



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

A report on

Ysgol yr Eglwys yng Nghymru Penrhyn Dewi

**Campws Dewi Campus
St Davids
Pembrokeshire
SA62 6QH**

Date of inspection: October 2022

by

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

This report is also available in Welsh.

About Ysgol yr Eglwys yng Nghymru Penrhyn Dewi

Name of provider	Ysgol yr Eglwys yng Nghymru Penrhyn Dewi VA
Local authority	Pembrokeshire County Council
Language of the provider	English
Type of school	All Age
Religious character	Church in Wales
Number of pupils on roll	613
Pupils of statutory school age	555
Number in nursery classes	38
Number in sixth form	
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 20.4%)	10.7%
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 22.3%)	24.9%
Percentage of pupils who speak Welsh at home	7%
Percentage of pupils with English as an additional language	
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	
Start date of inspection	24/10/2022
<p>The school is a lead school for initial teacher education.</p> <p>This is the school's first inspection.</p>	

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

Ysgol yr Eglwys yng Nghymru Penrhyn Dewi VA has a caring and supporting ethos and a clear focus on the personal development and well-being of its pupils and staff. This ethos is underpinned by strong Christian values. The school provides very strong and well-considered support for pupils' well-being, physical, cultural and moral needs as well as their learning needs. As a result, most pupils are happy and enthusiastic about coming to school. They feel safe and know who to turn to with any concerns.

Leaders ensure that all pupils are included in its activities. Pupils from disadvantaged backgrounds are able to participate fully in all aspects of school life by way of sensitive and discrete support. Most pupils with additional learning needs (ALN) play a full part in the school and are well supported to ensure that they can take on leadership roles and responsibilities.

There are very good working relationships between staff and pupils. In the primary phase, the quality of teaching is consistently high, but this is more variable in the secondary phase. Most pupils in nursery and reception make strong progress from their starting points. Many pupils across the school make suitable progress while the majority of pupils have a sufficiently good understanding of relevant prior learning and can apply this well to new contexts. While many pupils display appropriate standards of literacy, numeracy and digital skills, the planning for progression of pupils' skills across the school is not co-ordinated well enough. In addition, as pupils progress through the school there is little opportunity for them to practise and develop their Welsh language skills outside the Welsh lessons.

Staff make excellent use of the outdoor spaces, the surrounding local area and community to develop engaging real-life learning experiences. Pupils benefit fully from the wide range of experiences offered in a unique location.

The headteacher and new leadership team are conscientious in their approach to leading the school. The headteacher is passionate in her desire to provide pupils with the best education. She supports the well-being of staff and pupils well.

Leaders have established suitable processes to evaluate the school's work and plan for improvement appropriately. However, leaders do not always identify areas for improvement precisely or evaluate teaching by its impact on pupil outcomes well enough. A few health and safety issues were identified during the inspection.

Recommendations

- R1 Improve co-ordination of planning for progress in pupils' skills including development of pupils' Welsh speaking, reading and writing skills across the school
- R2 Improve the quality of teaching, to match the best practice seen in the school
- R3 Strengthen quality assurance processes to consider the impact of the school's work on pupils' standards and sharpen improvement planning
- R4 Address the health and safety issues identified during the inspection

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 the school's use of the wider outdoor environment and community (Cynefin) to enhance pupils' learning experience, for dissemination on Estyn's website.

Main evaluation

Learning

On entry to the nursery or reception class, many pupils are at or above the levels of literacy and numeracy skills expected at their age. Over time, most pupils in the primary phase make strong progress in their learning and many pupils in the secondary phase make suitable progress. Many pupils display a good understanding of prior learning and, especially in the primary phase, are able to apply this well to new contexts. In the secondary phase, the majority of pupils develop their knowledge and understanding successfully and consolidate their knowledge. However, in the minority of secondary phase lessons, pupils do not always make enough progress in their knowledge and skills which is largely due to shortcomings in teaching such as teachers having low expectations. Many pupils of all ages with ALN make at least appropriate progress against their targets.

The youngest pupils have well developed language skills. Most speak confidently to their peers in groups and contribute well to whole class discussion. As they progress through the primary phase, many pupils talk about their work and interests animatedly using a wide range of appropriate vocabulary. For example, they talk about how they make waterproof shelters for clay animals that they place in the woodland. They speak with increasing maturity and use a suitable range of vocabulary well to emphasise their points. In a few cases pupils have difficulty understanding explanations so do not engage in more detailed discussions about their work. In the secondary phase, the majority of pupils listen well to teachers' instructions and explanations. Many explain their reasoning confidently and have a good grasp of subject specific vocabulary. For example, they explain the development and exploration of ideas and techniques in their art work.

In the primary phase most pupils read aloud with confidence. From a very early age, they begin to sound out letters to make sense of words. By the end of the primary phase, many pupils read fluently from a suitable range of texts, using intonation well. A few less confident readers use an appropriate range of strategies to read unfamiliar words to make sense of the text. Most talk enthusiastically about books they have read and their favourite authors. They enjoy reading and describe reasons why they prefer particular authors over others. Many pupils of secondary age skim and scan texts successfully to identify relevant information and select important concepts within a reading piece. They are beginning to use inference and deduction effectively to enhance their understanding of literary works. Most pupils decode unfamiliar words successfully by considering the context of the sentence. When given the opportunity, pupils in the secondary phase read aloud with fluency and appropriate expression.

Most pupils develop their writing skills well in the primary phase. Many pupils, from a very early age, begin to form letters accurately using an appropriate pencil grip. As they develop, they write in a suitable range of text types including personal and formal letters. They write with a suitable degree of accuracy while the more able pupils write interesting recounts at length, for example when writing a letter in the first person. Many pupils write fluently using a range of appropriate approaches to

capture the interest of the reader such as when recounting the story of the French invasion of Pembrokeshire.

In the secondary phase, when given the opportunity, a majority of pupils write coherently with a suitable level of accuracy and control. They engage the interest of the reader suitably and a few pupils use an effective style and vocabulary that creates the desire to read on. However, a minority of pupils of secondary age lack technical accuracy and control in their writing. They make basic spelling and punctuation errors and often do not write legibly or coherently. A very few pupils do not use a sufficiently broad vocabulary accurately in their writing.

Most pupils display secure basic number skills appropriate to their age and ability. Many pupils in reception have a developing awareness of the quantities different numbers represent. For example, Year 2 pupils use related facts well to find out how many more reward points they need to reach their target. Year 5 pupils solve problems successfully using their multiplication skills to calculate the mean of a range of numbers while Year 6 pupils draw and interpret graphs accurately with correct scales. In the secondary phase, many pupils in mathematics use the four rules of number suitably to solve problems, for example when multiplying fractions and when calculating with trigonometry. Many pupils demonstrate suitable estimation skills and develop their measurement skills well. They plot graphs with increasing accuracy and independence. They analyse and interpret data effectively to reveal patterns and make predictions.

From an early age, pupils develop digital skills suitably. In nursery and reception classes most pupils use a tablet computer with minimal support. Many reception pupils access relevant apps independently from a list. They draw digital pictures using a good level of control. By Year 6, pupils make more sophisticated and purposeful use of digital resources to create spreadsheets and graphs. Pupils develop their coding skills suitably, for example by programming a toy to move around a grid to its destination. In the secondary phase, pupils develop their digital skills appropriately through opportunities to produce animations, analyse data and merge documents.

Most pupils across the school respond correctly to basic Welsh greetings. Nursery and reception pupils sing songs and rhymes in Welsh and identify colours and numbers in response to questions from adults. A majority of pupils recognise and respond to simple words and phrases that are used by teachers. Most pupils read and pronounce familiar words accurately. However, as pupils move through the school, their Welsh language skills do not progress well enough, particularly their oracy skills. The use of the Welsh language by older pupils is limited outside their Welsh lessons.

When given the opportunity, many pupils develop their creative skills well, for example in their art lessons when developing and creating face masks in a style of their choice. Pupils in reception use a range of materials imaginatively to design and create a rocket. Many pupils display sound physical and creative skills for example, when producing and performing a dance based on Barti Ddu or making models of round houses using their version of wattle and daub that they create from clay, sand, mud, water and grass. At an early age, many pupils develop their fine motor skills well, for example, they stretch, shape and pinch clay to make diva lamps to learn

about Diwali. Older pupils use their thinking skills well when given the opportunity, for example to order extracts of discourse from different parts of an essay on Macbeth in their English lessons.

Well-being and attitudes to learning

Most pupils are happy and enthusiastic about coming to school. They feel safe and know where to seek help if they have any concerns or need to talk to an adult. Most feel that if there is any conflict or an incident of bullying, it will be dealt with promptly by a member of staff.

Pupils readily take on leadership roles and want to be part of school life. They benefit from valuable opportunities to take on responsibilities throughout the school such as being a member of the school's Senedd and taking the lead in activities by being the class helper, 'Helpwr Heddiw'. Most pupils with ALN play a full part in school life and receive strong support to ensure that they can take on leadership roles and responsibilities and participate in the wide range of extra-curricular activities that are on offer.

The school's Senedd plays an important part in ensuring that pupils have a strong voice in the school and can influence its work. Senedd members put themselves forward for election by their peers and go through a rigorous selection process. Pupils contribute ideas and suggestions for consideration and are confident that these will be discussed and that they will receive feedback. For example, pupils felt that it would be beneficial to be able to see the prices of the hot food at lunchtimes and that having a dog in the school would improve pupils' well-being.

Older pupils support younger pupils well through a range of activities. For example, Year 6 create a range of games for pupils of other ages to promote the use of the Welsh language. Year 1 and Year 2 pupils organise a sport afternoon for younger pupils, which they run with minimal support from adults. Secondary phase pupils interact with and support primary phase pupils well. For example, those who study child development act as mentors to primary aged pupils. In addition, pupils of all ages collaborated in the school's musical production.

When lessons are stimulating and engaging, most pupils behave well. They are generally calm and courteous as they move around the school and are respectful towards adults and their peers. Many pupils demonstrate positive attitudes to learning. The youngest pupils develop their independent learning skills particularly well. They demonstrate autonomy in their learning and stay on task for sustained periods. Most pupils listen well and respond orally in lessons. Many are well prepared for lessons, eager to learn and engage positively with the tasks and activities on offer. In a very few instances, a minority of secondary age pupils do not sustain concentration well enough.

Most pupils show interest in their work, talk enthusiastically about projects and identify work that they are proud of. Many pupils develop as ambitious and capable pupils. They persevere with their work and try different strategies to solve problems before asking an adult. They cooperate well in pairs and small groups and support others with their work where appropriate. Many take good account of the feedback that they receive from teachers to improve their work.

Most pupils understand the importance of living a healthy lifestyle and know how to keep themselves safe online. They feel that the school is an inclusive environment that respects and celebrates diversity and promotes equality. Most pupils, have a strong understanding of issues relating to sustainability. For example, as a result of the school's link with Lesotho, pupils are more aware of the need to conserve energy and water. Following this, pupils organised a social media campaign to encourage local people and businesses to switch off their power for an hour to offset their carbon footprint.

Pupils are attending school more regularly this year compared with last year, when the COVID-19 pandemic had a negative impact nationally on school attendance. A very few pupils are persistently absent.

Teaching and learning experiences

The strong working relationships between teachers and pupils from the reception class to Year 11 are notable features of Ysgol yr Eglwys yng Nghymru Penrhyn Dewi VA. However, there is variability in the quality of teaching between phases, which is consistently high in the primary phase and more variable in the secondary phase.

Nearly all teachers have secure and up-to-date subject knowledge. In many cases, they think carefully about what they would like pupils to learn and plan their lessons to include a variety of suitably challenging and stimulating learning activities. They conduct their lessons at an appropriate pace and skilfully adapt their teaching to respond to individual pupils' progress and needs. In many cases, teachers provide clear explanations of key concepts alongside well-considered learning resources. Where appropriate, they offer pupils beneficial models of high-quality work and involve them in discussions around how to assess particular pieces of work.

Nearly all teachers are good language models and a minority use the Welsh language beneficially to support the development of pupils' bilingual skills. Many reinforce the use of key terms and wider vocabulary well. Where language teaching is at its most effective, teachers ensure they use a great deal of the target language when interacting with pupils. In most lessons, teachers move around the classroom purposefully to assess pupils' understanding of their work and help them improve. In these lessons, teachers use closed questions to check pupils' recall suitably. In a majority of cases, they use open questions to extend pupils' verbal responses and deepen their thinking.

In a minority of cases, there is a vibrant learning environment. Teachers plan lessons meticulously and deliver them with high levels of enthusiasm. They have very high expectations of pupils' behaviour and what they can achieve and maintain their interest by offering them activities that engage their curiosity and challenge them to develop their thinking.

In a few instances, teaching does not ensure that pupils make enough progress. In these instances, teachers do not have high enough expectations of what pupils can achieve. They do not use questioning effectively enough to probe and extend pupils' understanding. They do not plan their lessons carefully enough to ensure that pupils make progress in their subject knowledge or their skills. Instead, pupils are kept busy on tasks that do not challenge them enough and offer them little variety in how they learn.

Leaders collect a comprehensive range of data related to pupils' stage of development, their engagement and their progress. This is analysed and discussed regularly to identify pupils who need additional support and ensure appropriate interventions for them.

Overall, the school communicates well with parents about their child's progress in parents' evenings and in interim and end-of-year reports. However, in a few cases, reports include too much description of what pupils have done and too little evaluation of their progress or what they should do to improve.

The school provides a broad and balanced curriculum which satisfies the requirements of nearly all pupils. Planning for learning in the primary phase is sound and facilitates strong progress. Staff in the secondary phase are currently trialling various appropriate methodologies for implementing the principles of Curriculum for Wales in September 2023. Together with its partner primary schools, the school has agreed common aims for each area of learning and experience to ensure consistency and smooth curricular transition.

The school uses specialist facilities such as science laboratories and design and technology workshops effectively to strengthen the transition process between primary and secondary phases. Imaginative use of the 'Cynefin' (the local area), particularly in the earlier years enables pupils to learn in authentic contexts. This includes a project where the younger pupils work with a local farm to plant vegetables and then develop their business skills as they sell their produce.

Leaders plan the curriculum strategically for older pupils to study a wide range of suitable qualifications. The school makes worthwhile use of the local area, its resources and employers to support relevant vocational qualifications. These include opportunities to study agriculture, engineering, catering, child care and outdoor activities in real life contexts. The curriculum and extra-curricular experiences are inclusive and are accessible to pupils from disadvantaged backgrounds.

There is a strong Welsh ethos across the school. In the nursery and reception years the provision enables pupils to develop their Welsh language skills well. However, as the pupils progress through the school the focus on providing opportunities for pupils to practise their Welsh language communication skills is less consistent.

There are valuable curricular and extra-curricular experiences for pupils to develop their understanding of global issues. These include opportunities to learn about the history of black, Asian and other minority ethnic communities. For example, the Year 8 humanities curriculum includes a reading project based on a novel that focuses on the slave trade and issues relevant to equality. The school's links with a school in Lesotho offer beneficial opportunities for younger pupils to learn about the effects of poverty in less economically developed countries.

Staff plan appropriate opportunities for developing pupils' literacy, numeracy and digital skills from an early age. However, the planning for progress of pupils' skills across the school is not coordinated well enough and is underdeveloped in the secondary phase. The school has recently appointed a team of skills co-ordinators with whole school responsibilities. The literacy co-ordinator has recently prioritised developing extended writing skills and is making suitable progress in sharing a language marking policy and an agreed writing strategy with the staff. The numeracy co-ordinator has developed supportive and structured guidance regarding the

presentation and analysis of graphs, and this is having a positive effect on the provision and pupils' outcomes.

The school utilises its ample outdoor spaces well for pupils to explore and develop their skills including developing problem solving and physical skills. For example, nursery pupils develop social, physical and problem solving skills appropriately when they transfer water using troughs and tyres. The school offers valuable experiences that develop pupils' creative skills across the age range including planning and performing dances and high quality art work.

The provision for personal and social education is strong and learning experiences promote pupils' understanding of healthy living well. External agencies offer valuable learning experiences across the curriculum including supportive learning experiences regarding substance mis-use and domestic abuse.

Care, support and guidance

Ysgol Penrhyn Dewi VA has a caring and supporting ethos and a strong focus on the personal development and the well-being of its pupils and staff. It is an inclusive community, which respects differences and individuality. The school's ethos is underpinned by a strong moral compass based on its Christian values which are prevalent throughout the life and work of the school.

The school's provision for promoting pupils moral, social and cultural development is a strong feature. The links with St David's Cathedral present pupils with valuable opportunities to consider and reflect on their beliefs, values and important questions. The school's provision for personal and social education builds well on these experiences. Pupils receive valuable opportunities to consider and celebrate different cultures through links with communities in Lesotho and Wexford.

The school's support for pupils with additional learning needs (ALN) is effective and well organised. A review of this aspect initiated by the school and carried out by the local authority has helped the school improve its provision. The additional learning needs co-ordinator oversees this work with rigour and energy and is supported by a strong team of learning support assistants. They provide a comprehensive graduated response to support to meet the needs of pupils with ALN effectively. The school also works well with a range of partners such as 'team around the family', education welfare officer and the local authority inclusion team.

Pupils' individual development plans are useful documents, which describe their additional learning needs and the strategies staff should use to support them. The impact of the plans is monitored and evaluated regularly by the ALNCO and the plans adapted to meet the needs of individual pupils as necessary. All pupils with additional learning needs also have a helpful one-page profile and, generally, staff make effective use of this information in their planning and teaching. Staff track pupils' progress effectively and the pastoral support of the phase leaders in overseeing progress across all subjects is a key feature of this process. These developments, many of which are relatively recent, are ensuring that nearly all pupils with additional learning make at least appropriate progress in relation to the targets in their individual plans.

Phase leaders use a range of appropriate strategies to promote and encourage good attendance and behaviours. They make regular contact with families of pupils whose attendance is a cause for concern. In cases where pupils are unable or unwilling to attend school regularly, staff make considerable efforts to continue to support their educational progress. The phase leaders support the well-being of the most vulnerable pupils well and tackle any incidents of poor behaviour or bullying promptly.

The school provides very strong and well-considered support for pupils' physical, mental health and well-being needs. For example, every morning, senior managers share key information to all staff about the well-being of vulnerable pupils so that everybody knows and understands the steps that need to be taken to support them during the school day. The particular needs of pupils are also supported by the school counsellor, youth workers and support staff. The school works well with external partners to support vulnerable families and to understand and respond to their needs.

The support for pupils and their families during the pandemic was extensive. During this time the school cemented its working relationships with its community. It continues to support pupils and families living in poverty and this has become an increased focus of the school's work in recent years. The school ensures that pupils from disadvantaged backgrounds are able to participate fully in all aspects of the school's work by supporting them sensitively and discreetly.

The school places a strong emphasis on listening to pupils' views and acting on them. The school encourages pupils to express their views and to influence the life and work of the school through regular questionnaires on aspects of school life and through forums such as the Senedd, Pride club and the Clwb Gwyrdd (the Eco Club). The school ensures that pupils are given fair and transparent opportunities to become members of these and other clubs through year group presentations and elections which are inclusive. The school also provides a wide range of extra-curricular activities and clubs which support the pupils social and physical development. These include sporting, creative and cultural clubs such as parkour, 'dungeons and dragons', chess, gardening and animal husbandry.

The school also provides a broad range of opportunities for developing pupils' creativity, confidence and expressive capacities. There is strong provision for developing pupils' creative skills. For example, Year 6 pupils have recently explored the work of William Morris and re-imagined his work with their own designs which will be exhibited in a Cardiff gallery. Pupils are also given opportunities to participate in musical productions, which helps to develop their self-confidence and their ability to work well with others.

The school ensures that pupils have access to sound career advice to enable them to progress to the appropriate next steps in their education or training. Staff also ensure that disadvantaged pupils can access these opportunities by arranging practical support to enable them to pursue their choices. Staff are very proactive in making the most of the wealth of opportunities in their locality to enable pupils to participate in activities with local business partners, community ventures and organisations such as the National Park and the RNLI.

The whole school ethos and culture is conducive to pupils' well-being and safety. Suitable and timely training is undertaken by all staff on safeguarding and prevention of radicalisation. As a result, staff at all levels understand their roles in keeping pupils safe and know how to raise concerns with designated persons in the school. Relevant staff work effectively with outside agencies to provide appropriate response to any concerns. Generally, the school buildings are in a very good state of repair and provide pleasant surroundings for pupils' learning. The school's arrangements for safeguarding pupils are robust. A few health and safety matters have been brought to the attention of the school.

Leadership and management

The headteacher and leadership team know their staff and pupils well. They are committed to ensuring the success and well-being of all members of the school community. Leaders value the contribution of all members of staff and strive to provide an exciting learning environment, and a wide range of valuable opportunities for all pupils. After a period of instability in the leadership of the school, the headteacher has worked well with members of the governing body and local authority to establish a senior leadership team with clear roles and responsibilities. Leaders and governors are ambitious, enthusiastic and dedicated to the development of the school. Leaders' vision and the school's strong Christian ethos support the whole school to 'be joyful, keep the faith and do the little things' well, or 'gwnewch y pethau bychain'.

Within a short period, leaders have established an effective team ethos across the school with a clear emphasis on improving provision, pupil outcomes and well-being. The headteacher and other leaders set high expectations and share their vision appropriately with a range of stakeholders. They model and promote professional values and behaviours effectively, providing appropriate care, support and challenge to staff. However, the headteacher and other senior leaders are undertaking extra responsibilities in the short-term, which impacts on their ability to take a more strategic role in improving the work of the school.

Leaders have established clear roles and responsibilities for staff at all levels, which are well-defined and understood. They have organised the school into five phases according to age, with recognised phase leaders supporting staff and overseeing the provision, pupil outcomes and well-being. This provides clear lines of communication and accountability within each phase and contributes well to the overall performance of the school. In general, leaders use the resources and expertise of staff across and between all phases to support pupils appropriately. However, this is at an early stage of development.

Leaders pay due regard to managing the impact of poverty on educational attainment. They identify pupils from poor and disadvantaged backgrounds clearly and track their attainment and attendance carefully. They offer support through resources and sound advice. As a result, pupils from all backgrounds benefit equally from curricular and extra-curricular experiences either within the school, the community or further afield.

The headteacher, supported by the senior leadership team, has begun to establish a culture of evaluation and improvement, which places teaching and learning at the

heart of the process. They have worked openly and collaboratively with a range of partners to develop their leadership and self-evaluation practice, including quality assurance of the current curriculum provision. As a result, teachers and governors have a broad understanding of the school's priorities around teaching and their progress towards implementing the Curriculum for Wales. Leaders take account of the views of most stakeholders within the cycle of self-evaluation and improvement activities. The involvement of parents and carers in this process is at an early stage.

Middle leaders contribute well to the evaluation and improvement culture, discussing aspects of teaching and learning with line managers and within subject and phase meetings. With support from senior leaders and improvement partners, middle leaders have a suitable understanding of strengths and weaknesses in their areas of responsibility. They identify appropriately their own subject or phase improvement priorities. Whilst leaders generally provide suitable support and challenge for staff at all levels, there remains too much variation in the consistency of the line management process across all phases and subjects.

Quality assurance activities have helped the school to identify broad areas for improvement such as pupils' literacy and extended writing skills. However, leaders do not evaluate the effectiveness of teaching well enough particularly with respect to its impact on pupils' progress. For example, direct observations of teaching and learning and book reviews do not identify specific features of teaching and learning clearly enough or evaluate them with rigour or precision.

Improvement planning is not always focussed well enough on the aspects that require improvement. Although leaders identify helpful priorities for improvement, they are not always precise enough about what they are aiming to improve or about what success might look like. This reduces leaders' ability to monitor accurately the impact that actions have on pupil progress and to target professional learning to the greatest effect.

Leaders have developed a comprehensive programme of professional learning for staff. This programme focuses well on improving teaching based on findings from research. In addition, staff have been given beneficial, cross-phase professional learning opportunities to collaborate and learn from each other, for example to support the implementation of the Curriculum for Wales. The school provides beneficial professional learning opportunities for teaching and support staff, which helps them to respond appropriately to the needs of the pupils. This includes, for example, training on diabetes, which enables staff to respond rapidly when necessary. However, since many of these initiatives are relatively recent, there has not been enough time for professional learning to have impacted on the quality of teaching and learning across the school.

Governors are proud of their school and there is a well-developed culture of trust between senior leaders and governors. They understand their roles and responsibilities and support the school well, including the promotion of healthy eating and drinking and the recruitment of staff. Whilst governors have a sound general knowledge and understanding of the work of the school, they do not always have sufficient information to challenge leaders well enough in all aspects, such as the quality of teaching across the school. The business manager works highly effectively with leaders and members of the governing body to manage the school's budget

carefully. Grant funding is spent appropriately and has contributed positively to the school's well-being provision and pupil outcomes, including to try to offset the impact of poverty.

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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