



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

A report on
Ysgol Gyfun Cwm Rhondda

Graigwen Road
Cymmer
Porth
Rhondda Cynon Taf
CF39 9HA

Date of inspection: February 2024

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 from other published reports for providers in the sector.

About Ysgol Gyfun Cwm Rhondda

Name of provider	Ysgol Gyfun Cwm Rhondda
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	Welsh
Religious character	
Number of pupils on roll	699
Pupils of statutory school age	589
Number in sixth form	110
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 21.2%)	16.4%
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 14.8%)	2.4%
Percentage of pupils who speak Welsh at home	36%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/05/2021
Date of previous Estyn inspection (if applicable)	18/03/2014
Start date of inspection	05/02/2024

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

The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Ysgol Gyfun Cwm Rhondda is a caring community that places a strong emphasis on supporting pupils' well-being. In lessons, most teachers foster supportive working relationships with pupils and a purposeful and positive learning environment. As a result, most pupils behave well in lessons and a majority make sound progress in their knowledge, understanding and skills. In general, pupils make sound progress in developing their digital skills and many develop their literacy skills successfully. However, pupils do not make enough progress over time in their number skills. The school has suitable processes for identifying and meeting the needs of pupils with specific learning difficulties purposefully.

The school's pastoral team works tirelessly to provide comprehensive and valuable support and provision for pupils. The school's arrangements for keeping pupils safe are implemented appropriately. The school provides an innovative personal and social education (PSE) programme to help pupils develop respect for each other and their community. The school's Senedd and its sub-committees provide beneficial opportunities for pupils to influence the work and life of the school. In addition, there are many opportunities for pupils to take part in engaging extra-curricular activities that meet their interests and enrich their experiences. However, although the school has implemented schemes such as '12 days of Christmas' to encourage pupils to attend school, pupils' attendance, especially among those who qualify for free school meals, is not high enough.

Many teachers give clear instructions and explain concepts effectively. They offer useful verbal feedback when moving around the classroom in order to support pupils to make progress in their work. In a majority of lessons, teachers plan a series of activities to build pupils' knowledge and understanding and they ensure valuable opportunities for pupils to develop their subject knowledge and wider skills. However, in a minority of lessons, pupils do not always make as much progress as they should. In these cases, teachers do not have high enough expectations of what pupils can achieve. Too often, teachers do not question pupils sufficiently probing in order to encourage them to think deeply about their learning.

Since his appointment, the headteacher has worked tirelessly to ensure the best in terms of the well-being of the school's pupils and staff, in addition to addressing important issues that are in need of improvement. As part of this work, he has re-established a number of systems and arrangements to ensure the security of the site, budget management, and developing the role of governors as effective critical friends. The school's leaders have responded strongly to some national priorities such as developing Curriculum for Wales, the Welsh language, and mitigating the impact of poverty on pupils' achievement. The provision of 'Cwtsh y Cwm' is a notable strength.

The school has a sensible calendar of suitable self-evaluation activities and, on the whole, leaders have an appropriate understanding of the school's main strengths and areas for improvement. However, leaders do not always prioritise strategically enough regarding what needs to be improved. This means that some important areas

such as aspects of teaching skills and attendance are not given sufficiently specific and incisive attention.

Main evaluation of the sixth form

In general, sixth-form pupils make good progress. They show very positive attitudes to their work, whether working under the guidance of a teacher in their lessons or during opportunities to work independently. Most pupils are skilful at recalling previous knowledge and use their skills effectively to develop their knowledge and understanding during their lessons. They contribute maturely to class discussions, by listening to each other, discussing intelligently and weaving quotes skilfully as evidence to support their points. For example, in discussing the relationship between the character of Elis and other characters in the film 'Hedd Wyn' in their Welsh lessons.

Recommendations

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

- R1 Improve pupils' attendance
- R2 Improve the way in which leaders, including governors, act strategically and prioritise to ensure improvement
- R3 Improve teaching by addressing shortcomings identified in the report, including the provision for pupils' numeracy skills

What happens next

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

Main findings

Teaching and learning

Most of the teachers show obvious care for the pupils and succeed in fostering extremely positive and supportive working relationships with pupils. Many of them have high expectations of pupils' behaviour and commitment and there is a purposeful learning environment in their classes. They often use praise to encourage pupils and deal effectively with any minor disruptions or situations where pupils lose their focus on their work. As a result, most pupils behave well in lessons and many have a positive attitude to their learning.

Many teachers are good language models who make appropriate use of subject terminology. They explain concepts effectively and give clear instructions which enable pupils to know what is expected of them. They circulate the classroom regularly to monitor pupils' progress as they complete their work and provide useful verbal feedback, as needed. As a result, many pupils develop a clear understanding of subject vocabulary. These teachers know the pupils well and are aware of who needs extra help when pupils are completing work individually.

In a majority of cases, the teaching enables pupils, including pupils with additional learning needs (ALN), to make sound progress in their subject knowledge, understanding and skills. They recall their previous knowledge appropriately and use it in their learning. In these cases, teachers use their knowledge of pupils' ability and their subject knowledge to ensure that pupils are challenged appropriately. They plan a series of activities that build increasingly on pupils' knowledge and understanding. They have useful resources to facilitate learning and teaching, including a variety of media to engage pupils' interest. These teachers ensure that there are beneficial opportunities for pupils to develop their skills as well as their understanding of the subject. They share useful success criteria and model effective practices in order to allow pupils to know how to succeed. Where appropriate, they use suitable methods to assess each pupil's progress, and apply this information in order to identify pupils' mistakes and address them in a timely manner.

Many teachers question pupils appropriately to test their knowledge and to ensure that pupils pay attention. However, a majority of teachers are not sufficiently probing in questioning pupils. They do not prompt pupils to think deeply or ensure that all pupils respond verbally in an extended manner and explain their reasoning in full. As a result, a minority of pupils provide only short answers to their teachers' questions.

In a minority of lessons, there are shortcomings in the teaching which mean that pupils do not make consistent enough progress, and at times lose interest in their learning. Often in these lessons, teachers do not have high enough expectations of what pupils can achieve and they do not plan activities carefully enough to challenge pupils to the maximum. These shortcomings also include teachers spending too much time on presenting and therefore reducing opportunities for pupils to work independently, and teachers failing to follow the steps in the school's behaviour policy closely enough.

In a minority of cases, teachers offer feedback that indicates clearly how pupils can make further progress and provide beneficial opportunities for pupils to act on the feedback. In these cases, a majority of pupils act purposefully on the advice given by their teachers. In many cases, teachers ensure that pupils correct their spelling mistakes. Nevertheless, there is too much inconsistency in the quality of the feedback provided by teachers to pupils on how to improve their work. Too often, the feedback given to pupils is not specific enough to enable them to know exactly what they need to do to improve, or teachers fail to ensure that pupils act on their advice.

Literacy Skills

Leaders have conducted useful reviews on literacy to identify where pupils have opportunities to develop their skills in subjects across the curriculum. Staff work

together enthusiastically to plan valuable opportunities for pupils to practice their reading and writing skills. As a result, there is an abundance of relevant opportunities for pupils to practise their literacy skills. However, departments do not plan carefully enough to ensure that pupils develop their skills progressively as they move through the school. The school has beneficial interventions to support pupils who need help with their basic literacy skills.

Many pupils listen attentively to their teachers' instructions and explanations. In addition, they listen appropriately to answers given by their peers and build on their contributions sensibly in class discussions. They manage to explain their ideas clearly, for example when discussing the poem 'What has happened to Lulu?' by Charles Causley in their English lessons. Many pupils can use subject terminology purposefully when responding to their teachers' questions. A few pupils offer mature and sophisticated answers and explain their thinking effectively. However, a minority of pupils offer very short answers to the teacher's questions and often need to be prompted to elaborate on their answers and contribute to discussion work in pairs or groups. In general, school staff encourage pupils to practice their Welsh language skills regularly. Although many pupils demonstrate general respect for the Welsh language, a majority are too ready to turn to English when discussing with their peers.

The school provides appropriate opportunities for pupils to develop their reading skills in subjects across the curriculum. Often, these opportunities focus on pupils' reading and comprehension skills. Many of them can confidently locate facts and information, by annotating texts and highlighting key words and findings. These pupils demonstrate a sound understanding of the basic meaning of texts. A majority succeed in interpreting more complex meaning confidently within texts and offer suitable evidence and arguments to support their points. However, a minority of pupils have difficulty annotating texts independently and a few of them have difficulty selecting what is relevant when synthesising information. When they are given an opportunity, pupils read aloud appropriately.

There are valuable opportunities in lessons across the curriculum for pupils to write at length in a range of forms and for a variety of audiences. Many succeed in writing extensively and organise their work in sensible paragraphs to express their ideas clearly, for example when they discussed 'Should the school ban mobile phones completely?' in their Welsh lessons. These pupils use subject terminology and standard vocabulary correctly. A majority of pupils succeed in using literary techniques effectively when writing creatively, for example when writing a parody of the poem 'Cymru Yw...' to represent the Rhondda Valley in their Welsh lessons, or when writing gothic stories in English lessons. However, a minority of pupils make careless mistakes when presenting their written work. This includes mistakes in spelling and grammar, or using awkward syntax.

Numeracy Skills

Across the curriculum, there is an appropriate range of valuable opportunities for pupils to develop their numeracy skills. They have been planned carefully so that they enrich the learning within subjects in addition to developing pupils' numeracy skills, though they do not always offer enough of a challenge for all pupils.

Around half the pupils have a sound grasp of number concepts. They use the four rules to calculate fluently, for example when evaluating a single number cube quickly. They have a good understanding of fractions, percentages and decimals. For example, when using 2011 census data to calculate what percentage of the population follow different religions, and then predicting the situation in the 2021 census in humanities lessons. Around half the pupils have a good understanding of shape and measurement. They can convert between metric units, calculate the surface area and volume of 3D shapes, and in science they use formulae to calculate a range of different measurements, for example voltage, current and resistance.

A majority have appropriate data-handling skills. They are able to calculate averages and measures of variation, and draw graphs appropriately. Around half can analyse graphs and tables of data effectively and draw sensible conclusions. A few pupils have strong numeracy skills. They make connections between different mathematical concepts and apply them to a variety of situations. For example, they use their advanced algebra skills to solve proportion problems confidently. However, because of too much inconsistency in the way mathematical and numerical concepts are taught, pupils generally do not make enough progress in their numeracy skills over time. A minority of pupils lack fluency in mental arithmetic. The school has identified this and has recently adapted the provision appropriately. This is beginning to have an effect on the basic number skills of Year 7 and Year 8 pupils.

Digital Competence Skills

Cameo – provision for developing pupils' digital skills

Leaders have provided useful training for staff to ensure they are comfortable with developing pupils' digital skills in their areas of learning. In ICT lessons and across the curriculum, there are valuable opportunities for pupils to develop their digital skills, including advanced skills. These include rich opportunities for pupils to develop their understanding of coding, using formulae in spreadsheets, drawing a flow chart to classify organisms in science, making animations in their art lessons and considering the reliability of sources on the internet when doing research. As a result, pupils make good progress in their digital skills.

Wider skills

There are pertinent opportunities for pupils to develop their wider skills in subjects across the curriculum. Pupils participate enthusiastically in a range of opportunities to develop their creative skills by experimenting with a range of ideas and media in their art lessons and creating animations in their drama lessons. They participate in purposeful and effective opportunities to develop their physical skills through various activities in their physical education lessons and when discussing equipment in technology lessons. For example, pupils develop their fine motor skills through creating embroidery. Given the opportunity, many pupils demonstrate sound and flexible thinking skills.

Curriculum

The school has a clear vision for the curriculum, based on 'Aspiration. Learning. Wellness' and achieving the four purposes of Curriculum for Wales. As part of the work of developing the curriculum, the school has consulted with stakeholders and cooperated purposefully with its partner primary schools. Together, they have planned units of work which ensure that the secondary curriculum develops naturally from pupils' previous learning.

The school offers a broad curriculum with an appropriate variety of subjects across the whole age range. It includes lessons in the six areas of learning and experience in years 7, 8 and 9, and academic and vocational courses in key stage 4 and the sixth form. Leaders ensure that the curriculum responds to the needs, wishes and aspirations of pupils across the range of ages and abilities. This is reinforced through effective, comprehensive advisory processes which ensure that pupils of all abilities follow appropriate and suitable courses. The school has 'Step 4' alternative curricular arrangements and valuable additional support for raising the standards and motivation of the most vulnerable pupils in key stage 4.

In partnership with a number of external agencies and specialists, the school offers pupils extensive and valuable experiences that link directly to the curriculum. An effective example of this is the valuable careers education advice and experiences provided to pupils in partnership with the local authority and Careers Wales. There are beneficial opportunities for pupils to develop their understanding of diversity and learn about the history and experiences of Black, Asian and Minority Ethnic and LGBTQ+ people in morning pastoral sessions and assemblies, in lessons across the curriculum, and in well-being lessons. In addition, there are specific opportunities for pupils to take part in activities outside the classroom such as a wide range of trips, lunchtime and after-school clubs, sporting activities, extra-curricular activities, and numerous wider enriching experiences. As a result of these many extra-curricular opportunities and the breadth of the school's curriculum, pupils are encouraged to be proud of their Welshness and there is effective development of their understanding of Welsh culture.

Care, support and well-being

Ysgol Gyfun Cwm Rhondda is a caring and welcoming community that places a strong emphasis on supporting pupils' well-being. A passionate pastoral team works together very effectively and supports this culture through a valuable pastoral system that shares the whole-school vision of 'Aspiration. Learning. Wellness'. They have particular knowledge of pupils' needs in terms of well-being and they use this knowledge to provide valuable assistance and support to pupils. This includes support from the family engagement officer and in well-being areas such as 'Hafan Hafal'. Pupils value the provision and it contributes purposefully to supporting them in engaging with their education. As a result, most pupils behave well in lessons and around the school. Although the school has tried to improve the appearance of the building and the outside areas, parts of the building are in poor condition.

The school provides a valuable personal and social education (PSE) programme that responds in a timely manner to pupils' opinions, questionnaire analyses and current

local and wider issues. The programme is comprehensive and promotes a culture where pupils are encouraged to develop as informed and principled citizens who respect each other and their community. Together with the morning sessions, the programme enriches pupils' spiritual, moral, social and cultural development.

Cameo: Well-being lessons

The comprehensive pastoral provision includes valuable personal and social education lessons for all pupils. Specific training is provided to help teachers deliver these well-being lessons. The provision is designed to respond to current issues and to the findings of well-being questionnaires and activities where pupils are asked for their opinions, for example lessons to discuss the use of appropriate language when talking about women and race. Pupils are very enthusiastic when discussing their experiences in well-being lessons and enjoy talking about important issues within the safe environment of the lessons, for example mental health, internet safety, and maintaining healthy relationships. In these lessons, pupils contribute in a lively and mature manner, and respond sensitively to each other's contributions.

Most pupils feel safe and free from bullying and harassment. The school has a strong culture of safeguarding and appropriate arrangements are in place to keep pupils safe. Leaders ensure that staff receive appropriate statutory safeguarding training and staff are clear about their responsibilities in terms of keeping pupils safe.

Between the 2018-19 and 2022-2023 academic years, the school's attendance rate decreased at a greater rate than at national level. Last year, it was significantly lower than in similar schools. The attendance of pupils eligible for free school meals is lower than the national average. The high rate of persistent absences is a concern.

The school is taking positive steps to improve pupils' attendance. This includes appointing staff to work with pupils with low attendance and developing a forum that meets regularly to monitor attendance. The school analyses attendance data appropriately in order to identify certain trends. However, the arrangements are not powerful enough to identify trends among different groups or to identify the strategies that have the greatest effect on attendance.

Leaders have begun to improve pupils' and families' awareness of the importance of attendance, and good attendance is promoted through attractive reward systems.

Cameo: Improving attendance through the '12 days of Christmas' scheme

The '12 days of Christmas' scheme is one strategy to improve attendance. The school has identified a period before the end of the autumn term when pupils' attendance drops, and as a result it has planned a series of activities and visits and offered specific prizes at the end of the term. By asking pupils for their opinions in order to identify their interests and requirements, the school has tailored provision to encourage them to come to school. Pupils speak highly of the '12 days of Christmas'. There was an increase of 10 percentage points in attendance compared to the same period last year.

The ALN team has a good understanding of the needs of pupils with specific learning difficulties. The school has effective procedures within the strong transition process for identifying pupils' needs at an early stage. The extended transition group ensures that pupils with needs have additional opportunities to visit the school regularly.

The school has appropriate processes for implementing the Additional Learning Needs and Education Tribunal (Wales) Act. Individual learning plans provide detailed information about pupils' needs, together with the inclusion of specific targets. The ALN team has a good understanding of pupils' needs, and they are purposeful in coordinating the interventions that are available to pupils with ALN. They monitor pupils' progress from their starting points regularly. Pupils' one-page profiles, 'Profile about me', contain useful information in a central place for staff so that they can support pupils. Dedicated training is organised for school staff on methods of supporting pupils who need additional help in terms of their strategies for pupils with ALN. All these things enrich staff's understanding of the needs of individual pupils and ensure that these are met successfully.

Sixth-form pupils' participation in school life is robust and the school gives them valuable opportunities to develop leadership skills. They organise activities, committees and clubs that strengthen their engagement with the rest of the pupils. They also present 'Period Dignity' sessions for the school's younger pupils and for primary schools. They are passionate about developing the Welsh language and provide fun activities for pupils at the lunchtime Welsh language club. They also volunteer at a nearby primary school, providing weekly Welsh language sessions for pupils. Through cooperation with the Urdd, pupils have received training to enable them to lead the activities of the school's LGBTQ+ 'Pawb' club. Year 10 pupils are leading a campaign to increase respect for girls and present the campaign in well-being lessons for the school's younger pupils.

The school has a Senedd which includes representatives from each class. The Senedd has sub-committees, for example, 'Our Community/Welshness', 'Our Health and Well-being', 'Our Environment' and 'Our Learning', under the leadership of sixth-form pupils. These committees have had a positive effect on the school's work, for example, by naming school buildings, installing picnic benches and tables in the outside areas and a water fountain in the canteen. They have also improved the school's litter problem by increasing the number of bins on the site. Although these developments are the direct result of the Senedd's work, there are no formal and

consistent arrangements for gathering the opinions of all the school's pupils. Pupils are not always fully aware of the Senedd's work.

The school provides sound advice and guidance to pupils regarding choice of GCSE and A level subjects. Pupils are happy with the support and advice provided, which includes one-to-one interviews with leaders, interviews with the careers officer, and discussions at options evenings.

Many pupils take part in a wide range of extra-curricular activities that cater for cultural, sporting and academic interests. The provision includes annual musical shows, an eisteddfod, a number of sports clubs, and local and overseas trips.

Leading and improving

The headteacher is passionate about giving pupils the best experiences and instilling in them a love for the Welsh language and pride in themselves, their school and their area. The well-being of pupils and staff is at the heart of his vision and it is embraced by staff and governors under the banner of 'one team, one family'.

Since his appointment, the headteacher and the leadership team have worked effectively to re-establish systems and procedures, restructure staffing arrangements, address the deficit in the budget and ensure that the site is secure. The support for staff's well-being in the wake of significant challenges over recent years is a notable strength. The headteacher and senior leadership team have succeeded in maintaining staff morale and to support staff effectively through a turbulent period.

The senior leadership team is very supportive of the headteacher's vision. Many of the senior leadership team's responsibilities have been allocated sensibly, on the whole, but their teaching load is heavy and there is no logic to the delegation of a few responsibilities.

A majority of middle curriculum leaders know their areas of responsibility well and can identify the department's main strengths and areas for improvement. A number of them have benefited from useful opportunities to develop their leadership skills by jointly observing lessons with members of the senior leadership team. However, there is variation in the effectiveness of middle leaders in evaluating the impact of provision on standards and planning for improvement.

There is a clear line management system and line management meetings provide beneficial opportunities to discuss suitable issues including pupils' outcomes and findings of quality assurance activities. These meetings provide valuable support to middle leaders. Departmental meetings also provide purposeful collective discussion opportunities for departments but there is too much variation in the quality of these meetings and the extent to which they lead to effective action.

Leaders respond robustly to a number of national priorities such as mitigating the impact of poverty, developing Curriculum for Wales and promoting the Welsh language, but less so in terms of attendance. The school places a firm emphasis on reducing the impact of poverty by providing experiences to broaden pupils' horizons

and through support for equipment and trips. The Cwtsh y Cwm provision is a particular strength.

Cameo: Cwtsh y Cwm

In order to mitigate the impact of poverty, the school has created 'Cwtsh y Cwm', namely a centre that provides food, school uniforms and other useful items to pupils and the local community. The centre receives a number of donations from the school's stakeholders in order to support families. Pupils are welcome to obtain birthday presents for family members, coats or shoes according to their need. Parents are welcome to arrange a convenient time to call at the centre in order to receive useful household items such as curtains and toys for small children.

The school has developed productive partnerships with partner primary schools, local schools and schools within the Welsh-medium education sector. It has also been creative in finding solutions to significant staffing challenges, including encouraging pupils to consider teaching through the medium of Welsh as a career path.

The school has a calendar of appropriate self-evaluation activities including learning walks, scrutinising work, analysing data and, to a lesser extent, listening to pupils' opinions. Leaders also conduct useful reviews on specific themes or departments. All these activities are helpful in beginning to build a picture of the school's work. However, leaders do not always evaluate the effect of their work or triangulate the findings of self-evaluation activities well enough and therefore do not identify the exact aspects that need to be addressed.

On the whole, leaders have a suitable understanding of the main strengths and areas for improvement in the school, but they do not prioritise strategically enough in terms of what needs to be improved. There are too many priorities. As a result, some important aspects, such as attendance and specific aspects of teaching and skills, do not receive sufficiently incisive attention, and as a consequence, action to improve is not effective enough. In addition, not all the school's systems are pulling together in the same direction in order to ensure improvement. For example, performance management arrangements do not support the school's improvement work effectively enough. There are no clear guidelines in terms of targets, and as a result, there is a wide variety of them. Targets do not always support the school's improvement priorities well enough and often do not focus sufficiently on the effect of staff's work on pupils.

The governors are very supportive of the school and of Welsh-medium education in the area. Overall, they provide a suitable level of challenge on some important issues such as the curriculum and the budget, but have recognised the need to strengthen their work and provide more challenge. Governors understand their responsibilities in terms of promoting healthy eating and drinking and have collaborated with the school Senedd to introduce water fountains. However, governors' work does not always focus sufficiently on the main important issues in the school, such as attendance. In addition, information that is provided to them is not always sufficiently clear and manageable or focused enough on the most important aspects of the school's work. Currently, there are no pupil governors.

The headteacher, the business manager and governors monitor expenditure carefully. They have succeeded in rectifying a situation of a significant financial deficit. The deprivation grant is spent appropriately, mainly on staffing, and the school recognises the need to improve evaluation of this expenditure.

Communication with parents is suitable. The school gathers parents' opinions through questionnaires and makes changes as a result, such as amending reports and banning mobile phones during school hours.

A range of appropriate professional learning opportunities is available for teaching and support staff. Teachers benefit from useful opportunities to develop learning and leadership skills. For example, leaders have opportunities to attend external leadership courses and to network within the Welsh-medium sector and within the county. Teaching staff have valuable opportunities to observe lessons within their departments in order to improve their practice. However, leaders do not evaluate the effect of the professional learning programme.

Statutory compliance

Safeguarding arrangements

The school's arrangements for safeguarding pupils do not give any cause for concern.

Healthy eating and drinking

The school has appropriate arrangements for promoting healthy eating and drinking.

School finances

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

Health and safety issues (site security)

There are no concerns.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers, staff and the governing body through their questionnaire responses

During an inspection, inspectors:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read 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 classes, 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
- 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
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. *'most pupils...'* or *'very few pupils...'*. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (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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