



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

**A report on**

**Llanidloes High School**

**Llanidloes  
Powys  
SY18 6EX**

**Date of inspection: February 2024**

**by**

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

**This report is also available in Welsh.**

## About Llanidloes High School

Name of provider	Llanidloes High School
Local authority	Powys County Council
Language of the provider	English
Type of school	Secondary
Religious character	N/A
Number of pupils on roll	710
Pupils of statutory school age	618
Number in sixth form	92
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%)	12.3%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Secondary is 14.8%)	18.3%
Percentage of pupils who speak Welsh at home	10.8%
Percentage of pupils with English as an additional language	4.2%
Date of headteacher appointment	02/04/2018
Date of previous Estyn inspection (if applicable)	04/04/2016
Start date of inspection	19/02/2024

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](https://mylocalschool.gov.wales)

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

## Overview

Ysgol Uwchradd Llanidloes High School is committed to providing all its pupils with 'great opportunities for all to learn'. The school is a caring and supportive environment where all are valued and encouraged to give of their best. Leaders and staff ensure that the well-being of staff and pupils is their highest priority. They secure a positive safeguarding culture where most pupils feel safe and free from bullying. Pupils are encouraged to care for and respect each other and nearly all are polite and friendly around the school. Most pupils behave well in their lessons and interact positively with each other during the school day.

Overall, staff foster positive working relationships with pupils in lessons, they provide interesting learning opportunities and, as a result, many pupils engage well and make good progress. In a few particularly effective lessons, teachers set high expectations, they question skilfully, and pupils make rapid progress in their knowledge, understanding and skills. In a few instances pupils do not make enough progress, mainly because of teachers' low expectations and weak planning. The school's curriculum offer is a particular strength. It provides personalised opportunities which aim to engage, enthuse, and benefit pupils of all abilities. Pupils at key stage 4 and in the sixth form benefit from the careful curriculum planning that considers a wide range of subject choices including those suitable for the local economy.

Pupils benefit from a range of valuable support for their well-being and learning. Staff know the pupils well and provide beneficial guidance when needed. They work effectively with outside agencies ensuring that pupils access the support they require to develop as individuals. Pupils with additional learning needs, including those who attend the school's Autism Spectrum Centre (ASC), benefit from purposeful and bespoke interventions and support.

Leaders foster a real sense of community within the school and in the locality. They provide strong support for families from low-income households. Additionally, they have an ambitious vision for developing the use of the Welsh language across the school. Leaders collect a wide range of relevant information to identify areas of strength and areas in need of improving. However, they do not prioritise precisely enough the aspects of provision that need the most improvement. Although leaders at every level have a genuine ambition to improve their work and have broadly identified the main areas requiring improvement there are shortcomings in a few areas of the school's work. These include aspects of teaching and the progressive development of pupils' skills.

Leaders have focused carefully on improving pupils' attendance. They regularly monitor pupils' attendance and challenge those who miss school. While this work is having a generally positive impact over time, whole-school attendance rates are lower than for the same period last year. The team has brought a health and safety concern to the attention of the school.

## Recommendations

- R1 Ensure that leaders prioritise precisely the aspects of provision that need the most improvement
- R2 Improve the quality of teaching to address the shortcomings noted in the report
- R3 Ensure that there is a well-co-ordinated and understood approach to the progressive development of pupils' skills
- R4 Improve school attendance
- R5 Address the health and safety issue identified during the inspection

## What happens next

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

## Main evaluation

### Learning

Many pupils make secure progress in their knowledge, understanding and skills and, in a few especially effective lessons, they make particularly strong progress. A few pupils do not make enough progress in their subject knowledge, understanding and skills usually as a result of shortcomings in teaching. Overall, pupils with additional learning needs (ALN) make sound progress in their knowledge, understanding and skills from their starting points. Pupils in the Autistic Spectrum Centre (ASC) make good progress against their individual development plans and personal targets.

Many pupils recall prior learning suitably and, when given the opportunity, apply their learning confidently to new and unfamiliar contexts. For example, in mathematics, they apply their knowledge of how to solve linear equations to determine the smallest possible whole number that satisfies an inequality. However, a few struggle to recall prior learning and, in general, this is due to a lack of opportunities.

Many pupils listen attentively to each other and staff. They contribute willingly to class discussion and provide short answers to questions confidently. A minority of pupils provide extended answers, justifying their responses and giving well considered reasons for their opinions. A minority of pupils only provide brief and basic answers and do not expand on their ideas, often because of a lack of challenge by the teacher. A very few pupils are reluctant to contribute to class discussions.

When reading in English and in first language Welsh lessons, many pupils have secure basic reading skills and extract relevant information successfully from a range of texts. A majority of pupils synthesise information suitably from a range of texts and media sources, such as when they investigate the 9/11 attack on the United States of America in history. They also use inference and deduction successfully, for example when looking at how authors present characters in the novel 'Animal Farm'. A few more able pupils infer information from source material particularly well, explore in detail the purpose of texts and provide well-considered written responses. A minority of pupils struggle to analyse basic implied meaning in texts. In general, pupils do not use their advanced reading skills to support their learning well enough due to limited opportunities to do so across the curriculum.

In both languages, the majority of pupils organise their writing logically and structure their writing suitably in paragraphs. They have a sound vocabulary and write with appropriate technical accuracy. They vary their sentence structures suitably and a minority of pupils have a secure awareness of audience and purpose. When given the opportunity, they write at length appropriately. A minority of pupils make frequent, careless errors in their writing in both languages.

Many pupils who study Welsh as a second language make secure progress in developing their understanding of the language and culture. A majority of pupils use Welsh suitably when responding to their teacher's questions and demonstrate good pronunciation. A few expand their vocabulary and communicate well in Welsh. In their writing, many write short sentences in Welsh accurately using suitable vocabulary. A few develop their writing well, varying tenses and using more sophisticated vocabulary, for example when giving their opinion on the advantages and disadvantages of using mobile phones.

The majority of pupils make sound progress in their mathematical and numeracy skills. They have good basic number skills and an appropriate grasp of number concepts. They have suitable mental arithmetic skills and can use a calculator effectively. They calculate using percentages, decimals, and fractions competently. For example, pupils express numbers as a product of prime numbers and use their answers to find the highest common factor of two numbers. A majority have a suitable understanding of shapes and measures. For example, they convert between different metric measures and use Pythagoras' Theorem to determine whether a triangle includes a right angle.

The majority have sound data handling skills. They are able to calculate averages and draw a range of graphs accurately. When given the opportunity, they analyse graphs suitably. A minority of pupils do not make as much progress as they should in their numeracy skills and their understanding of number concepts is not developed well enough. Generally, a majority of pupils apply basic numeracy skills accurately across the curriculum, for example when using a variety of formulae in engineering to calculate the efficiency of a light bulb.

In general, pupils have appropriate basic digital skills, such as word processing, using the internet for research and creating presentations. When given opportunities to do so, pupils develop more advanced digital skills well, such as using software to design video games for children that promote cycling.

Generally, many pupils develop their creative skills well. For example, in design technology they represent 3D images on 2D surfaces using lines to create perspective. In a minority of subjects, pupils generally develop beneficial thinking skills, such as when they justify which was the most important factor to Henry VIII's success as king. Many pupils develop their fine motor skills suitably. For example, they show good control when managing the speed of the needle on a sewing machine. Many pupils demonstrate endurance and stamina during spin sessions in their physical education lessons.

### **Achievement and progress**

In general, sixth form pupils are mature and articulate and many speak eloquently and confidently with staff and visitors. Many have strong recall of prior learning and apply this well to new situations. For example, in geography they apply their understanding of tectonic plates to successfully draw conclusions on diverging plate margins independently. In lessons, they generally listen intently to explanations and answer questions competently, explaining their reasoning clearly.

### **Well-being and attitudes to learning**

Nearly all pupils at Ysgol Uwchradd Llanidloes High School are polite and courteous. Most enjoy school and value the positive working relationships with staff. This is a strong feature of the school.

Most pupils feel safe in school and say they appreciate the presence of staff during lunchtime and breaktime to support them. They are respectful towards others and say that they are not affected by bullying. Pupils speak highly of the support they receive from their teachers and year leaders and are confident in seeking help if they have any concerns. For example, pupils use the 'Gofal' area to seek further support and guidance.

Many pupils value the support they receive to meet their emotional, physical, and mental well-being needs, for example through the breakfast club and swimming sessions. Most pupils understand how to lead healthy lifestyles and stay safe online. Many pupils are positive that the school promotes equality, diversity, and racial tolerance. Many pupils participate enthusiastically in a wide range of extra-curricular opportunities, such as sport teams, a range of clubs and educational trips that help them become healthy, confident individuals.

Many pupils participate willingly in pupil voice activities and embrace the opportunities to develop leadership roles. For example, they are involved in the school council, sporting ambassadors programme, eco-club and the Criw Cymraeg. However, a minority of pupils feel that the school does not ask their opinion or act on their views.

Most pupils behave well in lessons and around the school. They are punctual and engage well with their learning. They respond positively when presented with challenging work, sustaining their concentration and demonstrating good levels of resilience. In lessons, many pupils work well collaboratively, for example, when working in pairs to create a remix of 'Sosban Fach' in music lessons. Many pupils demonstrate good independent learning skills, although a few pupils do not always

engage well enough with their work. Overall, many pupils take pride in the presentation of their work.

Between the academic years 2018-2019 and 2022-2023, the school's rate of attendance fell by a smaller amount than seen nationally. Last year it was above that of similar schools. The attendance of pupils eligible for free school meals was well above the national average. The rate of persistent absenteeism was well below the national average. However, since September 2023 whole-school attendance rates have not been sustained and are slightly lower than for the same period in the previous year.

### **Teaching and learning experiences**

Many teachers foster positive working relationships with their pupils, and many develop a purposeful learning environment. They establish clear classroom routines, which help pupils engage well with their work and transition smoothly between tasks and activities. These teachers have strong subject knowledge and use this well to support pupils to develop their understanding and learning. They are effective language models and make good use of subject terminology.

In many lessons, teachers provide clear instructions and explanations, which help pupils understand what they need to know and do. In addition, teachers prepare resources that engage and support pupils' learning beneficially. Many teachers plan well for pupils' progress. They consider how tasks help pupils develop and apply their knowledge and understanding of the subject in different contexts. Often these tasks and activities build incrementally on one another to help pupils make secure progress.

The majority of teachers have suitable expectations of what pupils can learn and do. They provide an appropriate level of challenge and manage the pace of learning carefully to ensure they support pupils' needs suitably. These teachers monitor pupils' progress carefully as they work and provide valuable verbal feedback and support. They question pupils effectively to check their recall and understanding and often challenge pupils to provide detailed answers and explanations.

In a few particularly effective lessons, teachers are passionate about their subject area and have notably high expectations of what pupils can do and achieve. They provide lively instruction and explanation, which inspires pupils to engage well with in the classroom. These teachers plan highly effective activities to ensure that pupils make strong and brisk progress. They explain difficult concepts effectively and adapt their teaching skilfully to respond to pupils' needs. In these few lessons, teachers ask incisive questions to probe and develop pupils' thinking. In addition, pupils are challenged to apply their knowledge and understanding in new and increasingly complex contexts and develop the quality of their responses.

In a minority of instances, teachers do not plan the learning well enough. They provide activities that keep pupils busy or tasks that do not provide them with enough challenge. As a result, the pace of learning is sometimes too slow, and pupils do not make as much progress as they could. In some cases, lessons are over-managed by the teacher and this results in a lack of opportunities for pupils to work independently. In other cases, teachers miss opportunities to challenge and develop pupils'

responses through further questioning. In a few instances, teachers do not address off-task behaviour or pupils' passivity well enough.

Staff at the ASC understand their pupils' needs well and work closely with teaching staff to help pupils access their mainstream lessons. They use the school's assessment systems appropriately to track pupils' progress.

Many teachers provide suitable written feedback for pupils. This normally includes some positive praise, targets for improvement and an opportunity for pupils to respond. In a few departments, where teachers set challenging targets and have high expectations around pupils' responses, pupils make incremental, worthwhile improvements to their work. However, the quality of teachers' targets and their expectations of pupils vary. Where expectations are unclear, pupils' responses are superficial. The use of feedback to help pupils develop their literacy skills is underdeveloped.

The school provides a broad and balanced curriculum that is based on pupils' choices and builds suitably on their prior learning. It includes an appropriate range of academic and vocational courses in Key Stage 4 and the sixth form, such as agriculture, tourism, and hair and beauty.

The school has widened the curriculum offer through successful partnerships with external providers. As a result, it provides a valuable alternative curriculum, which is of particular benefit to the most vulnerable pupils at Key Stage 4.

The curriculum is successful in meeting the needs of nearly all pupils. Staff have implemented a wide range of strategies to ensure that provision is fully accessible to all pupils, including those who may be facing barriers to their learning. In the ASC, the curriculum is tailored to meet the needs of individual pupils through a bespoke approach. Staff make sensible adaptations to individual timetables so that these pupils feel secure in the school environment and are confident and able to engage fully in their learning. There is an ambitious desire to ensure that all pupils registered at the centre gain mainstream learning experiences and can access a range of subjects appropriate to their needs and abilities. The centre provides consistent routines for pupils to plan and organise their day, share any concerns or celebrate successes, and access a range of beneficial options to support their well-being, such as mindfulness, which helps to develop their confidence.

The school identifies and supports suitably those pupils who need additional support with their skills, in particular literacy. Many teachers plan suitable opportunities for pupils to practise their literacy and numeracy skills across the curriculum. However, the provision for the progressive development of pupils' skills is not planned or co-ordinated well enough.

Pupils are provided with worthwhile support and guidance to help them prepare to make informed choices about their next steps and future careers. The school provides a comprehensive programme of support to pupils transitioning into Key Stage 4 and post-16 pathways. This includes effective support and guidance regarding careers and the world-of-work. Pupils in Years 10 and 12 continue to benefit from work experience placements. In addition, the school offers a wide variety of worthwhile extra-curricular activities, which provide beneficial opportunities for



pupils to socialise and develop their wider skills outside the classroom. These include arts clubs, musical trips, and educational visits.

The school continues to develop a clear vision for its Curriculum for Wales following appropriate trialling, evaluation and taking account of the views of stakeholders. It is based on a disciplinary curriculum where pupils develop their subject knowledge and skills, alongside their wider skills. Leaders recognise the importance of high-quality teaching and assessment, and they have worked closely with partner cluster schools to ensure that the curriculum builds well on pupils' prior learning.

Pupils have suitable opportunities to develop their appreciation of Welsh culture, for example through the school Eisteddfod, Urdd competitions and displays around the school. They also have worthwhile opportunities to develop an understanding of their identity and heritage through learning about local and Welsh history. For example, in history lessons, pupils study the significance of the Chartist protest in Llanidloes when studying political power during the industrial revolution. Although opportunities to use and promote Welsh language skills are limited outside of Welsh and Welsh medium lessons, most pupils gain a Level 2 qualification in Welsh at the end of Year 11.

The school carried out a comprehensive consultation with pupils and parents and launched its 'Relationship & Sexuality Education' (RSE) provision. This well-being programme, delivered through subject rotation, has been designed carefully to create an age-appropriate curriculum for Years 7 and 8. In addition, every pupil in Key Stage 3 and the sixth form benefits from personal and social education sessions (PSE) during form tutor time while Key Stage 4 pupils gain appropriate support through dedicated PSE lessons where they study towards a qualification.

Pupils benefit from worthwhile opportunities to learn about diversity across the curriculum, including the history and experiences of Black, Asian, and Minority Ethnic communities. The school celebrates Black History Month and pupils consider the life and works of Martin Luther King and Nelson Mandela in religious education lessons. In history lessons, pupils study historical figures from the LGBTQ+ community.

### **Care, support and guidance**

Ysgol Uwchradd Llanidloes High School is a welcoming community, which provides pupils with effective care and guidance. A team of committed staff respond sensitively to pupils' social and emotional needs through a comprehensive and organised support system. The school provides a positive environment for all pupils including those that need additional support in their learning and well-being. Staff in the 'Gofal', 'Cymorth' and 'Cynnydd' bases respond well to the varying needs of pupils and provide purposeful support to improve their engagement and well-being. This is a particular strength of the school's work. Staff who provide bespoke support through these specialist provisions care exceptionally well for their pupils' emotional and behavioural needs.

Year leaders and well-being staff have a thorough understanding of the needs of the pupils in their care. Pupils are provided with helpful emotional support and guidance to overcome any barriers that might prevent them in engaging in learning, including having access to counselling services and the school nursing service. Year leaders

monitor the behaviour and attendance of individual pupils and provide timely and beneficial support for those at risk of disengagement. For example, a few pupils attend an alternative off-site programme, which helps to ensure their continuing attendance and engagement with learning. However, whole-school attendance rates have not been sustained and are slightly lower than for the same period in the previous year.

The ALN team has valuable links with a range of external agencies and parents, who play a key role in the pupil-centred approach to review meetings. This team is effective in identifying and supporting pupils with ALN. Alongside the well-being team, they monitor carefully any interventions pupils receive, and regularly review the progress they make against their individual targets.

The ASC is a welcoming, supportive base for pupils with a range of autism needs. Staff know the pupils well and foster warm, supportive, and productive relationships. They plan beneficial opportunities for pupils to access mainstream lessons to support the development of their wider learning skills.

The school is making good progress towards implementing the Additional Learning Needs and Education Tribunal (Wales) Act. Leaders in the ALN team are well informed and provide effective guidance to teachers. The team produce helpful one-page profiles for all pupils with ALN. These profiles reflect pupils' aspirations, their needs and strategies to support them in achieving their goals. Overall teachers make suitable use of this information in their lesson planning. Staff are deployed effectively to support pupils' learning and needs in lessons.

The school offers a beneficial range of extra-curricular activities during lunchtime and after school to promote pupils' physical health and social and cultural interests, for example wheelchair rugby and the Duke of Edinburgh qualification. Pupils are provided with worthwhile opportunities to participate and engage with the creative arts through school productions and the guitar club.

The school provides a comprehensive transition programme to ensure positive experiences for pupils transferring to the school in Year 7. This is strengthened for vulnerable pupils who benefit from an enhanced programme of activities. The school prepares its pupils appropriately for the next stage in their education journey through collaboration with Careers Wales. This includes providing guidance on job applications and mock interviews with local businesses.

The school's provision to develop pupils' moral and spiritual education is suitable. Assemblies and tutor time provide opportunities for pupils to reflect on ethical issues. Teachers provide an appropriate PSE programme, which develops pupils' understanding of how to care for themselves, other people and the world.

Year leaders and the well-being team meet regularly to monitor and discuss pupil attendance and behaviour. They identify pupils displaying negative behaviour and those with high absence rates and provide them with purposeful support. These arrangements are reviewed regularly.

Staff at all levels promote a safeguarding culture and understand their role in keeping pupils safe. Arrangements to keep pupils safe are robust. All staff receive suitable

safeguarding training annually through updates in school and e-learning modules and a few relevant staff complete additional training. There are appropriate arrangements for the safe recruitment of staff and others who are in contact with pupils. The school has clear procedures for responding to safeguarding issues and acts promptly, making referrals to outside agencies where appropriate. There are suitable health and safety risk assessments for on-site and off-site activities. However, the team identified a health and safety concern regarding the school site during the inspection.

## **Leadership and management**

The headteacher has a clear vision for the school that is understood and shared well across the school and its community. The well-being of pupils and staff is at the heart of this vision, which is based on providing high levels of 'Gofal' (care), for all, and seeking to provide pupils with 'great opportunities for all to learn'.

The headteacher is a passionate and committed leader who has high expectations of staff. He is ably supported by the extended senior leadership team and together they have successfully created a team ethos amongst staff where they work together for the benefit of pupils. Generally, leadership roles and responsibilities have been shared suitably amongst the large extended leadership team. This arrangement provides helpful professional learning for staff to develop their whole-school leadership skills, although leaders do not always have sufficient time to carry out these important roles effectively enough. Leadership has impacted positively on the culture of safeguarding and has led to strong pastoral care for pupils' well-being and many pupils making secure progress, including those that attend the ASC. However, leadership has not secured sufficient improvements in some areas of the school's work, including the quality of teaching in a minority of instances and the provision for the progressive development of pupils' skills across the curriculum.

Most middle leaders have a good understanding of their role and how this fits into the school's structure and contributes to its priorities. Many identify the broad strengths and areas for improvement in their areas of responsibility and a minority do this confidently and precisely. There is a clear calendar of meetings in which leaders discuss pupil progress and aspects of teaching and learning. These meetings include common agenda points and regular reviews of progress against improvement priorities. Actions are noted and reviewed regularly. There is a suitable balance between support and challenge within these meetings, which is helping many middle leaders to develop in their roles, although all senior leaders do not always hold those that they manage to account robustly enough.

Leaders pay suitable attention to addressing national priorities. The school's work in developing its Curriculum for Wales and responding to ALN reform are developing well, and the proportion of pupils who study Welsh as their first language is growing. Leaders focus well on tackling the impact of poverty on pupils eligible for free school meals or those from low-income households. This is considered in all aspects of planning for improvement and the school is taking a range of helpful steps to improve the attainment and well-being of these pupils. This includes targeting individual pupils for additional support, working closely with families, and ensuring that these pupils are able to engage with the full range of enrichment activities. A notable example of the school's work in this area is the link they have forged with a local hospice shop whereby uniform donated to the charity is available for parents to buy during school

inset days. This initiative has been a success in ensuring that parents have access to uniform at a reasonable price and the proceeds are donated to the charity. The school's work to mitigate the effects of poverty has had a positive impact on the attendance and achievement of this group of pupils.

Leaders' self-evaluation is based on an appropriate range of quality assurance activities, including first-hand evidence from lessons, speaking to pupils and looking at their work. Senior leaders often work collaboratively with middle leaders on these tasks. Teachers and governors are involved in the process occasionally. Leaders seek the views of pupils and parents regularly and there is evidence that their opinions influence the school's practice, such as the ban on pupils' use of mobile phones, the recent return to face-to-face parents' evenings and the widening of sports options within the curriculum. Senior leaders' evaluations of learning, teaching and other aspects of the school's provision are comprehensive, rigorous, and generally accurate. However, there is inconsistency in the quality of evaluations undertaken by middle leaders, and they do not always consider the impact of actions taken, especially on pupils' learning.

Senior leaders have identified a small number of broad improvement priorities and put suitable plans in place to bring these about. However, the priorities are too broad and, as a result, lack the precision and focus needed to achieve rapid progress. In addition, there is a plethora of other plans and further initiatives for staff to consider. Overall, there is a lack of precision to identify precisely the most important priorities and to concentrate on actions that will bring about sustained improvement when given the time to become embedded.

The school has sound arrangements for the performance management of staff. Objectives align suitably with national and school priorities and the arrangements include useful opportunities for staff to discuss their professional learning needs with leaders. All staff have opportunities for, and participate in, a valuable range of professional learning provided internally and by external providers. The worthwhile 'Gwella' programme allows staff the opportunity to choose an aspect of teaching to develop and to work in pairs to observe and discuss their practice. In addition, teachers value the opportunities to collaborate in 'Research Teams' focusing on aspects of the school's work, such as improving attendance and mitigating the impact of poverty on pupils' attainment. Leaders and prospective leaders benefit from opportunities to attend leadership programmes and contribute to the work of the extended leadership team. However, the provision for professional learning is not always targeted well enough to address the precise areas that need the most urgent improvement or evaluated robustly enough.

The school business manager, headteacher and governing body manage the school budget well. They prioritise expenditure appropriately to match the school's current areas for improvement. The sixth form is cost effective and at the end of the last financial year, the school had positive reserves. The spending of grant funding, including the Pupil Development Grant, is planned carefully and evaluated suitably by measuring the impact of spending on outcomes for pupils who are eligible for free school meals.

Governors support and challenge senior leaders appropriately. They visit the school regularly and take part in beneficial activities that allow them to develop a sound

understanding of the school's work. The governing body ensures that the school has appropriate arrangements to promote healthy eating and drinking. The school is part of a federation with Llanidloes Primary School. This means that the schools share one governing body, and work closely on a few other aspects. For example, pupils from both schools perform together in the Mary Poppins production and secondary aged pupils support their primary peers as Welsh 'reading buddies'.

## 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 (<http://www.estyn.gov.wales/>)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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