work. In a few subjects, they are beginning to develop more advanced digital skills, such as using an application to create their own graphics for use in an animation.

When given the opportunity, pupils enjoy developing their creative and thinking skills. For example, when sixth form pupils present in the style of musical theatre characters in drama and Year 8 pupils apply their thinking skills when discussing and drawing conclusions on who was to blame for the Titanic disaster in history. On the whole, pupils have limited opportunities to develop these skills. Pupils develop their physical skills well through physical education lessons and other practical subjects. For example, pupils apply handling skills deftly when playing a game of basketball.

Overall, the majority of pupils make broadly adequate progress in their Welsh language skills. They recall basic Welsh nouns, adjectives and verbs suitably to produce letters to describe their family life and hobbies and other short pieces of writing in the present tense. A minority understand important grammar rules such as the mutation of consonants following prepositions. Generally, pupils make limited progress in their oracy skills. The majority of pupils read short and basic Welsh texts with ease and are successful in gathering information from these texts. They have a suitable range of vocabulary, which helps them identify details such as age, family, hobbies and personality when reading short passages about famous people. A few more able pupils have a good grasp of grammar and produce extended sentences with reasonable accuracy and use a suitable range of tenses. Other pupils make frequent grammar errors in their written work in Welsh. In particular, younger pupils have weak writing skills. They rely heavily on vocabulary lists to write short, sentence level phrases.

Well-being and attitudes to learning

Many pupils are welcoming and friendly towards visitors and other adults and a majority are able to speak confidently about their school. The extensive extra-curricular opportunities such as steel pans, sporting activities and chess club are well attended by pupils. These help them to develop their social and physical skills.

Most pupils know who to go to for support. A majority feel safe in school and feel that they are well cared for by staff. However, a few pupils feel that bullying is an issue and that this is not dealt with effectively by the school.

In lessons, a majority of pupils settle quickly to tasks, are able to sustain concentration well and avoid distractions. These pupils show an interest in their learning and are able to work well with others, behaving with respect. However, a minority of pupils are late to lessons, do not listen well enough and chat when others are talking. These pupils are easily distracted and often fail to engage in lessons. A

few pupils are slow to complete tasks and struggle to interact constructively with others. A few pupils are disrespectful and do not behave well in lessons. Similarly, a few pupils misbehave during social time.

Overall, pupils do not develop their independent learning skills well enough and are often overly reliant on examples or scaffolding from teachers. This is because they are not given adequate opportunities to apply their skills or to work on their own. A majority of pupils do not take sufficient pride in their work. Their books are often untidy and contain unfinished work or gaps.

Sixth form students are particularly engaged and focus well in lessons. They play a key role within the school by developing their leadership skills through supportive mentoring roles. Pupils throughout the school benefit from participating in opportunities to develop their leadership skills via a variety of school groups such as the school council, Black, Asian and Minority Ethnic and LGBTQ+ groups. They also develop their citizenship and leadership skills through organising fundraising for the NHS Shine Bright appeal or planning a cultural day to develop pupils' understanding of equality and diversity. However, the school council and other pupil groups do not communicate the outcomes of their work to other pupils well enough.

Attendance is notably low and persistent absence is high. This is a significant concern.

Teaching and learning experiences

The school provides a broad and balanced curriculum that builds suitably on pupils' learning from previous stages. It is enhanced by beneficial educational visits and extra-curricular activities such as the Science, Technology, Engineering and Mathematics (STEM) club, whose members are currently building an arcade machine. At Key Stage 4, pupils can choose from a range of meaningful pathways that include a variety of academic and vocational options. These can be combined flexibly to suit individual needs and aspirations. For example, Key Stage 4 pupils benefit from in-house provision for hair and beauty. The comprehensive sixth form curriculum is delivered in partnership with another local school.

The school offers a wide range of alternative provision for pupils who struggle to access mainstream provision. For example, the 'Successful Futures' provision has re-engaged pupils at risk of exclusion. However, there is insufficient strategic oversight of the range of alternative provision delivered by the school or by external providers. The school has not monitored or evaluated this provision to ensure that schemes of learning are suitable for pupils' stage of learning, meet statutory requirements and do not limit pupils' progress.

The newly appointed literacy co-ordinator and digital competence framework (DCF) co-ordinators have suitable plans for the development of pupils' skills. Staff have started to receive useful guidance from co-ordinators. There is helpful provision in form time to develop pupils' numeracy skills and literacy skills. The school uses standardised assessments appropriately to identify areas for development in pupils' skills and those pupils who require intervention. However, the role of co-ordinators and other middle leaders in developing curriculum provision or in monitoring and evaluating the impact of provision on pupils' skills is limited. The strategic planning

for and implementation of meaningful opportunities for pupils to practise and apply their skills across the curriculum are underdeveloped.

Many departments have developed new, bespoke schemes of work to implement their plans for a Curriculum for Wales in Year 7. A few of these departments give appropriate consideration to the progressive development of pupils' knowledge and understanding. However, too many departments focus too heavily on content and do not focus enough on improving pupils' cross curricular skills or the quality of teaching.

A few curriculum areas are beginning to consider how their curriculum celebrates and reflects the context of Wales. There are a few references to Welsh history and culture through posters around the school about influential Welsh women from Barry such as Dr Jennifer Millard, Gwen Hinds-Payne, Julia Gillard and Sophie Ingle. However, the school does not promote the Welsh language or celebrate the culture and heritage of Wales well enough. Overall, leaders do not give sufficient consideration to how well the wider curriculum covers important aspects of provision. These include the school's local context, the culture and languages of Wales as well as the contributions, stories and experiences of Black, Asian and minority ethnic communities.

Provision for personal and social education sessions and assemblies is comprehensive. For example, it supports pupils to develop a greater understanding of healthy lifestyles and relationships, and how to improve their mental health and well-being. First hand evidence from pupil surveys and focus groups is used effectively to inform the development of this provision. The school works well with a wide range of partners to enhance its work in this area, such as through its involvement in projects promoting the benefits of health screening.

Most teachers foster positive working relationships with pupils as they greet them at the classroom door and establish positive learning environments. In a majority of lessons, teachers manage pupils' behaviour well and ensure that pupils engage positively with their work. However, in a minority of lessons teachers do not manage pupils' behaviour well enough. They do not use the school's behaviour management strategies consistently and allow poor behaviour to impede pupils' learning. With the exception of a few subjects, teachers' expectations of the amount and quality of work pupils should complete are too low.

Most teachers have sound subject knowledge and use and explain subject terminology appropriately. The majority of teachers plan their lessons suitably and provide a range of useful activities that allow pupils to develop their knowledge and understanding and make progress. These teachers give clear instructions and explanations. They select a suitable range of teaching strategies to support the learning. For example, they model tasks to help pupils to understand how to complete and improve their work. In these lessons there is a suitable pace to the learning and teachers set broadly appropriate expectations. The majority of teachers use questioning suitably to check pupils' understanding. In a few instances, teachers use probing questions and encourage pupils to develop their answers.

In a minority of lessons, teachers do not plan lessons suitably. In these lessons, teachers either over-model the work and do not allow pupils to develop independently or provide lengthy explanations leading to pupils losing interest in their

learning. Generally, activities are set to keep pupils busy, and they focus on what pupils will do rather than what they will learn. In these lessons teachers do not question pupils well enough. Their questioning does not challenge pupils to extend their explanations and develop their thinking. The pace of learning is too slow and expectations are too low. Consequently, pupils lose interest, become disruptive and make limited progress.

Many teachers provide pupils with useful verbal feedback when circulating the classroom. However, in general books contain little or no written feedback. In the very few cases where comments are seen these are often unclear or overly generous in their praise of very modest work. Pupils complete regular assessment tasks in every subject but these are often basic and offer little challenge, especially for younger pupils. Overall, teachers' understanding of pupil progress is not based on sufficiently robust assessment information. As a result, teachers and pupils are unclear regarding the overall progress that they are making in their learning. In general, the assessment information feeding the school's monitoring and tracking system, as well as the interim and annual reports, is not sufficiently reliable or accurate.

The school's policies and strategies to improve teaching and assessment are based on a range of current research. However, there are many of them and they have not always been communicated effectively or adapted well enough to the context of the school. As a result, they are often misunderstood and the proliferation of strategies leads to confusion.

Care, support and guidance

There is a positive culture of supporting pupils' well-being at Pencoedtre High School. There is an extensive range of provision to support pupils' needs and address a range of issues. Leaders place a strong emphasis on alleviating the impact of poverty on pupils' lives. For example, the valuable after school extra-curricular programme includes sporting, creative and wider activities. This provision extends the school day up to 6pm and includes a free hot meal for all pupils who attend. This is a notable feature.

The school works closely with a wide range of external partners to support pupils' well-being. For example, partners from charities such as Barnardo's provide counselling services for pupils. The school also works effectively with local primary schools within their cluster to support pupils and their parents as they transition to secondary school.

The school has appropriate provision to support pupils' spiritual, moral, social and cultural development. This is delivered through the religion, values and ethics (RVE) curriculum and the PSE programme, supported by assemblies and form periods. A multi faith room was established in response to pupils' request. Pupils receive appropriate impartial guidance and advice on career choices.

There is a range of onsite provisions to support pupils with a variety of issues including behaviour and emotional difficulties, and anxiety. The school also works with outside providers to offer beneficial offsite work experience and apprenticeships for specific pupils. However, the criteria for how pupils are selected to access the

offsite and onsite additional provision are unclear and the quality assurance of this provision is not robust enough to ensure that pupils are receiving the most appropriate intervention to meet their needs.

The school has started to address the requirements of the Additional Learning Needs Education Tribunal (Wales) Act. Staff have produced appropriate individual development plans and one-page profiles for only a few pupils with additional learning needs. However, these plans are not always useful and are not being used effectively in mainstream teaching to support pupils with their learning. In addition, leaders do not track the progress of pupils with additional learning needs well enough. There is an intervention programme to support pupils with weak literacy and numeracy skills but arrangements to quality assure this are not in place.

The school has a wide a range of provision for pupils with additional learning needs. This includes the 'Rise' provision that supports Year 7 and 8 pupils in need of additional help with their reading and numeracy skills. However, leaders have not planned these provisions strategically to ensure that they support pupils' progress or prepare them well enough for mainstream lessons.

Staff in the Autistic Spectrum Condition (ASC) satellite class have a sound understanding of individual pupils' needs. They provide effective support to meet their social, emotional and educational needs.

The school strives to encourage good attendance through its ethos and values, and leaders are developing a range of strategies to improve attendance. However, this work is not sufficiently strategic and leaders lack a robust understanding of the issues affecting attendance. There is a lack of a systematic approach to monitoring, tracking and responding to pupil absence. As a result, attendance is not improving. The school's protocols to monitor and support the attendance of pupils at risk of harm are suitable. However, arrangements to identify the whereabouts of all pupils at all times of the school day are not sufficiently robust.

The school has recently developed a new approach to behaviour management and this is beginning to have a positive impact. There is an extensive range of strategies and interventions to support pupils' well-being and manage behaviour. In particular, pupils appreciate the focus on positive behaviour through the rewards and praise system. The recent introduction of a behaviour tracking tool provides extensive data. However, this data is not being used effectively enough and the monitoring and evaluation of the systems to support behaviour are not well developed, which limits their impact.

Safeguarding arrangements and procedures are well understood by pupils. All staff receive regular safeguarding and child protection training and are clear about the school's practices for safeguarding pupils. Staff respond to safeguarding concerns promptly and diligently and make the necessary referrals to outside agencies. Leaders follow appropriate procedures to ensure the suitability of staff and others who are in contact with pupils, and maintain accurate records.

Overall, the school responds to instances of bullying appropriately, with the aim of rebuilding relationships. However, a few pupils feel that the school does not always deal effectively with incidents of bullying.

There is unsatisfactory security at the front of the school site and this is a health and safety concern.

Leadership and management

The school has experienced a number of significant contextual challenges since it was established in 2018 and in particular during the past two years. The current headteacher came into post during the COVID-19 pandemic in 2020 and whilst the school was still in the early stages of significant change. This change includes the start of co-educational provision through the amalgamation of two schools as part of the Barry Schools' Transformation Programme, the formation of a joint sixth form and the transition to a new building. The headteacher is supportive of staff and pupils and is approachable and forthcoming. The headteacher and executive headteacher articulate an aspirational vision of creating a learning environment where all pupils are valued and where they gain appropriate skills and knowledge to realise their goals. However, leaders have not been sufficiently effective in improving important aspects of the school's work.

Leadership roles and responsibilities are shared across a large team of senior leaders. There are shortcomings in the distribution of senior leadership roles and responsibilities. Roles are disorganised and lack clarity. In most cases, responsibilities within individual senior leaders' posts are duplicated in other senior leaders' posts. There are too many leaders involved in the same aspect of the school's work, such as teaching and learning experiences and inclusion. Overall, there is a lack of strategic co-ordination of senior leaders' work, and this leads to a lack of clear and consistent direction for staff.

The school has provided temporary opportunities for other staff to lead on specific projects, such as closing the gap in achievement for pupils eligible for free school meals and raising awareness of equality and diversity. Whilst a few of these aspects are broadly relevant, nearly all these projects either concern aspects for which senior leaders are directly responsible or are similar to roles other staff carry out voluntarily. The aims and success criteria for these temporary projects are ambiguous and processes to measure their impact are unclear.

Line management arrangements are generally sufficient. Senior leaders meet regularly with the middle leaders that they manage and provide suitable accountability in a few areas. For example, they discuss and plan interventions for pupils who underachieve or cause concern and consider some aspects of provision and leadership. In departmental meetings, middle leaders spend considerable time discussing individual pupils' engagement and a few relevant aspects of provision. Generally, curriculum middle leaders are very supportive of the staff within their departments and provide clear direction on delivery of the subject schemes of work. However, there are common shortcomings in how leaders at all levels hold others to account for their work. There is limited professional discussion in line management meetings on important aspects such as pupils' standards and the quality of teaching, and on planning for the progressive development of pupils' skills.

Leaders have identified the school's broad areas for improvement, which cover important aspects such as teaching and learning and promoting pupil well-being. However, the school's self-evaluation processes are not sufficiently comprehensive

or robust and, as a result, improvement planning is often ineffective. Leaders do not strategically plan or share with staff an agreed series of quality assurance activities to take place throughout the academic year. Senior leaders make use of only a narrow range of information for self-evaluation and improvement planning purposes. Middle leaders are currently not involved in this process. Whilst the information gained from quality assurance activities informs planning for improvement in a few aspects, there is not enough detailed and accurate evaluation of pupil standards or the quality of teaching and assessment to help leaders identify specific enough strengths and areas for development. Leaders' evaluation of standards and skills in lessons and pupils' work is undeveloped, and their appraisal of teaching is limited to the use of resources and a narrow range of assessment strategies.

Departmental improvement plans contain actions that are too generic or broad and are often difficult to measure. In most cases, monitoring of these actions involves a narrow range of quality assurance activities. Heads of department produce broadly helpful termly progress review reports, which they discuss with their line managers. Following quality assurance activities involving only senior leaders, these senior leaders produce a departmental action plan for the department they line manage. In many cases, actions within these plans do not correspond with those within the departmental improvement plans and it is not clear which document has priority.

Performance management processes are generally sound. Objectives are linked to whole school and departmental priorities as well as personal aspirations. Leaders have begun to consider aspects of professional learning to support staff development. For example, the recently introduced weekly 'Culture for Learning' programme involves helpful short sessions for staff to share good practice in aspects of teaching. However, leaders do not have a sufficiently strategic approach to planning professional learning or to evaluating its impact on standards and provision. Professional learning opportunities do not focus closely enough on important aspects that need improvement such as leadership at all levels, departments in need of support, teaching and assessment. As a result, professional learning has had limited impact on the school's work.

The executive headteacher, together with the business manager and relevant governors, manages the school budget suitably. Governors have vast experience in finance matters, know the school well and offer beneficial support. Their role as critical friend is developing suitably and is effective in a few areas, such as the curriculum offer for pupils who are at risk of disengagement and ensuring appropriate arrangements for healthy eating and drinking.

Overall, leadership has had a generally positive impact on some national priorities such as reducing the effect of poverty on pupils' lives. The school provides considerable support and helpful resources, food and clothing for vulnerable pupils and those from low income families. The school is beginning to focus on planning for a Curriculum for Wales and has provided suitable opportunities for staff to collaborate in order to plan and trial new material. However, the strategic planning in response to this and other national priorities such as Welsh language development and implementation of the ALNET Act 2020 is underdeveloped.

Recently, senior leaders have re-considered the school's ethos and values. They have refreshed their priorities and are now focused on improving standards of

behaviour and attitudes to learning. However, there remains a lack of strategic approach to improving other important areas of the school's work. These include teaching, assessment and the provision for skills, processes to monitor attendance, the co-ordination of ALN and inclusion, and developing leadership at all levels.

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

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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