



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

A report on

Ysgol Llanfyllin

**Llanfyllin
Powys
SY22 5BJ**

Date of inspection: March 2024

by

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

This report is also available in Welsh.

About Ysgol Llanfyllin

Name of provider	Ysgol Llanfyllin
Local authority	Powys County Council
Language of the provider	Bilingual
Type of school	All age schools
Religious character	*
Number of pupils on roll	777
Pupils of statutory school age	653
Number in nursery classes	
Number in sixth form	103
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 All age schools is 21.6%)	14.4%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in All age schools is 11.0%)	16.2%
Percentage of pupils who speak Welsh at home	32.5%
Percentage of pupils with English as an additional language	0.9%
Date of headteacher appointment	01/09/2020
Date of previous Estyn inspection (if applicable)	
Start date of inspection	11/03/2024
This is the first inspection of Ysgol Llanfyllin following the amalgamation of Ysgol Gynradd Llanfyllin and Llanfyllin High School in September 2020.	

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

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

Overview

Since its formation in 2020, leaders have succeeded in establishing a close knit community and developed an ethos of 'Teulu' Ysgol Llanfyllin, based on being one school. Staff work well together to understand the well-being needs of pupils and in particular, cater suitably for those who are most vulnerable. Most pupils feel well supported and safe as a result of this approach.

Teachers and support staff foster positive working relationships with pupils. In a few cases, where teaching is strongest, teachers ensure an appropriate pace to learning and have high expectations. The majority of teachers plan suitably to meet pupils' needs, give clear explanations and check for progress regularly. In a minority of cases, where teaching is not as strong, teachers do not have high enough expectations or provide suitable challenge. In general, most pupils of primary age make suitable progress in developing their skills and understanding. A majority of secondary aged pupils make appropriate progress. However, in a minority of cases, shortcomings in teaching, particularly in the cyfnod uwchradd, lead to pupils becoming disengaged in their learning and making less progress than they should. Most pupils in the sixth form make sound progress and display extremely positive attitudes towards their learning.

The school offers an appropriately broad and balanced curriculum and generally caters well for individual needs. It has worked constructively on its vision for Curriculum for Wales known as the 'Tyfu' curriculum. This has been shared widely and is well understood by most staff. Recently, the school has strengthened its approach to coordinate the provision for the progressive development of pupils' skills. Currently, this is not embedded well enough across the school.

The headteacher provides assured and careful leadership underpinned by a strong moral purpose. Alongside the senior leadership team, they continue to develop the culture of an all-age school. Leaders have successfully created a strong safeguarding culture across the school and ensured that pupils generally feel safe and supported. However, leadership has not had enough impact on the quality of teaching, particularly in the cyfnod uwchradd. Although leaders have a sound understanding of the main strengths and areas to improve in the school's provision, they do not focus precisely enough on the impact of provision on pupils' learning and behaviour in order to evaluate its impact.

Recommendations

- R1 Address the shortcomings in teaching identified in this report to improve pupils' learning and progress
- R2 Improve the planning for the progressive development of pupils' skills
- R3 Refine self-evaluation processes to focus precisely on the impact of teaching on pupils' progress

R4 Ensure that staff implement behaviour strategies consistently

What happens next

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will work with the local authority to review the school's progress.

Main evaluation

Learning

Most pupils make suitable progress and develop their skills appropriately from when they enter reception class and through the 'cyfnod cynradd' (primary phase). In the 'cyfnod uwchradd' (secondary phase), the majority of pupils make at least suitable progress in their knowledge and understanding and in a few cases, pupils make strong progress. A minority of pupils make limited progress because of either their poor attitudes to learning, disrespectful behaviour, or shortcomings in teaching. Many pupils with additional learning needs (ALN) make sound progress against their targets.

Most pupils in the cyfnod cynradd recall prior learning well. For example, pupils in Years 3 and 4 refer back to facts learnt about 'Y Llwyn' in order to write a script for a documentary about the ruins. Many secondary aged pupils demonstrate suitable recall of previous work while a majority apply prior knowledge appropriately to new situations. In a few cases, pupils do not have secure recall of recently introduced facts and information and do not apply their learning well enough.

Many pupils in foundation learning classes possess good speaking and listening skills for their stage of development. They discuss matters with adults confidently and can explain the tasks they are completing. By the end of Year 2, many pupils speak Welsh spontaneously with adults, for example to make requests or to describe a change in the weather. By Year 6, most pupils speak English and Welsh clearly and explain themselves well. A few pupils demonstrate strong speaking and listening skills, for example when mimicking a phone call between a house seller and house buyer.

In a few sessions in the cyfnod uwchradd, nearly all pupils listen attentively and respond appropriately to the teacher and their peers. Most engage in conversations in English about their work and ask pertinent questions. In these sessions, the majority of pupils are enthusiastic about sharing their ideas and opinions. A few provide engaging and thoughtful verbal responses using comparatively sophisticated vocabulary. In the Welsh-medium stream, a few pupils speak Welsh extensively and without prompting and a majority show confidence to speak Welsh with prompting by the teacher.

From an early age, many pupils develop a suitable understanding of letters and the sounds they represent. The youngest pupils approach unfamiliar words confidently and have a good understanding of the strategies needed to determine meaning. As they progress through the cyfnod cynradd, many pupils demonstrate a good degree of fluency when reading, for example they read pre-prepared questions on the contents of a video about Victorian Schools and the 'Welsh Not' confidently. A minority of pupils read very challenging books chosen by themselves. They show resilience when tackling unfamiliar vocabulary but at times are unsure of ways to decipher meaning. Many pupils enjoy reading and are able to talk about their books confidently.

Many pupils in the cyfnod uwchradd skim and scan a variety of texts successfully to find relevant information to respond to the question posed by the teacher. A majority of pupils use inference and deduction in increasingly challenging texts to strengthen their understanding. More able pupils interpret information and draw their own conclusions well. A few pupils demonstrate a developing awareness of how writers such as Maya Angelou create mood and atmosphere with their use of vocabulary. When given the opportunity, a few pupils are confident when reading aloud to their peers and do so with clarity, accuracy, and fluency. A majority of pupils read poetry with secure understanding which helps them to draw meaningful comparisons when required. Many analyse Welsh language poetry effectively referring to the impact literary devices. However, a minority of pupils do not use a sufficient range of reading strategies to support their learning in different subjects.

Many pupils develop their writing skills appropriately in the cyfnod cynradd. The majority of foundation learning pupils develop fairly legible handwriting and by Year 2, pupils begin to write with increasing confidence and an appropriate degree of accuracy. By Year 6, many apply their writing skills in English and Welsh appropriately, for example when presenting information about different mammals. In the cyfnod uwchradd, many pupils write in an appropriate range of genres across subjects. They successfully write factual pieces of text, structured appropriately and using correct subject terminology, for example to explain the characteristics of a plant cell. Many pupils have a clear understanding of the purpose of their writing, but a minority are not secure in their sense of audience. Frequently, they make incorrect language choices, and their writing lacks the correct tone. A minority of pupils improve elements of their written work successfully following feedback from teachers. Overall, pupils' writing skills in Key Stage 3 are not developed well enough. Pupils do not proof-read their written work often enough and a minority continue to make basic errors in spelling and grammar.

In the sixth form, many pupils demonstrate good recall of prior learning and make sound progress. They often provide confident, articulate contributions in small group discussions, for example when discussing Shakespeare's *Tempest*. Many pupils think carefully and make sensible links between concepts such as when exploring the relationship between large scale high and low-pressure systems on climate and vegetation patterns in geography. When required, they use complex subject terminology to respond to tasks and questions. They write comprehensively with sound technical accuracy for a variety of purposes.

Pupils develop their numeracy skills well in the cyfnod cynradd. Nearly all pupils of foundation learning age count confidently to 20 and many count to 100 in 10s

assuredly. Many pupils in Year 4 use number skills appropriately to solve mathematical challenges and Year 5 and 6 pupils demonstrate good mathematical reasoning skills. A few are confident in showing alternative ways of solving the same question. By the end of Year 6, a majority of pupils apply their data skills appropriately, producing a suitable commentary of the key points shown in the data.

Overall, many secondary aged pupils demonstrate age-appropriate number skills such as rule of number, place value, adding and subtracting simple fractions, and working out averages. These pupils show the ability to accurately apply their knowledge and skills independently. Many demonstrate suitable data handling skills, such as collecting, presenting and interpreting data. A majority of pupils develop their knowledge and understanding of appropriate measuring skills. They display confidence when undertaking basic numeracy tasks outside of mathematics lessons. In a few subjects, many produce graphs accurately and interpret them correctly, for example, in science when investigating radioactive decay. Many convert units successfully when given the relevant scales and ratios.

Pupils develop their digital skills appropriately from an early age. When given the opportunity, the youngest pupils use a tablet computer independently to take pictures of their work and begin to experiment with different software packages. By Year 3, most pupils use a word processor confidently to write about the local area, importing appropriate images from the internet. By the end of Year 6, most pupils apply their digital skills effectively in their work across the curriculum in a wide range of contexts. For example, they create detailed 3D models of famous Welsh landmarks. Nearly all pupils speak with confidence about the importance of keeping safe online.

Across the cyfnod uwchradd curriculum many pupils develop their digital skills suitably. For example, in English lessons, pupils design web pages to launch new products. They embed images and videos and present colourful and engaging pages. They use a range of software with confidence, for example to compose music scores, edit images, and create videos representing wartime propaganda. In mathematics and science, many pupils develop their coding skills appropriately, for example when controlling drones. In addition, they create databases successfully and are beginning to explore computer aided design in their technology lessons.

Many pupils in the cyfnod cynradd English-medium stream develop their Welsh language skills appropriately. They use Welsh words suitably, for example to order their lunch. In the cyfnod uwchradd, the majority of pupils in the English-medium stream have a clear understanding of basic thematic words and translate effectively. A minority write at length using simple sentence structures. However, pupils in the English-medium stream generally use very little Welsh in conversations with their teachers and peers.

Many pupils develop their physical skills suitably and enjoy participating in sports and physical activity. The youngest pupils develop their fine-motor and gross motor skills well, for example when they carefully balance paper cups or digging for worms to feed the birds. Older pupils demonstrate good coordination and strong technical skills during physical education lessons.

Overall, many pupils develop suitable creativity skills whilst studying the work of famous artists, experimenting with colour and styles. Primary aged pupils use music

and dance in different areas of the curriculum, for example when learning times tables. In drama lessons, many pupils demonstrate strong creative skills, for example to create short, devised performances using different forms.

In a minority of areas across the curriculum, pupils develop valuable thinking and problem-solving skills. For example, the youngest pupils think carefully about how to make a sum of money in different ways with different coins and older pupils think of questions to ask a character and take it in turns to answer those questions as the character.

Well-being and attitudes to learning

Most pupils enjoy school and feel a part of 'Teulu Llanfyllin'. The school ethos of 'dysgu gyda'n gilydd, tyfu gyda'n gilydd', 'together we learn; together we grow' has successfully nurtured a community where most pupils feel supported and safe.

Nearly all pupils in the cyfnod cynradd are courteous and polite and show respect for teachers, peers and visitors. This is true of many pupils in the cyfnod uwchradd, as they follow instructions, listen to their peers, and allow others to contribute during group or paired discussions. In a few cases, pupils respond thoughtfully to each other's contributions, for example, in history lessons when discussing the impact of cholera on society during industrial Britain.

Most pupils in the cyfnod cynradd are enthusiastic about their learning, show interest in activities and are eager to learn, for example, when practising their Welsh language sentence patterns during role play. They also listen well to their teacher, work well with their peers, and demonstrate high levels of independence in many of the activities they engage with.

Most pupils in the cyfnod uwchradd arrive on time to lessons and settle in a calm and orderly manner. They understand the purposes of rewards, rules and sanctions. However, a minority of pupils in the cyfnod uwchradd are passive or display a poor attitude to learning. They show little interest in their work, do not sustain concentration and lack perseverance. A few pupils display disruptive and defiant behaviour that can affect their learning and the learning of others, for example not listening respectfully to explanations or not responding positively to instructions given by teacher.

Most cyfnod cynradd pupils respond well to verbal feedback from their teachers and when given the opportunity, a majority of pupils in the cyfnod uwchradd engage well with feedback from their teacher. As a result, these pupils remain on task in lessons and improve their knowledge, understanding and skills.

Participation rates in extra-curricular activities are high particularly in sports clubs. In general, pupils are developing a suitable understanding of the importance of physical activity. Pupils also have a sound understanding of how to make healthy choices.

Pupils benefit from being involved in and taking on leadership roles in various groups across the school. For example, participation in the Eco-club and 'Elusenol' charity fundraising group have resulted in pupils being able to develop suitably their awareness of concepts such as democracy, fairness and equality. These groups

have also made ethically informed decisions around sustainability and children's rights and influenced strategic decision making in school, for example campaigning for the reduction of single-use plastics and for better leisure time facilities. Pupils with ALN and those eligible for free school meals are represented fairly on these groups.

Last year, the school's rate of attendance was above that of similar schools. The attendance of pupils eligible for free school meals is well above the national average. The rate of persistent absenteeism is well below the national average. Attendance levels have improved to date in the academic year 2023-2024 and are closer to pre-pandemic levels than seen nationally.

Pupils in the sixth form feel very well supported by their teachers. They benefit from a wide range of opportunities available to them. For example, they take on leadership roles as prefects or participate in activities such as international trips, work experience, the Seren project and Duke of Edinburgh Award. As a result, they are able to develop as ambitious, capable learners. These pupils demonstrate very positive attitudes towards their learning. They are attentive, approach learning diligently and ask questions to further develop their knowledge, understanding and skills.

Teaching and learning experiences

Nearly all teachers and support staff foster positive working relationships with pupils. Staff greet pupils as they enter the classrooms and encourage them to settle down quickly. In the cyfnod cynradd, the learning environment is purposeful and engaging. In the youngest age groups, teachers make good use of the classrooms and the outside area to deliver interesting and inspiring experiences that encourage curiosity and independence. Nearly all teachers use the 'Wal Dyfu' to model next steps in learning effectively. As a result, pupils are beginning to show a greater awareness and understanding of what they need to do to improve their work. In a few cases in the cyfnod uwchradd, teachers make purposeful use of the 'Wal Dyfu' concept. However, this approach is used inconsistently.

In a few cases, teaching is particularly effective. In these cases, teachers use their understanding of pupils' progress to tailor their explanations of new concepts. In the cyfnod cynradd, teachers introduce increasingly mature expression, for example when modelling vocabulary for persuasive writing tasks. In the cyfnod uwchradd, a few teachers encourage pupils to use complex and subject-specific terminology well. These teachers use different questioning techniques effectively, challenging pupils to justify answers and opinions, for example when discussing causes and consequences of 'The Blitz'. In these sessions, teachers ensure there is an appropriate pace to sessions, moving learning along in a timely manner, ensuring that all pupils are engaged with their tasks.

In the majority of sessions, teachers have suitable expectations and an appropriate understanding of what pupils can do. They consider pupils' prior learning and provide clear explanations and instructions. These teachers check regularly to ensure that pupils have understood the requirements of the task and are proceeding successfully. They intervene sensitively, offer guidance as required and clarify misconceptions in a timely manner. A few use modelling techniques thoughtfully to share with pupils what is expected. For example, they use video clips to demonstrate

effective oracy skills when preparing a script and make effective use of the 'Wal Dyfu' to show what successful writing tasks look like.

A majority of teachers provide useful and timely verbal feedback. They circulate the classroom effectively, supporting pupils with their work. They identify mistakes or misconceptions alongside the pupil and offer useful guidance on how to improve. A majority of teachers provide pupils with helpful feedback on their written work that allow them to understand what they have done well, or how and where they need to make improvements. In these cases, pupils successfully enrich the content and quality of their work, for example when they reflect thoughtfully on what the teacher has identified by the 'melyn meddwl' method of feedback. In the cyfnod cynradd in particular, teachers and teaching assistants work together well to support pupils' learning and manage their behaviour effectively.

In the minority of cases, where teaching is less effective, teachers do not have sufficiently high expectations of pupils, they do not plan their lessons well enough and do not adjust their teaching to cater for needs of pupils well enough. These teachers do not provide pupils with a suitable degree of challenge and do not intervene effectively when pupils are off task. The pace of these sessions does not match the pace of learning well enough. Often, these teachers do not use probing questions to deepen understanding and develop pupils' thinking skills. The feedback of a minority of teachers does not help pupils to improve their knowledge or skills well enough. Too often, teachers do not follow the school's agreed assessment procedures, or do not afford pupils sufficient time to reflect on their learning and improve their own work. Shortcomings in teaching are more prevalent in the cyfnod uwchradd. These lead to a minority of pupils become disengaged and displaying poor attitudes to learning, such as a lack of concentration or effort. In a few cases, the issues are compounded by ineffective classroom management methods that lead to pupils becoming disruptive. As a result, a minority of pupils in the cyfnod uwchradd make limited progress in these sessions.

The school keeps parents and carers well informed about their child's progress, for example through parents' evenings, and interim and full reports. Reports to parents include concise information about their child's achievement and progress, along with useful pen portraits in the cyfnod cynradd and helpful advice on how to improve.

The school provides a broad and balanced curriculum for pupils and generally caters for their individual needs. At Key Stage 4, there is a worthwhile range of qualifications on offer, including construction, fine art and BTEC sport. In the sixth form, the school works effectively within the 'Trisgol' partnership with local schools, offering a range of courses, academic and vocational, through face-to-face lessons or online learning. Pupils are supported well to make informed choices for their future. This includes useful advice from career advisors and external speakers regarding specific learning pathways. Furthermore, Year 11 pupils benefit from activities at the 'Canolfan Chweched' sixth form centre and a careers roadshow.

The school has worked creatively to construct its vision for Curriculum for Wales known as the 'Tyfu' curriculum. It has shared this vision with stakeholders appropriately and is working closely with partner primary schools. Leaders value the importance of working imaginatively and collaboratively across phases exploring relevant authentic learning experiences. Pupils benefit from learning about 'Cynefin'

for example when exploring Welsh myths and legends in the cyfnod cynradd and castles of Wales in the cyfnod uwchardd.

Currently, the school does not have a coherent, approach to the progressive development of pupils' skills. As a result, there are too few meaningful opportunities for pupils to develop their skills in different subjects.

The school's well-being programme provides an age-appropriate curriculum that benefits all pupils. Activities include suitable health and well-being sessions, themed assemblies and talks from external speakers. Pupils have useful opportunities to gain an understanding of the history and experiences of Black, Asian and minority ethnic communities. In addition, there are helpful opportunities for pupils to consider views around diversity and inclusivity across all phases.

The school has a suitable approach to developing pupils' appreciation of Welsh culture through a variety of activities. This includes the 'Cryw Cymraeg' who are strong ambassadors and take pride in promoting the Welsh language and culture across the whole school. The school provides suitable opportunities for pupils in the Welsh-medium stream to develop their grasp of the Welsh language. Overall, staff do not encourage pupils in the English-medium stream well enough to use the Welsh language.

The school provides pupils with an appropriate programme of extra-curricular opportunities during and after school hours. In addition, teachers plan a variety of educational visits and enrichment activities which complement the curriculum. These include visits to local points of historical interest such as Ffynnon Sant Myllin, working with local construction employers and visits abroad.

Care, support and guidance

The 'teulu' (family) ethos of Ysgol Llanfyllin is central to all aspects of its well-being provision. Staff work collaboratively to establish a deep understanding of the well-being needs of pupils, particularly those who are most vulnerable and disadvantaged.

Staff know their pupils well and understand their roles in keeping pupils safe. The school's arrangements for safeguarding and child protection are sound. Staff are up to date with suitable training and are clear on all safeguarding procedures. The school responds promptly to concerns regarding safeguarding and works closely with external agencies. Staff deal suitably with the very few incidents of bullying. In 'Canolfan Teulu' (the well-being centre), school staff work well in partnership with external agencies to provide a comprehensive package of bespoke support for pupils. This includes providing an alternative curriculum for the most vulnerable pupils.

The school has secure procedures to monitor attendance. Staff use a range of interventions successfully to support a very few pupils with low attendance to attend school more regularly. In a minority of cases, teachers do not have high enough expectations of pupils' behaviour and implement behaviour management strategies inconsistently. As a result, the poor behaviour of a few pupils in the cyfnod uwchradd often disrupts their learning and the learning of others.

The school has made suitable steps towards the implementation of the Additional Learning Needs and Educational Tribunal (Wales) Act. The acting additional learning needs coordinator is passionate about her role and has made secure progress in mapping provision and establishing systems to measure the progress of pupils with ALN against their individual starting points. However, these processes are in their infancy. The ALN team provide a range of valuable interventions to support those with the weakest literacy and numeracy skills and support staff intervene sensitively and effectively to facilitate learning in classroom activities. Individual development plans, which provide valuable information about how to best support pupils, are suitably shared with staff. This information is not used purposefully enough to plan for pupils' needs, and consequently, a few pupils are not supported fully in their progress.

The school has effective and secure arrangements to support pupils as they start school or move to the next stage in their education. The arrangements for supporting pupils during the transition from the cyfnod cynradd and other partner primary schools to Year 7 is strong. As a result, most pupils feel that they settle well and feel valued as part of the school community. The school provides comprehensive support for pupils in Years 9, 11 and the sixth form to make informed choices relating to their future career. The school works well with external partners such as Careers' Wales, to prepare pupils for opportunities in the world of work.

The school provides ample opportunities for pupils to develop their understanding of their social and emotional development through a range of age-appropriate programmes. These cover topics such as celebrating differences and healthy relationships. Staff work effectively with a variety of external agencies, including the police, to ensure that issues covered are current and responsive to pupils' needs.

Leaders have designed a range of bespoke activities to allow pupils to consider and discuss a variety of matters affecting their health and wellbeing. In these sessions, pupils reflect purposefully on data from health questionnaires relating to their current health and wellbeing priorities. As a result, pupils have a secure understanding of how to make healthy lifestyle choices. Online whole school assemblies, accessible to parents, provide a valuable opportunity to reflect on moral and ethical issues and to celebrate successes. These are used purposefully in order to embed the familial 'teulu' ethos of the school.

The school values the opinions of pupils and facilitates the development of pupil leadership skills well. Through a wide range of forums, such as the 'Cyngor Ysgol' (school council) and the 'Cryw Cymraeg', pupils are given opportunities to collaborate and work as a team for the good of the school and the community. Leaders actively encourage a fair representation of the school's community in these groups, and as a result, a wide range of pupils across all phases have successfully influenced aspects of school life.

Pupils are provided with a suitable range of extra-curricular activities and educational visits. They are given valuable opportunities to participate in performances and events. For example, Year 5 and 6 pupils present interpretations of Welsh and Ugandan legends with the support of a local storyteller. Many pupils benefit from participating in musical performances such as the recent production of 'Matilda'.

Leadership and management

The headteacher provides secure leadership underpinned by a strong moral purpose. He is supported enthusiastically by the rest of the senior leadership team. Together, they continue to foster the culture of an all-age school supported by an ethos rooted firmly in caring for pupils' well-being. Leaders have made valuable contributions to developing the 'Tyfu curriculum' and the quality of teaching in the cyfnod cynradd. However, leaders have not had enough impact on the quality of teaching and the progressive development of pupils' skills, particularly in the cyfnod uwchradd.

Leaders worked closely with pupils and the wider school community to identify a clear vision for Ysgol Llanfyllin of 'Dysgu gyda'n gilydd tyfu gyda'n gilydd', 'together we learn, together we grow'. This vision is central to the work of the school.

The roles and responsibilities of senior leaders are clear and equitable. There is strong professional trust and respect within the senior leadership team. However, leaders at both senior and middle levels respectively, are not always held to account robustly enough for the quality of teaching and learning within their areas of responsibility.

Middle leaders demonstrate a clear commitment to the school and are positive about their work. They have a developing understanding of their roles and responsibilities, and positive working relationships with their line managers who they feel provide helpful support and suitable challenge. However, middle leaders' ability to evaluate teaching and learning within their areas of responsibility is too variable and is frequently too positive. It is unclear how senior leaders support and develop middle leaders to improve these aspects. Arrangements to manage the performance of staff are suitable, but the review of targets often lacks sufficient rigour and suitable consideration of the impact of teaching on pupils' learning.

There is a clear emphasis on the national priorities of safeguarding and reducing the impact of poverty on educational attainment. Leaders have created a strong culture of safeguarding throughout the school. Pupils are supported effectively so most feel safe and know where to go to seek help. The pupil development grant is used well to address specific challenges. Evaluation of the impact of this funding identifies clearly how it has supported improvements in pupils' attendance and attainment.

Leaders have introduced a suitable cycle of self-evaluation activities that are based on gathering first-hand evidence. They ensure that there are useful links between these activities and the school's current priorities. In general, leaders have a suitable understanding of the school's overarching strengths and areas for improvement. Leaders seek the views of pupils and adjust the provision where appropriate, for example by introducing cookery sessions to the cyfnod cynradd. Recently, governors have started to benefit from opportunities to visit the school more regularly to discuss the school's progress against priorities.

Leaders are beginning to have an impact on improving teaching by introducing common expectations across the school, such as the useful 'Tyfu Gyda'n Gilydd' approach to support skills' progression. However, such processes do not have a consistent impact on improving teaching and standards achieved by pupils. This is

because deficiencies in teaching identified during evaluation activities do not always lead to specific action steps for improvement with clear lines of accountability. In addition, leaders do not focus sufficiently on pupils' learning and behaviour to evaluate the impact of the provision.

The school provides an appropriate range of professional learning opportunities for staff that is aligned suitably to whole-school priorities and supports individual needs. Whilst professional learning has had a positive impact in several areas, such as supporting pupils' well-being and approaches to Curriculum for Wales, it has not supported improvements in other aspects of the school's work such as middle leaders' ability to evaluate the quality of teaching based on its impact on learning.

There is a strong culture of trust between senior leaders and the governors, who are proud and committed supporters of the school. They are kept well informed about the school's progress and as critical friends, they provide an appropriate level of challenge on issues including the quality of teaching and learning, and the school's address of national priorities. Their current objectives include establishing a financially viable long-term solution that addresses the need for dual language provision within the Curriculum for Wales framework. Governors ensure that appropriate arrangements are in place to promote healthy eating and drinking.

The governors, headteacher and business manager ensure that expenditure is used carefully and purposefully. In response to the predicted financial challenges ahead, the governing body is fully supportive of the need for change and the possibility of radical solutions.

Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee, where appropriate
- visit a broad sample of lessons, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

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

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

Copies of the report

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