



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

A report on

Ysgol Dyffryn Nantlle

**Kings Road
Penygroes
Gwynedd
LL54 6RL**

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 Ysgol Dyffryn Nantlle

Name of provider	Ysgol Dyffryn Nantlle
Local authority	Cyngor Gwynedd
Language of the provider	Welsh
Type of school	Secondary
Religious character	None
Number of pupils on roll	401
Pupils of statutory school age	362
Number in the sixth form	39
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the secondary sector is 18.5%)</i>	14.3%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the secondary sector is 23.0%)</i>	29.3%
Percentage of statutory school age pupils who speak Welsh at home	82.9%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	31/01/2015
Start date of inspection	14/11/2022

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from 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 school's SEN/ALN register.

Overview

Following a challenging period in the school's history, the headteacher's strong leadership, with the support of the governors and her management team, has ensured a number of important improvements. The school has a familial, Welsh ethos and pupils take pride in their Welshness and believe that there is 'Nowhere like Nantlle'. There is now a strong ethos of teamwork among the staff and, over the last eighteen months, clear line management structures have been put in place. Since September, levels of accountability have increased and leaders and staff are now held accountable for the quality of provision that they offer to pupils.

The care, support and guidance that the school provides for pupils are a strength. As a result, pupils have high levels of well-being. They feel safe at school and appreciate that they have someone to turn to if they need support. There are a host of opportunities for pupils to take part in extra-curricular activities that enrich their education. Sixth-form pupils make a valuable contribution to school life by supporting younger pupils in a variety of ways.

The senior management team has a good understanding of the main strengths and areas for improvement and has prioritised wisely. There are purposeful plans to address these priorities and a number of the actions have already borne fruit. For example, there are clear processes to improve pupils' behaviour. As a result, most pupils now behave well in their lessons and around the site. However, there is inconsistency in leaders' understanding of the exact areas that need to be improved in pupils' learning and the quality of teaching.

The school plans purposefully to develop pupils' literacy skills. There are valuable opportunities within language subjects and across the curriculum for pupils to develop their reading skills, write at length and discuss orally. Most teachers are caring and succeed in creating a productive environment for learning. In lessons and over time, many pupils make suitable progress. However, in around half of lessons, there are shortcomings in teaching, which means that pupils do not make as much progress as they could. There are not enough high-quality opportunities for pupils to develop their numeracy skills, digital skills and their ability to work independently.

Recommendations

- R1 Improve the quality of teaching and ensure that strong practices are disseminated
- R2 Reinforce leaders' ability to identify specifically the strengths and areas for improvement in learning and provision
- R3 Improve provision to develop pupils' numeracy skills, digital skills and independent learning skills

What happens next

The school will draw up an action plan to show how it will address the recommendations. Estyn will review the school's progress.

Main findings

Learning

In lessons and over time, many pupils, including those with additional learning needs, make at least suitable progress in their subject knowledge and skills. Around half make good progress and, in a few cases where teaching is very effective, pupils make swift and strong progress. In a few lessons, pupils make limited progress. This is mainly due to shortcomings in teaching or the negative attitudes of these pupils to their learning.

A majority of pupils recall previous knowledge appropriately and a minority apply their knowledge appropriately to new situations. For example, in their Welsh lessons, pupils use their previous knowledge of various writing styles to produce successful descriptive pieces about a scene at a fair.

Many pupils listen attentively and carefully to teachers' instructions and the contributions of their peers. Many pupils respond eloquently orally in both languages. Pupils at Ysgol Dyffryn Nantlle take pride in their Welshness and, when given an opportunity to do so, many contribute productively to group work, speak fluently and give extended answers. For example, pupils explain their ideas clearly when they consider the positive and negative influences of social media on different people. However, a minority of pupils do not consider the nature of their audience carefully enough when speaking. In formal situations, they include slang and English words in Welsh sentences. In a minority of cases, due to the nature of teachers' questioning, pupils only give short verbal answers.

Many pupils read texts in detail successfully to obtain information. They read aloud confidently, for example when reading various texts on the 'Welsh Not' in pairs. They are able to identify and understand the effect of main style features successfully in extended literary and non-literary pieces in both languages. More able pupils succeed in producing mature and perceptive analyses of the content and style of written pieces. For example, in their Welsh lessons, they make perceptive comparisons of the poems '*Rhaid Peidio Dawnsio*' by Emyr Lewis and '*Hedfan*' by Grug Muse by analysing the use of vocabulary, adjectives, contrast and register. In their history lessons, they question the reliability of sources when considering why the invasion of Czechoslovakia was significant to British foreign policy before the Second World War. A few pupils have weak reading skills. They have limited vocabulary and find it difficult to pronounce words correctly. These pupils give answers that are too superficial when completing reading comprehension tasks or when analysing written texts.

Many pupils write at lengths fluently and fairly correctly in both language and convey their ideas clearly. In their music lessons, pupils write extended pieces successfully that convey the main musical differences between two versions of the song 'It's a Hard Knock Life' from the film 'Annie' and explain clearly which one they prefer. Many organise their work appropriately into paragraphs. They demonstrate an appropriate understanding of syntax and grammar and have a sound understanding of the rules of mutation. However, a few pupils make basic language errors consistently when writing at length, for example when writing a report to governors on

the importance of digital resources to support pupils in their learning, writing travel diaries and writing stories in a Gothic style. More able pupils show strong creative skills and use a wide range of appealing and interesting vocabulary when writing an imaginary survival story.

A majority of pupils have appropriate number and measuring skills and use them correctly to make calculations. A few pupils have strong number skills. For example, in their science lessons, pupils use their understanding of place value and percentages to calculate the percentage of energy that converts into carbohydrates as a tree absorbs energy. However, the skills of a minority of pupils are not sound enough. They do not have a good enough understanding of number concepts and this limits their ability to apply their understanding to new situations. A majority of pupils analyse data suitably. They produce graphs correctly and analyse them successfully to come to sensible conclusions. A minority of pupils struggle with data work. They do not always draw suitable scales when plotting graphs and do not analyse information correctly.

Overall, pupils make appropriate progress in their digital skills. For example, they create interesting and attractive videos and use specialist software successfully to design three-dimensional objects in their technology lessons.

When they are given an opportunity to do so, pupils make beneficial development in their thinking skills. For example, in their English lessons, they consider the effect of emotional language, prejudice and the use of different language registers on the reader. Many pupils make sound progress in their creativity. For example, pupils create skilful creative work when emulating the work of Kyffin Williams in their art lessons. Year 7 pupils create appealing projects on the topic of 'Wales' as part of a Curriculum for Wales project. Overall, pupils make sound progress in their physical skills. For example, in their physical education lessons, they evaluate and improve their technique skilfully when undertaking a variety of circuit activities.

Overall, pupils in the sixth form make sound progress in their subject skills. They recall previous learning successfully, for example when using their understanding to explain complex concepts relating to serial dilutions in their biology lessons. They have very positive attitudes to learning. They are proud to be pupils at the school and contribute extensively to the life and community of the school. Sixth-form pupils discuss eloquently and develop mature ideas when studying their A-level subjects. For example, in their history lessons, they produce extensive essays of a high standard on civil rights in the United States and the way that this has changed over time.

Well-being and attitudes to learning

Most pupils at Ysgol Dyffryn Nantlle take pride in being part of the school's family and benefit from its caring, close-knit, Welsh community. They embrace the belief that there is 'Nowhere like Nantlle'. They take pride in the school's close links with the local community and the nearby primary school. These links have led to a project to create impressive murals around the school and pupils take great pride in them.

Most pupils have positive attitudes to school life and show strong social skills when interacting maturely with staff, visitors and their peers. They feel safe at school and

say that they are free from bullying and know whom to approach if they need support. Many say that teachers and support staff take care of their well-being and respect their views. They value the wide range of well-being support that is available, such as the 'Skills Centre', the 'Pastoral Room' and support from the welfare officer and the well-being and inclusion officer.

Pupils benefit from purposeful opportunities to express their views through class forums and the school council. Through pupil's voice activities, they have given feedback and contributed to changes to units of work and some aspects of the school's work. As a result of input from pupils, there have been significant improvements to the outdoor area.

Many pupils understand the benefits of making informed choices about eating and staying healthy. They take advantage of the wide range of sports clubs that are available during lunchtime and after school. Pupils also develop strong social skills by taking part in a variety of valuable extra-curricular activities, such as the drama club, the creative writing club, the art club and choirs.

Sixth-form pupils are commendable ambassadors for the school. They are sociable and speak maturely, respectfully and confidently with visitors, staff and pupils of all ages. They make a valuable contribution to school life and many undertake leadership roles. They chair and steer the school council and its sub-committees and lead various clubs, such as the history club for the school's younger pupils. They provide valuable support while acting as caring duty prefects. They also act as supportive mentors as 'Skill Buddies' for pupils with additional learning needs (ALN).

Most pupils behave well in lessons and around the school. They arrive punctually for lessons, settle quickly and get on with their starter tasks. Many pupils show positive attitudes to learning and an interest in their work. Many listen respectfully to the teacher and to the contributions of their peers, and a majority engage fully when completing tasks and responding to feedback from their teachers. However, a few pupils do not concentrate well enough on their work and talk to their peers instead of persevering with tasks and completing them to the best of their ability.

Teaching and learning experiences

Most teachers have sound subject knowledge. They are supportive of pupils and foster a productive, caring and constructive working relationship with their classes. Many teachers have effective class management and address any negative attitudes in a timely manner.

Many teachers give clear explanations and use appropriate resources to support learning. Throughout the school, activities are planned appropriately to ensure that many pupils make at least suitable progress. They question pupils to test their knowledge and support learning by giving pupils beneficial individual feedback while they work.

Many teachers are good language models and ensure that pupils develop their understanding and use of subject terminology effectively. However, in a minority of cases, teachers do not have high enough expectations of pupils' correct use of Welsh.

Around half of teachers plan effectively for learning. They plan activities and tasks with a high and appropriate level of challenge which develops pupils' understanding and skills effectively. They model work purposefully to ensure that pupils are able to emulate it and make sound progress. These teachers monitor pupils' progress closely, address pupils' misconceptions and use their findings to inform teaching.

In a few lessons, teaching is of a very high quality. In these lessons, teachers have extremely high expectations of what pupils are able to achieve. These teachers are passionate about their area of learning. They plan highly skilfully so that tasks build progressively on pupils' understanding. They ensure that there are valuable opportunities for pupils to develop their thinking skills. They ask incisive and probing questions to encourage pupils to think deeply and broaden their understanding. As a result, pupils genuinely enjoy learning and succeed in completing challenging tasks independently.

In around half of lessons, there are shortcomings in teachers' planning, which reduce the effectiveness of teaching. These include rudimentary tasks that do not build understanding increasingly, lack of effective modelling or teachers over-directing learning. Often in these lessons, teachers' questioning is not probing enough.

Overall, teachers provide useful written feedback on pupils' work. They identify what needs to be done to improve the quality of the work and draw attention to spelling or grammatical errors. In the best cases, teachers provide detailed and purposeful feedback based on high expectations and insist that pupils respond purposefully to these comments and improve their work. However, overall, pupils are not given enough opportunities to respond to comments and improve their work.

The school has purposeful processes and systems for tracking pupils' progress. They analyse information in detail to identify groups of pupils who are underachieving and there are appropriate interventions in place to address any slippage. Leaders use this information appropriately to ensure that departments work together and share strategies that work best for individuals. However, inconsistency in the accuracy of teachers' assessments mean that the tracking processes have not been effective in the past. The school provides useful information for parents through parents' evenings and written reports once a year and progress reports each half term. Reports include useful details about pupils' progress and how they could improve.

The school provides an appropriate curriculum in key stage 3 that engages pupils' interest and provides beneficial opportunities for them to build on previous learning. A wide range of subjects are offered in key stage 4 that succeed in meeting the needs of pupils across the range of ability. As a result of effective co-operation with other providers, the school offers vocational courses both within and outside the school, such as construction, walling and fencing. This succeeds in providing clear and beneficial learning pathways for specific pupils and provision links purposefully with employment opportunities in the local community. Leaders plan skilfully and work together effectively to ensure a rich curriculum for pupils in the sixth form through the Arfon a Môn Partnership. As a result, a wide range of learning pathways are available that meet the needs of pupils across the range of ability within a sustainable model that provides value for money.

The school provides valuable opportunities for more able and talented pupils and some of these projects contribute well to the transition programme from primary to secondary. Projects such as 'Dyffryn Disglair', WoW – World of Work', 'MSparc's Bright Futures' and 'STEM North Wales' provide beneficial opportunities for pupils and, as a result, this succeeds in supporting and raising their aspirations.

Leaders plan purposefully to develop pupils' literacy skills within the language subjects and across the curriculum. There are valuable opportunities to develop pupils' reading skills, in addition to rich opportunities for pupils to write at length. In relevant subjects, there are a few appropriate opportunities for pupils to develop their numeracy skills. However, numeracy provision has not been planned cohesively enough, either within mathematics or across the curriculum, to ensure that pupils make sufficient progress.

Planning to develop pupils' digital skills is in its early days. There are suitable opportunities for pupils to develop their basic digital skills in a minority of subjects. However, there are not enough opportunities for pupils to develop their advanced digital skills.

Leaders analyse a variety of attainment data effectively to identify pupils with weak numeracy and literacy skills and provide appropriate interventions for these pupils.

The school has a clear vision and a sensible timeline for introducing the Curriculum for Wales from September 2023. The school has consulted successfully with stakeholders, such as staff, pupils, parents and the governing body and, as a result, there is a comprehensive process for producing a vision. A specific time has been allocated on the timetable for departments to plan jointly based on this vision and to take advantage of the natural links that arise within their schemes of work. All areas of learning and experience have been experimenting appropriately with materials for the Curriculum for Wales. For example, pupils have enjoyed and have produced work of a high standard while studying themes on 'The National Anthem' and 'Wales' in their Welsh lessons. Staff have received beneficial training to understand the principles of the Curriculum for Wales. However, planning has not focussed adequately on improving the quality of teaching to accompany curriculum planning.

The school has an appropriate personal and social education (PSE) programme. Provision is flexible and, in key stage 3, leaders adapt the programme as necessary in line with pupils' aspirations, events that arise and feedback from questionnaires. The school works with a variety of partners to ensure that appropriate sessions for some themes are taught by experts. For example, the police liaison officer attends the school to deliver lessons on how to stay safe online.

The school has a number of clubs that provide pupils with beneficial experiences across the age range. The Homework Club provides appropriate support for pupils and the debate club provides beneficial opportunities for more able and talented pupils. There is a wide range of opportunities for pupils to represent the school on sports teams and the community choir is a strong feature of extra-curricular provision. Two skiing trips to Austria provide valuable opportunities for pupils to broaden their horizons, along with more local trips to the Wylfa, Beaumaris, field work in the city of Liverpool and an opportunity to visit local theatres and theatres in London to see live performances.

Strategic planning to promote and celebrate Welshness and Welsh heritage is a strong feature. Valuable opportunities are arranged for pupils to be immersed in Welsh culture and take pride in their country's successes. For example, a World Cup tournament was organised with the primary schools with competitions in commentating on football matches and workshops to compose songs about football teams in the area. Gigs with Welsh pop bands are organised for older pupils. The school's annual Eisteddfod is an important event for pupils and staff and is a means for the whole school community to celebrate their Welshness. Ysgol Dyffryn Nantlle Community Choir has been relaunched recently to take part in the Christmas concert and in the Llŷn and Eifionydd National Eisteddfod.

The school provides beneficial opportunities for pupils to learn about the importance of diversity. For example, they study the history and experiences of Black, Asian and Minority Ethnic and LGBT+ communities in units of work in Welsh, English, humanities and PSE lessons. The school's LGBT+ club also provides extra-curricular opportunities for beneficial support for pupils to discuss their experiences.

Care, support and guidance

Ysgol Dyffryn Nantlle is a caring, inclusive, Welsh community that places pupils' personal needs at the heart of everything. As a result, the positive relationship between most pupils and staff is an excellent feature.

Provision for well-being is a strength and staff identify the pupils who have access to support very well. Specialist staff work closely with pupils who attend the 'Skills Centre' on effective intervention programmes that respond purposefully to their specific needs. The 'Pastoral Room' provides valuable support for pupils who need additional support to access the curriculum for various reasons. Staff support them to improve their behaviour to re-engage with their work and make progress.

Through all well-being work, the school places a strong emphasis on reducing any obstacles to learning. They provide effective support to address a variety of issues and go above and beyond to ensure that all pupils have equal opportunities. For example, the school provides support for families with the cost of food, school uniform and hygiene products.

Pupils with additional learning needs (ALN) receive purposeful support that is tailored by a team of staff that ensures care and progress. The additional learning needs coordinator (ALNCo), along with other members of the team, reviews and adapts provision regularly in line with pupils' individual needs. Pupils with more profound needs have access to personalised provision to improve their personal and social skills; for example, 'horse therapy', where being outdoors provides therapeutic and educational benefits, and art therapy, which provides an opportunity for pupils to reflect on their thoughts and feelings through images. As a result, pupils who attend the 'Skills Hub', the 'Pastoral Room' and those who receive provision from the well-being and inclusion officer, receive purposeful support and feel safe and happy.

Processes for monitoring and tracking pupils with ALN are sound. They have one-page plans (IDPs), which include contributions by pupils and their families and are shared with staff appropriately. The ALNCo has begun to work with teachers and departments to support their planning and to provide strategies to help any pupils

with ALN in the mainstream. However, teachers do not always plan lessons carefully enough to ensure that activities across the curriculum are tailored suitably enough to pupils with ALN or those who are more able.

The school promotes spiritual, moral, social and cultural development well. This is done through assemblies, '*munud i feddwl*' ('a pause for thought') activities and through the appropriate personal and social education programme. Leaders have made good use of questionnaires and pupils' views to tailor provision. For example, they have created a series of lessons on diet and mental health after discovering concerns. The school provides good opportunities for pupils to influence school life and the school council meets regularly to discuss important issues. Clear actions are agreed in meetings and outcomes are shared regularly with the rest of the school.

The school works appropriately with external partners to ensure personal support that focuses on pupils' emotional and well-being needs. The school works effectively with the local authority's inclusion service, the police and health services to ensure that all pupils receive the support they need to attend school and be successful.

The school has robust systems in place to monitor and promote good attendance. The school adopts a number of its own purposeful strategies and works effectively with the local education authority to support pupils to return to school.

The school has a robust safeguarding culture. Staff respond to safeguarding concerns promptly and purposefully. The school makes the necessary referrals to external statutory agencies and provides support for pupils, where necessary.

Leadership and management

The headteacher has a clear and ambitious vision that is based on creating an inclusive community school that celebrates the area and the unique talents of the Nantlle Valley. The headteacher and her leadership team aspire to see all pupils thrive, whatever their background and needs. She communicates her vision eloquently and convincingly to all stakeholders and the local community. She is a headteacher who is visible around the school, listens regularly to all stakeholders and is an influential role model. In a short period, she has raised the morale of staff and pupils, has identified and promoted their talents and has engaged purposefully with the community. This has contributed to a strong sense of belonging and joint aspiration among stakeholders.

Staff and pupils embrace the school's new motto, 'Nowhere like Nantlle – Succeeding Together', and develop increasing pride in being part of a new organisation under the leadership of the headteacher. The school's aims and objectives are clear and aspirational. They are based on establishing the school as a safe and beneficial space for all pupils and staff, ensuring clear lines of communication, raising standards and improving the quality of teaching and provision.

The headteacher is supported robustly by the rest of the senior management team. A minority are new to the role but are developing well in their ability to lead and manage. The senior management team prioritises and provides strong support for staff well-being, for example through regular meetings of the staff well-being

committee. Leaders at all levels have recently developed a clear understanding of expectations in relation to professional commitment and performance. Staff are provided with relevant support to improve their practice, develop in their roles and gain beneficial management experience. There are comprehensive arrangements to address issues that need to be improved quickly and the headteacher deals robustly with any instances of underperformance. Performance management arrangements are appropriate, on the whole, and align with the school's priorities.

The school is continuing to improve and strengthen productive and positive relationships with parents and the community. The school has recently increased the opportunities to seek the views of stakeholders about the quality of its work. Leaders ensure beneficial opportunities for pupils and parents to express their views on the school's work, including questionnaires, specific meetings and discussions with influential members of the community. Recently, this has led to a significant improvement in the school's facilities and appearance. Inspiring artwork on the school's internal and external walls is also a source of pride for pupils and staff and contributes to the homely feel that exists.

Appropriate attention is given to national priorities. Strategic planning to develop pupils' literacy, Welshness and appreciation of Welsh heritage is very effective. On the whole, the school is preparing productively to implement the Curriculum for Wales. However, strategic planning to develop pupils' number and digital skills is not sound enough.

The school has purposeful strategic plans to reduce the effect of poverty on educational attainment. Valuable training has been provided to help staff better understand the effects of poverty and deprivation on children's attainment and well-being, such as the effect of trauma and how to respond better to emotional and behavioural issues. Leaders have created additional new jobs to address well-being issues, such as the well-being and inclusion officer and the community schools manager. The school also funds a county welfare officer directly to respond to the persistent absences of a very few pupils following the pandemic. The school is progressing successfully with its plans to create a community hub for the use of families and pupils in the evenings, which will include resources such as washing machines for the use of families who are in need.

There are regular and purposeful line management meetings. Meetings of the senior management team are strategic and focus on important issues. There are now more regular and purposeful management link meetings between members of the senior management team and middle leaders and accountability is a strong feature. There is an appropriate focus on important elements, such as teaching and learning and improving provision. Overall, departmental meetings give appropriate attention to these issues.

The school organises a full series of appropriate self-evaluation activities. These are noted clearly on the 'Management Calendar', which includes details of continuous activities to ensure quality, such as scrutiny of pupils' work, lesson observations, setting and reviewing targets, developing curricular issues and responding to information about pupils' additional learning needs. Throughout the school, leaders at all levels develop their ability to identify and discuss strengths and shortcomings in pupils' standards appropriately across the school and to identify strong features in

teaching and those that are in need of improvement. However, leaders do not give enough consideration to subject skills, literacy and numeracy skills and pupils' ability to work independently when evaluating provision.

Leaders have identified many priorities for improvement and have focused sensibly on the main issues for improvement immediately. School and departmental development plans are structured appropriately. However, many of the actions within the improvement plans relate to raising standards and improving provision for pupils in Year 11 and the sixth form and not enough attention is given to improving the quality of teaching and younger pupils' skills.

Over time, the school has developed a valuable culture in which staff are keen to develop professionally and to undertake activities and training to improve their professional practice and knowledge. Staff have recently received valuable training to help them to forge constructive working relationships with pupils and this has had a very positive effect on their practice.

A skilled senior leader ensures that whole-school, departmental and individual professional learning activities link directly to the school's priorities and performance management arrangements. The extensive programme of professional development activities includes purposeful activities to support the development of the curriculum, some aspects of teaching and leadership through the '*Môr a Mynydd*' (Sea and Mountains) network. There are valuable opportunities for staff to develop professionally and discuss good practice through a weekly programme of beneficial presentations from various staff on a Friday morning. These presentations place a clear focus on improving teaching. However, the current professional learning arrangements have not had enough of an impact on the quality of teaching or on the ability of leaders to better identify areas for improvement.

Governors understand their responsibilities and fulfil their roles well. They are passionate about the school. The governing body has operated very robustly throughout periods of instability over recent years and this is a strong feature. Members are very supportive of the headteacher and embrace her vision. They are developing increasingly effectively in their role as a critical friend and challenge the school robustly on a number of issues. The governing body takes the responsibility for ensuring appropriate arrangements for healthy eating and drinking seriously and has made beneficial improvements as a result. Governors, the headteacher and the administrative officer manage the school's resources carefully. They prioritise expenditure wisely and make purposeful use of grants, including the Pupil Development Grant.

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/members of the management committee 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, middle leaders 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
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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/>)

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