



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

**A report on**

**Ysgol Maes y Gwendraeth**

**74 Heol Y Parc  
Cefneithin, Llanelli  
SA14 7DT**

**Date of inspection: November 2023**

**by**

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

**This report is also available in Welsh**

**This inspection was undertaken as part of pilot inspection arrangements. As a result, this report may be slightly different in format to other published reports for providers in the sector.**

## About Ysgol Maes Y Gwendraeth

Name of provider	Ysgol Maes y Gwendraeth
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
Religious character	
Number of pupils on roll	1108
Pupils of statutory school age	927
Number in sixth form	181
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 the secondary sector is 20.2%)	12.3%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the secondary sector is 17.8%)	17.5%
Percentage of pupils who speak Welsh at home	56.4%
Percentage of pupils with English as an additional language	
Date of headteacher appointment	01/09/2023
Date of previous Estyn inspection (if applicable)	03/10/2016
Start date of inspection	20/11/2023

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](https://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

The respect between pupils and staff at Ysgol Maes y Gwendraeth and the strong pastoral ethos are notable elements at the school. Staff's care for pupils is clear and they have a good knowledge of them. Pupils express their pride in being members of the school community and most feel that they have someone to turn to if necessary. There is a friendly and welcoming atmosphere at the school and pupils communicate eloquently with visitors. Most pupils show positive attitudes towards their learning and behave very well in lessons. However, pupils' attendance, particularly those who are eligible for free school meals, is not high enough.

In many lessons, good quality teaching means that pupils make sound progress overall. In a few particularly effective lessons where planning is very skilful, pupils make strong and swift progress. In a minority of lessons, pupils do not achieve to the best of their ability because teachers have not planned the lessons carefully enough to provide a suitable level of challenge. In a few lessons, teachers' expectations are too low. Recently, the school has been experimenting with different methods of assessing pupils' work. In some cases, this has led to beneficial feedback for pupils, but in other cases assessment practices is more varied.

The curriculum provides a range of valuable opportunities for pupils both within lessons and outside the classroom. The effect of provision to develop pupils' literacy, numeracy and digital skills can be seen in the positive development that many pupils make in many aspects of their skills. The comprehensive provision for developing pupils as responsible and knowledgeable citizens is notable. A myriad of interesting and relevant experiences is provided for pupils through the personal and social education (PSE) and well-being programme, through opportunities for pupils to express their opinions and lead, and through the advice and guidance given to them about the next steps in their lives, particularly the world of work.

Canolfan yr Eithin is the local authority's specialist centre for pupils with autism. The centre is situated in the heart of the school and its pupils are given every opportunity to engage in school life. The centre's staff provide stimulating areas and opportunities that respond well to pupils' needs and enable them to make good progress. The supportive relationship with the parents of these pupils is an excellent feature.

Although the new headteacher has been in post for less than a year, he is well-respected by staff and pupils and has a clear vision. He has introduced important changes to operate more strategically and support staff well-being. Staff benefit from the strong culture of professional development at the school and the valuable opportunities for them to develop their practice and broaden their experiences.

Leaders at all levels take part in beneficial self-evaluation activities and have a good understanding of the school's main strengths and areas for improvement. Although they use a suitable range of evidence, their use and analysis of this information, particularly data, is not always thorough or incisive enough. As a result, they do not

support the self-evaluation and planning for improvement process consistently in full. Governors are keen to provide Welsh-medium education in the area, but their role as critical friends has not been developed sufficiently.

### **Main evaluation of the sixth form**

Sixth-form pupils are mature and proud pupils. They are enthusiastic ambassadors for the school who take pride in their roles of leading and mentoring younger pupils. In their lessons, they engage fully with their learning and show an interest in their studies. Their oral skills are particularly strong and they can speak fluently and confidently. On the whole, they make sound progress.

## **Recommendations**

We have made 3 recommendations to help the school to continue to improve:

- R1 Improve pupils' attendance and the effect of procedures to do so
- R2 Strengthen the use of data to support the self-evaluation and planning for improvement process and ensure that areas for improvement are incisive enough
- R3 Develop the role of the governing body in full

## **What happens next**

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

Estyn will invite the school to prepare a case study on its work in relation to provision to develop pupils as responsible and knowledgeable citizens, to be disseminated on Estyn's website.

## **Main findings**

### **Teaching and learning**

A notable element of most lessons is the positive working relationships between staff and pupils. Most teachers know their pupils well and their care for them is obvious. They create a purposeful learning environment and have sound subject knowledge. As a result of these stimulating features, most pupils demonstrate positive attitudes to learning, follow instructions promptly and get to work quickly and without fuss. Most pupils behave very well in lessons and many persevere and concentrate well. They work effectively with others and work independently successfully.

Staff at Canolfan yr Eithin know their pupils' strengths and needs well. They have very high expectations of their pupils and celebrate their successes regularly. They foster a close, supportive and caring relationship with pupils and create and maintain a calm and orderly environment. As a result, nearly all pupils at the centre make good progress. Many have good communication skills when talking to each other and adults. They listen carefully to adults and each other and express their aspirations clearly. Pupils with less developed oral skills also have successful ways of communicating. Many have mathematical skills that are in line with their ability. They apply these regularly in everyday situations, such as when visiting a local shop or cooking in the kitchen. Many have good digital skills, in line with their ability, and use them purposefully, for example to access information about Christmas.

The robust teaching of many teachers enables pupils to make good overall progress. A few of these teachers enable pupils to make strong and swift progress due to particularly effective teaching. These teachers are passionate about their subjects, which ignites pupils' enthusiasm. They ask probing questions that challenge pupils and provide immediate feedback which is incisive and deepens pupils' understanding. The level of challenge in these teachers' lessons is high, but their careful planning and skilful modelling enables pupils to achieve to the best of their ability.

Many teachers are strong language models who reinforce subject terminology regularly. They plan their lessons purposefully by providing tasks and activities that reinforce and recall previous learning successfully and build on each other to ensure progress. These teachers provide clear explanations and question pupils regularly to check their understanding. They walk around the class regularly, offering support and giving useful oral feedback. In a majority of these lessons, teachers model and exemplify successfully and make good use of success criteria. They adapt their lessons and the pace of teaching in line with pupils' progress, ability and learning. The level of challenge in these lessons, together with teachers' expectations, is suitable.

In a minority of lessons, although pupils make progress, they do not always make progress consistently or quickly enough. Lessons are not planned carefully enough to respond to the needs of pupils of different abilities by providing a suitable level of challenge, particularly to stretch more able pupils. In these lessons, teachers do not check pupils' progress thoroughly enough or adapt lessons as a result of their findings.

In a few lessons, pupils do not make suitable progress, mainly due to the nature of the teaching and teachers' expectations being too low. In these lessons, teachers have not planned purposefully and there is a lack of challenge. Their explanations are not clear enough and they often over-present. In a few cases, teachers are not effective enough language models. They overuse English words and do not challenge pupils when they do not respond suitably in Welsh.

Many teachers provide beneficial oral feedback when walking around and addressing the whole class. Recently, the school has been experimenting with methods of assessing pupils' work and providing them with feedback. For example, departments

are experimenting with whole-class feedback sheets which provide the class with useful general guidance. As the school is in a period of experimentation, there is variation within and across departments in terms of the effect and quality of feedback and assessment, particularly for individual pupils. As a result, pupils' understanding of what they are doing well and what they need to improve also varies. In a very few cases, pupils are given very little feedback.

Many teachers provide opportunities for pupils to respond to feedback, but their expectations of the nature and quality of these responses vary within and across departments. When expectations are clear, pupils improve their work and skills while completing response tasks, for example when re-drafting their written work in their Welsh lessons. However, where expectations are low or unclear, responses are superficial and improvements are limited.

## **Curriculum**

The school provides a broad and balanced curriculum that meets the needs of the range of learners well. There is inclusive provision for Key Stage 4, which includes a variety of different qualifications through the medium of Welsh, such as further mathematics, engineering and an outdoor course. The school provides an alternative curriculum through a partnership with external providers, for example a local college, for a few specific pupils. In order to expand the offer in the sixth form, the school works successfully in partnership with other schools, for example by offering a criminology course. At Canolfan yr Eithin, teachers plan a purposeful variety of activities and suitable cross-curricular learning experiences.

The leaders of each area of learning and experience have steered an individual vision for the Curriculum for Wales, which aims to realise the four purposes within shared themes. Connections within the areas of learning and experiences are well developed. There is a valuable emphasis on developing subject knowledge and skills within the curriculum for Years 7 and 8. Teachers have experimented with a variety of teaching strategies and ways of working together and have refined their plans accordingly. For example, the humanities area of learning and experience works successfully as one subject in Years 7 and 8. Teachers use the teaching and learning forums productively to discuss pedagogic ways of developing pupils' skills and subject knowledge. There is a suitable plan in place to work with partner primary schools on pedagogy and skills in some areas of learning and experience, but there is less co-operation on aspects such as assessing progress.

There are beneficial opportunities to develop pupils' awareness of the history and culture of the local area, for example, by creating descriptions of Llyn Llech Owain. However, departments do not take full advantage of opportunities to learn about the history and experiences of Black, Asian and Minority Ethnic communities and LGBTQ+ people, or to celebrate diversity and inclusion within the curriculum of the areas of learning and experience.

The tailored personal and social education (PSE) programme is a notable strength. Health and well-being lessons, morning sessions and assemblies support and enrich pupils' spiritual, moral, social and cultural development highly

effectively through themes such as healthy relationships, energy drinks, sleep and vaping. As a result, pupils discuss these issues maturely. The school makes very good use of external agencies, such as the health service, to strengthen provision further. To plan for PSE, the school uses data from the School Health Research Network, listens to parents and pupils and works closely with the community. This means that it plans coherently for a relevant curriculum that responds to issues that arise within pupils' experiences. Work with the local police enables the school to respond to important local issues and take part in social campaigns, for example organising a food bank within the school. Teachers have also been given useful training in terms of suitable pedagogy to develop pupils' social and emotional skills.

There is a wide range of valuable extra-curricular experiences to enrich pupils' learning experiences. These include sports activities, a Scribblers Tour and theatre trips. The school takes advantage of very beneficial links with local businesses and, as a result, pupils are given an opportunity to experience aspects of industry and enrich their curricular experiences. The curriculum provides beneficial opportunities for more able pupils, for example by providing an opportunity to study a GCSE in further mathematics and take part in chemistry competitions.

The school promotes Welshness and the history and culture of Wales effectively and encourages pupils to take part in extra-curricular activities and compete in the Eisteddfod. Pupils of all ages are given an opportunity to join the Welshness forum, which organises events to celebrate the Welsh language and culture.

## **Skills**

The skills co-ordinators work purposefully with staff through the teaching and learning forums to plan purposeful opportunities for pupils to practise and develop their skills across the curriculum and to introduce consistent methods of developing specific aspects, such as drawing graphs. Teachers provide opportunities for pupils to develop their skills increasingly in terms of challenge as they move through the school, although this work has not yet been developed fully in terms of digital competence and aspects of literacy. There are suitable interventions to improve the literacy and numeracy skills of specific pupils, including language sessions at Canolfan Gwên.

The school has a range of valuable strategies to develop pupils' literacy skills across the curriculum. The positive effect of work to strengthen pupils' oracy skills can be seen clearly. Many pupils are eager to contribute to class discussions and put into practice the strategies they have learned to structure their responses. They speak confidently and express themselves fluently by using natural Welsh syntax. A majority make sensible contributions, offering mature comments within class discussions. However, the Welsh responses of a minority of pupils are littered with English and they are too willing to turn to English in pair or group discussions. A majority of pupils use subject terminology purposefully and, overall, there is a good standard of accuracy when speaking French and Spanish. A few pupils give extended oral responses which deepen their understanding, such as when

discussing the character Scrooge in 'A Christmas Carol'. A few give very brief responses that are too superficial.

Pupils benefit from a range of beneficial opportunities to develop their reading skills across the curriculum, although reading comprehension tasks are very basic, requiring only recall skills in a few cases. When they are given opportunities to do so, many pupils read aloud skilfully by varying their expression and tone of voice. Many gather information competently from a variety of sources and begin to combine information. In French, they are able to use strategies successfully to interpret unfamiliar and challenging vocabulary. Many pupils are able to interpret meaning appropriately, for example by reading between the lines when reading the poem 'Bws Ysgol'. A majority of pupils identify and discuss the effect of literary techniques appropriately in their Welsh lessons. Overall, however, pupils do not analyse writing style or use literary or linguistic terminology confidently enough or often enough in their English lessons.

The school has identified the need to strengthen pupils' writing skills as a priority. There are a variety of opportunities for pupils to develop their writing skills, including their extended writing, across the curriculum. Many pupils structure their written responses appropriately, on the whole, by using sentences and paragraphs in an organised manner. They use subject terminology correctly and their vocabulary is appropriate. When given an opportunity to do so, a majority of pupils demonstrate sound writing skills in extended writing tasks and write competently in a range of genres and for a variety of audiences. However, the school does not always take advantage of natural opportunities to reinforce pupils' extended writing skills or provide regular enough opportunities for them to practise these skills.

The need to improve pupils' linguistic accuracy has also been identified as a priority by the school. Staff have developed whole-school strategies, such as '*iaith ar waith*' and a literacy marking code to address this. However, the use and effectiveness of these strategies is inconsistent. A majority of pupils write correctly, overall, but, in Welsh and English, a minority make common spelling, mutation and grammatical errors.

Provision for numeracy ensures that there are extensive and beneficial experiences for pupils to develop and apply their number skills in everyday contexts. Modifications to schemes of work for mathematics have raised the expectations of key stage 3 pupils and ensured that there are various opportunities for them to practise and develop their number skills, including solving number problems by presenting a greater number of verbal questions. The positive effect of this provision can be seen clearly on the standards of younger pupils in particular.

Many pupils develop their number skills well and a few have very strong number skills. Many demonstrate a good understanding of the four number rules. For example, they calculate correctly when adding and subtracting simple fractions, calculating percentages or rounding numbers. Many pupils develop their understanding of shape work effectively, for example when enlarging shapes and calculating the length of the sides of shapes, or when calculating the diameter of a radius in technology lessons. However, a few pupils have less developed number



skills; for example, they make simple mistakes when calculating percentages or when calculating with decimals.

Many pupils use data successfully to draw and plot graphs correctly. They analyse graphs appropriately to reach valid conclusions, such as when analysing graphs to chemical reactions. Around half of pupils demonstrate the advanced skill of using data from graphs correctly to justify conclusions. When producing graphs, a few pupils make frequent mistakes, such as not giving the axis a title or using the wrong scale.

When they are given an opportunity to do so, pupils develop their digital skills soundly, for example as they develop a website on the coal industry in Year 9 and when editing photographs and discuss in an informed manner how they did so. Pupils use laptops confidently for specific purposes in lessons.

Across the curriculum, there are valuable opportunities for pupils to develop their wider skills. For example, they benefit from opportunities to develop their creative skills by experimenting to design Formula 1 cars, creating animations and designing artwork based on feelings that arise from listening to music. They take advantage of effective opportunities to develop a range of different physical activities in their physical education lessons and when using equipment in their technology lessons. There are a variety of stimulating opportunities for pupils to develop their thinking skills. For example, they use their thinking skills successfully to solve problems in mathematics or when placing metals in order of reactivity in science.

## **Sixth form**

Sixth-form pupils make sound progress overall and strong progress in a few cases. They recall previous knowledge confidently and engage fully with their lessons. They demonstrate mature and positive attitudes to learning. They are willing to contribute to class discussions and speak intelligently, using refined vocabulary and sophisticated ideas, for example when discussing the legend of 'Branwen' in their Welsh lessons.

## **Care, support and well-being**

Supporting pupils' well-being and promoting tolerance and inclusion permeate all aspects of life at Ysgol Maes y Gwendraeth. This is reflected in the school's values, which are 'ready to learn, safe to learn, respect for learning'. The respect between staff and pupils is a very strong feature. Most pupils take pride in their school and are grateful for the support they receive from staff. The school is a caring and inclusive Welsh-speaking community that supports pupils' emotional and social needs well.

Most pupils behave very well. They listen attentively to staff and their peers and undertake tasks enthusiastically in the classroom. Most pupils at Canolfan yr Eithin enjoy attending the centre and the school. They benefit from having company and from learning jointly with mainstream pupils, where relevant and appropriate, and they are considerate and caring towards others. The school has a successful reward system that promotes and celebrates positive behaviour, which is valued by pupils. Pupils feel that staff deal effectively with any minor instances of misbehaviour. Many

of them have high expectations of themselves and communicate eloquently with visitors, staff and their fellow pupils. However, a very few pupils are late for lessons and, as a result, disrupt the learning of their peers.

Detailed arrangements to ensure that pupils are safe mean that there is a strong culture of safeguarding within the school. Most pupils feel safe and feel that staff deal effectively with any instances of bullying. Most pupils feel that there is always someone there to support them. They say they are respected in terms of race, gender and religion and many believe that they are treated fairly at school. There are suitable arrangements for recording and referring issues relating to safeguarding, child protection and bullying. Leaders use relevant information from various sources effectively to identify vulnerable pupils and ensure that they monitor the well-being of these pupils carefully. Staff and governors receive beneficial safeguarding training regularly and, as a result, have a good understanding of their roles and how to refer any concerns.

The school has a strong pastoral ethos which supports pupils to succeed. The pastoral staff have a comprehensive knowledge of pupils' needs and foster a close and positive working relationship with them. Purposeful support is given to pupils who need well-being and behavioural support in the 'Well-being Centre' and the 'Behaviour Centre' and, overall, interventions have an appropriate effect on the progress of these pupils. The pastoral staff and staff at Canolfan yr Eithin work successfully with various agencies to provide help and support for pupils, along with training for staff.

The school works effectively with pupils who have a history of receiving temporary exclusions. It has fostered valuable partnerships with external stakeholders to provide a beneficial alternative curriculum for a very few pupils. As a result, the commitment of these pupils to their studies has improved.

Between the 2018-2019 and 2022-2023 academic years, the school's attendance fell by a similar amount to what was seen nationally. However, last year, it was lower than that of similar schools and the attendance of pupils who are eligible for free school meals is below the national average. The school has introduced appropriate attendance monitoring systems. It emphasises the importance of attendance to pupils and has identified groups of pupils whose attendance is low. Although leaders prioritise improving attendance, they do not use or analyse the relevant data thoroughly enough, overall, to identify patterns and monitor the effect of their work on pupils' attendance.

The school provides rich opportunities for pupils to lead activities. Through a variety of 'Llais Maes' forums, pupils develop leadership skills and undertake responsibilities that have a positive influence on the school's life and work. These forums represent pupils' views effectively and ensure valuable changes. These include revising the anti-bullying policy, increasing the number of benches on the playground and developing a project to introduce sensory resources. The forum representatives summarise their work and actions effectively in the 'Llais Maes' newsletters and provide their fellow pupils with updates during the morning

well-being sessions and assemblies. As a result of these strong practices, pupils feel that the school considers their views and acts on their ideas.

The school promotes healthy attitudes and behaviours effectively, which leads to high levels of awareness about healthy choices among pupils. The Health and Well-being Forum leads purposeful activities and has succeeded in developing a range of healthy foods in the canteen. Although most pupils are happy with the standard of the food, the arrangements in the canteen do not respond fully to their needs.

Many pupils benefit from taking part in a wide range of extra-curricular activities that cater for a myriad of cultural, sporting and academic interests. Provision includes a number of sports clubs, eisteddfodau and foreign trips. Pupils at Canolfan yr Eithin are given valuable opportunities for real-life experiences, such as going to a cafe, going on an expedition or going to see a show. These experiences ensure that pupils use their skills appropriately and safely in contexts outside school. The school provides support with travel costs for the families of pupils who are eligible for free school meals.

The school provides high quality impartial and comprehensive advice and prepares pupils well for the next steps in their development, whether in school, college or the world of work. Pupils' well-being and interests are always at the heart of this. There are comprehensive systems to support learners as they join the school in Year 7 and this helps them to settle without fuss. As they choose their options subjects in Years 9 and 11, the school provides useful information and guidance to pupils so that they can make informed choices about their future. The school organises '*Llwybrau Llwyddiannus*' evenings and taster sessions that provide pupils with valuable information about post-14 and post-16 pathways.

The additional learning needs (ALN) team has a good knowledge of the needs of pupils with specific learning difficulties. The school has effective procedures to identify pupils' needs at an early stage through the strong transition process, which fosters constructive relationships with families. The ALN department has a close relationship with parents, which is based on regular and clear communication practices.

The team has a good understanding of pupils' needs and they co-ordinate interventions for pupils with ALN purposefully. The school works closely with various external agencies to provide the highest quality support for these pupils. Purposeful training is organised for staff on methods of supporting pupils with ALN who need additional support. All of this enriches staff's understanding of the needs of individual pupils and ensures that these are met successfully and that pupils make appropriate progress.

## **Leading and improving**

The headteacher is a thoughtful and considerate leader who is well-respected by staff and pupils. Although he has been in the role for less than a year, he has a clear vision and, in a short period, has made important adjustments to strengthen the school's systems and procedures. He understands the school's strengths and areas for improvement well and works tirelessly to ensure that pupils at Ysgol Maes y Gwendraeth and the catchment area have access to effective teaching and learning, are given extensive experiences and first-class well-being support. Staff well-being is also a priority at the school and leaders have explored ways of reducing the workload. This includes trialling new arrangements for providing feedback to pupils.

The headteacher has adapted the nature of the senior leadership team's meetings appropriately to ensure that there is more of a focus on achieving strategic priorities. Members of the senior team support the headteacher effectively and work well together as a leadership team. The duties of the senior leadership team have been allocated appropriately. However, as there is currently no deputy headteacher at the school, the headteacher's workload is excessive.

Many middle leaders are effective in their roles and benefit from regular meetings with line managers to ensure they understand their responsibilities and lead effectively. Performance management arrangements are clear and are implemented consistently across the school. However, leaders' objectives are varied and, at times, they are not strategic enough.

The school has acted effectively in responding to many national priorities. Particular successes are the additional learning needs reforms, strengthening provision to raise standards of numeracy and the ongoing work to promote the Welsh language.

There are suitable plans to address the impact of poverty on pupils' attainment and well-being. The school's use of the pupil development grant is appropriate and, since the appointment of the new headteacher, the school monitors the effect of expenditure and related activities more regularly.

The school works productively with parents and the community. The headteacher provides a regular bulletin to disseminate information effectively about the running of the school. The school also seeks parents' opinions by conducting questionnaires during the year. Staff at Canolfan yr Eithin have a good relationship with parents. Parents appreciate the work of the centre and the regular communication between them.

The governing body has a suitable programme of meetings and they are passionate about ensuring Welsh-medium education for pupils in the area. However, the role of the body has not been developed in full. Their knowledge of the school, including Canolfan yr Eithin, has strengthened recently; however, they do not discuss some important areas often enough and this affects their ability to act as a critical friend.

The headteacher and business officer monitor the school budget effectively. The school currently anticipates that there will be a deficit by the end of the financial year.

It has already considered and planned for savings, if necessary. The finance committee contributes appropriately to the process of monitoring the budget.

Leaders focus their work clearly on improving pupils' standards and well-being and ensuring the best quality teaching. The school has purposeful arrangements for self-evaluating its work. Nearly all leaders, including the leaders of Canolfan yr Eithin, contribute well to self-evaluation processes. Leaders work together effectively to gather evidence through lesson observations, scrutinising pupils' work and seeking the views of pupils and staff. Leaders provide detailed reports on strengths and aspects of the school's work that are in need of improvement. There are examples where the school evaluates some of the same aspects several times during the year and, at times, this leads to inconsistent findings. As a result, in a few cases, self-evaluations are not always incisive enough to identify the exact aspects on which they need to focus.

Although leaders have a good understanding of the school's work, in places, the use of data is too superficial. The school's tracking and analysis of a variety of information (including pupils' attainment, behaviour and attendance) are not always incisive enough to support the self-evaluation and planning for improvement process in full.

The school has a strong culture of professional learning, where there is a clear focus on teaching and learning, leadership and well-being. Leaders plan strategically to ensure there is a clear link between the professional learning provision and the school's priorities. Valuable opportunities are provided for leaders and prospective leaders to develop further through external training programmes and internal opportunities to shadow the work of leaders. Overall, staff value the wide range of professional learning opportunities that are available and have benefitted from this training. For example, a few teachers have completed a master's course with the support of the school and a few have completed an external leadership course. The school evaluates the effect of the professional learning programme on aspects such as teaching and learning, and standards, appropriately.

## **Statutory compliance**

### **Safeguarding arrangements**

The school's arrangements for safeguarding pupils are not a cause for concern.

### **Healthy eating and drinking**

The school has appropriate arrangements to promote healthy eating and drinking.

### **School funding**

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

## **Health and safety issues (site safety)**

A health and safety letter has been issued to the LA in relation to concerns.

### **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

## Appendix 1: Numbers – quantities and proportions

The report refers 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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website:

<http://www.estyn.gov.wales/>

**This document has been translated by Trosol (Welsh to English).**

© Crown Copyright 2024: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 25/01/2024