



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

A report on

Ysgol Bryn Elian

**Windsor Drive
Colwyn Bay
Conwy
LL29 8HU**

Date of inspection: March 2024

by

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

About Ysgol Bryn Elian

Name of provider	Ysgol Bryn Elian
Local authority	Conwy County Borough Council
Language of the provider	English
Type of school	Secondary
Religious character	N/A
Number of pupils on roll	993
Pupils of statutory school age	837
Number in sixth form	157
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%)	22.1%
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%)	20.6%
Percentage of pupils who speak Welsh at home	8.2%
Percentage of pupils with English as an additional language	0.6%
Date of headteacher appointment	01/09/2023
Date of previous Estyn inspection (if applicable)	06/10/2015
Start date of inspection	18/03/2024

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

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

Overview

Ysgol Bryn Elian is a caring and inclusive school where pupils feel safe, and staff feel valued. Most pupils behave well in lessons and around the school. They feel that staff deal effectively with any of the rare incidents of bullying. There is a strong culture of care and safeguarding. Pupils at the Individual Support Base (ISB) are well catered for and supported to allow them to integrate successfully into the wider school community.

Teachers and support staff foster positive working relationships with pupils. In the very few cases, where teaching is strongest, teachers ask probing questions that require pupils to provide extended and well-reasoned responses. This ensures that pupils are challenged to think throughout the lesson. 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.

There is a well-coordinated approach to improving pupils' numeracy across the curriculum. However, the provision for developing pupils' literacy and digital skills is at an early stage of development.

The school provides a range of opportunities for pupils to take part in extra-curricular activities, which enrich their education. There are worthwhile opportunities for pupils to develop valuable leadership skills through the work of the school council and various working groups. The school's personal and social educational programme (PSE) successfully raises pupils' awareness of important issues, such as respecting diversity, rights and social problems.

The school has a range of worthwhile systems to improve pupils' attendance, including 'Y Gorwel', which offers a safe space for pupils who are particularly anxious. However, attendance rates, especially of those who are persistently absent, remain low.

The recently appointed headteacher provides assured and careful leadership underpinned by a strong moral purpose. Alongside her, the senior leadership team have made worthwhile improvements in a short period of time. They carry out a range of activities to evaluate the school's work. However, these processes do not always focus sharply enough on the impact of provision on pupil progress. As a result, school priorities to plan for improvement do not identify clearly enough the exact aspects on which they need to focus. Although middle leaders work well with senior leaders to identify the strengths and areas of development within their departments, they do not make the necessary improvements well enough.

Overall, pupils in the sixth form make good progress and have positive attitudes towards their learning. They engage well in lessons and are keen to improve their knowledge, understanding and skills. Sixth form pupils make a valuable contribution to the life of the school and have mature social skills.

Recommendations

- R1 Improve the quality of teaching, particularly the level of challenge in lessons and its impact to improve learning
- R2 Strengthen self-evaluation processes and planning for improvement to focus more precisely on pupils' learning and skills
- R3 Ensure that all middle leaders have a precise understanding of the strengths and areas for improvement in teaching and learning within their areas of responsibility
- R4 Improve attendance rates, particularly for those who are persistently absent

What happens next

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

Main evaluation

Learning

In lessons, the majority of pupils make secure progress in developing their knowledge, understanding and skills. They recall prior learning suitably and apply this appropriately in new contexts. For example, in geography, Year 7 pupils effectively apply their understanding of different types of data and geographical enquiry to a fieldwork task on microclimate. In a few lessons, pupils make particularly strong progress. In a minority of cases, teachers' expectations are too low or they do not plan learning well enough and, as a result, a minority of pupils do not have a sound grasp of their prior learning and do not make enough progress.

Overall, pupils with additional learning needs (ALN) make at least suitable progress. Most pupils in the Individual Support Base (ISB) make strong progress in line with their individual targets. They make particularly good progress in their social and personal development and their communication skills.

Most pupils listen attentively in lessons. When given the opportunities, the majority of pupils participate well in classroom discussions and engage enthusiastically in group work. They express their ideas clearly and confidently and justify their opinions competently using a suitable range of subject-specific vocabulary. When teachers question skilfully, a few pupils offer extended, insightful comments using a wide range of subject terminology accurately. A minority of pupils are reluctant to contribute to class discussions or provide only brief underdeveloped responses. Often, these pupils lack confidence in their verbal skills.

When reading, many pupils employ basic skills such as gathering information accurately and identifying key features from a suitable range of texts competently. In English lessons, a few more able pupils give due consideration to the reasons for and the effects of a writer's language and writing style, for example to identify the mood and atmosphere created by Mary Shelley in the novel 'Frankenstein'. A minority of pupils are reluctant or lack confidence to read aloud, partially due to few opportunities to practise this across the curriculum.

The majority of pupils write with suitable accuracy and clarity and have a good understanding of how to structure their work. They convey their ideas well and use subject terminology confidently, for example when explaining and describing different beliefs about stewardship of the environment in religious studies. A few produce fluent, engaging pieces of writing. A minority of pupils struggle to communicate their ideas independently when writing and make too many basic spelling, punctuation and grammatical errors. They are over-reliant on prompts and writing scaffolds to structure their writing. In German lessons, pupils write extended paragraphs accurately, using a suitable range of grammatical structures and vocabulary.

Many pupils make sound progress in their Welsh lessons. They retrieve information successfully, for example from a video clip discussing holiday destinations and communicate their answers suitably. More able pupils write at length and express their views clearly such as when they discuss the advantages and disadvantages of living in their local area. In general, pupils are over-reliant on structure patterns given to them by their teachers in speaking and writing tasks. Many pupils have good pronunciation when they repeat short phrases after the teacher. However, they lack confidence to speak independently or to put phrases together to make conversation.

Over time, many pupils develop their numeracy skills well in their mathematics lessons and a few relevant subjects across the curriculum. They display confidence and accuracy whilst using the four rules of number and apply these skills well in a range of contexts. They calculate percentages and fractions successfully, for example when analysing the nutritional content of food.

Many pupils measure competently, using appropriate instruments and apparatus. They have a good grasp of units and scales when measuring time, volume and length, for example when measuring speed or investigating the solubility of sugar. Many pupils display data by selecting and constructing appropriate charts, diagrams and graphs. They follow success criteria for drawing graphs carefully with suitable scales and lines of best fit when appropriate. The majority of pupils analyse graphs accurately such as when interpreting the results of an environmental survey of the school grounds. However, a few pupils do not take enough care when do not take enough care when drawing graphs and do not construct and plot them with sufficient accuracy. Many pupils apply their numeracy skills suitably to solve real-life problems. For example, in science lessons, they work out the age of trees in the school grounds from their measured circumference.

In general, pupils have secure digital skills. They understand how to stay safe when working online on digital platforms. Many work competently with a range of software, progressively develop the use of spreadsheets and basic coding. Pupils are beginning to apply their digital skills in a few subjects across the curriculum. However, this is at an early stage of development.

When given opportunities, pupils develop their creative and physical skills well. For example, in English lessons, pupils successfully write a Gothic tale using descriptive and figurative language. In physical education lessons, pupils demonstrate strong coordination skills when playing basketball and change and adapt their direction of travel to outwit their opponent in a touch rugby game. Where there are well-planned opportunities to do so, the majority of pupils develop beneficial thinking and problem-solving skills. For example, in geography, pupils evaluate hard and soft engineering strategies to protect the North Wales coast.

Sixth form pupils are positive about their learning experiences. Overall, they make secure progress and demonstrate sound knowledge and understanding of the subjects they study. They talk confidently about their work. They use key subject vocabulary effectively when answering teachers' questions, for example when identifying the strengths and weaknesses of 'naturalism', 'intuitionism' and 'emotivism' in philosophy and ethics lessons.

Well-being and attitudes to learning

Most pupils appreciate and value the caring environment at Ysgol Bryn Elian. They feel safe in school and say that incidents of bullying are rare. They know who to turn to for support. Most pupils feel that staff deal with incidents effectively and sensitively when they do occur.

Most pupils behave well in lessons and when moving around the school. They arrive promptly to lessons and understand the school's expectations of behaviour, including the rewards and sanctions system. They are friendly and welcoming towards visitors and are respectful in their interactions with adults and their peers. Many engage positively with their learning and sustain their concentration successfully. Most pupils listen attentively to the teachers and their peers. A majority collaborate well in paired and group tasks.

Generally, pupils in the ISB are settled and happy. They show pride in their learning and produce work that is organised and well presented. They demonstrate positive attitudes to learning and resilience in undertaking tasks. Many of these pupils develop their independence well.

Pupils benefit from the opportunity to demonstrate leadership, for example through the school council, the eco-committee and the work of sports ambassadors. Most pupils are aware of the beneficial changes made as a result of their work. For example, they have made changes to the school uniform and enabled increased use of the astro-turf. Pupils are also working to improve the school environment through planting daffodils and organising anti-littering activities.

Pupils develop well as ethical, informed citizens as a result of beneficial opportunities to discuss and reflect on a variety of topics within the personal and social education (PSE) programme. Pupils organise fund-raising events to make charitable contributions to the local and wider community. Most pupils develop a clear understanding of the importance of making healthy choices. Many enjoy and appreciate the beneficial range of extra-curricular opportunities available to them which include badminton, 'the Variety Club' and the 'spring symphony' production.

Between the academic years 2018-2019 and 2022-2023, the school's rate of attendance fell by a slightly larger amount than seen nationally. Last year it was slightly below that of similar schools. The attendance of pupils eligible for free school meals is close to the national average. However, the rate of persistent absence is above the national average.

Teaching and learning experiences

Most teachers at Ysgol Bryn Elian foster supportive and positive working relationships with pupils. They create calm and purposeful learning environments. These teachers have strong subject knowledge and many demonstrate enthusiasm for their subject.

A majority of teachers plan purposeful activities that are organised well and enable pupils to make secure progress. In these lessons, teachers provide clear instructions, prepare helpful resources and consider carefully what they want pupils to learn. They establish routines that ensure pupils settle quickly, for example through useful activities to reinforce previous learning. In general, they use questioning well to check pupils' understanding and prior learning.

In a very few cases, teachers are particularly engaging and inspire their pupils. In these instances, teachers have very high expectations of what pupils can achieve. They monitor progress closely, adjusting the pace of teaching effectively so that it closely matches the pace of learning. They use questioning skilfully to probe for understanding and encourage pupils to think for themselves.

In a minority of instances, teachers do not plan well enough. They do not have sufficiently high expectations of what pupils can achieve, and they do not consider the needs of all pupils within the class enough. In these cases, teachers present a series of activities to keep pupils busy rather than planning tasks that build pupils' skills, knowledge and understanding successfully. Too often they accept brief and underdeveloped verbal responses to questions. They over-scaffold tasks, which limits pupils' independent learning.

A majority of teachers provide pupils with useful verbal and written feedback. Their feedback generally helps pupils to understand what they have done well and what they need to do to improve. In the best cases, they allow beneficial time for pupils to respond to written feedback and improve their work. However, the quality and usefulness of feedback vary too much. In a minority of cases, feedback is too vague or does not help pupils to improve their understanding or responses well enough.

The school has a clear vision for its Curriculum for Wales and has trialled, evaluated and evolved its approaches over time. It has consulted beneficially with pupils, staff, parents and governors during this curriculum design process. Leaders recognise the importance of developing teaching and assessment to support the curriculum. The vision is based on the development of a subject based approach, which seeks to exploit beneficial links between and across areas of learning and experience. For example, physical education (PE), food technology and PSE work together to consider key topics around developing a healthy lifestyle. Although the school has worked suitably with its partner primary schools to develop aspects of provision, its

work to develop a shared approach to progression is at an early stage of development.

The school offers a wide range of general and vocational courses, which meet the needs of many pupils, including those eligible for free school meals and pupils with additional learning needs. At Key Stage 4 and in the sixth form, the school has broadened its curriculum offer through beneficial partnerships with other schools, the local college and special school. For example, pupils take advantage of opportunities to study marine engineering through a partnership with the local college. Although the school offers a worthwhile range of option subjects for Key Stage 4 pupils, its core offer does not meet the needs of all pupils well enough, particularly the more able pupils and those who have previously studied Welsh as a first language.

The school offers pupils beneficial support to help them consider their future pathways and careers. This includes helpful option booklets, an option evening for pupils and parents and support and guidance from Careers Wales and school staff.

There are valuable opportunities for pupils to learn outdoors. For example, health and well-being lessons develop pupils' wider skills through the creative use of a wooded area on the school site. A wide and worthwhile array of extra-curricular activities provide opportunities for pupils to develop their subject specific and wider skills outside the classroom. These include a mathematics club, various sports clubs, 'the Variety Club' for the expressive arts and educational trips such as to Glanllyn and Berlin.

The school provides valuable opportunities for pupils to develop an understanding of their identity and heritage through learning about Wales and its history. For example, younger pupils learn about key events such as the drowning of Capel Celyn, the Welsh Not and Welsh myths and legends in 'Cymru a Fi' lessons. Pupils benefit from worthwhile opportunities to take part in activities which develop their knowledge of Welsh culture, such as when taking part in the school Eisteddfod. However, there are few opportunities for pupils to use and develop the Welsh language outside of their Welsh lessons.

The school is beginning to develop its provision for the progressive development of pupils' skills in subjects across the curriculum. In particular, opportunities for pupils to use and apply their numeracy skills in meaningful contexts are a strength. This is impacting positively on pupils' skills in subjects such as geography and science. Leaders have focused on identifying a few aspects of literacy to develop such as subject terminology. However, they do not plan well enough for the progressive development of all literacy skills. The school's provision for digital competence is at its initial stages.

All pupils from Years 7 to 11 benefit from dedicated PSE lessons to help them develop their social and personal skills. The school has carefully considered the content of these lessons based on pupils' needs and key issues identified through the work of pastoral staff. In these lessons, pupils have valuable opportunities to develop an understanding of topics such as healthy eating and drinking, substance misuse and equality. In addition, the school has carefully designed its 'Relationship & Sexuality Education' (RSE) provision to create an age-appropriate curriculum for its pupils. The school provides suitable opportunities for pupils to learn about diversity

and the history and experiences of Black, Asian and Minority Ethnic people. For example, pupils learn about ethnic diversity in geography lessons and the school celebrates Black history month.

Care, support and guidance

Ysgol Bryn Elian is a caring and inclusive school where pupils' well-being is at the heart of its work. Senior leaders have developed a worthwhile values-based approach to well-being, which focuses purposefully on the school's ethos and motto of "Achievement For All / Llwyddiant i Bawb".

The school's arrangements for safeguarding and child protection are robust and clearly understood by staff, who respond to any concerns in a timely manner. Leaders have fostered strong links with external agencies who contribute valuably to the school's wider culture of safeguarding. Staff complete useful and regular training, to help them understand their safeguarding responsibilities effectively, including how to identify any pupils at risk of radicalisation. Leaders also ensure that pupils understand the importance of keeping themselves safe and know how to report any concerns they may have.

Leaders ensure that the support for pupils with ALN and other identified barriers to learning is comprehensive and meets the needs of pupils effectively. The school has developed its provision appropriately in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act. The ALN team provide all staff with detailed information, through individual development plans and learning plans, which help them to understand the needs of individual pupils. They have fostered valuable relationships with the parents of pupils with ALN and involve them in decisions about how to best meet pupils' needs.

Leaders use personalised assessment data particularly well, to identify pupils who need additional support in developing their literacy and numeracy skills, and to monitor the impact of any interventions. Processes for monitoring and tracking the progress ALN pupils make across the wider curriculum are suitable. However, leaders do not monitor the progress of ALN pupils closely enough to evaluate the impact of provision.

The school's ISB provides valuable tailored support for pupils with more complex needs. Staff ensure that the base is a warm and welcoming environment where pupils are cared for with sensitivity and compassion. Pupils who access the base benefit from a bespoke curriculum, consisting of both mainstream lessons and experiences that help them develop their social and life skills well.

The school has a well-understood stepped approach to addressing poor behaviour. There are effective structures and strategies to deal with any disruptive behaviour. Leaders track and analyse data about pupils' behaviour closely, through useful half-termly audits. They use a range of suitable strategies to address challenging behaviour. The school's 'Pupil Support Centre' provides valuable support for pupils who need additional help with their emotional and behavioural needs. Pastoral staff focus purposefully on rebuilding relationships and developing pupils' resilience in order to support them in reintegrating into mainstream classes. The school has

implemented a successful approach to dealing with any reported incidents of bullying, focusing on prevention, intervention and monitoring.

Leaders and support staff work diligently in their efforts to improve pupils' attendance and work purposefully with families and the local authority. There are comprehensive systems and processes, which ensure that pupils who are absent are accounted for daily and trends and that concerns are identified quickly through useful strategic inclusion meetings. The school's values-based approach to rewards recognises appropriately the importance of good behaviour and attendance. The school has developed a useful approach to supporting persistent absentees through its 'Y Gorwel', an 'Emotional Based School Avoidance' intervention. 'Y Gorwel' provides pupils who are particularly anxious with a safe space to support their return to school. However, attendance rates, including persistent absence, remain a concern.

The school provides pupils with suitable opportunities to explore and develop their spiritual, moral, social and cultural understanding. This is delivered through a successful PSE programme, assemblies and form tutor activities. These focus on a comprehensive range of appropriate themes, with a strong focus on the school's shared values. These activities are supported well by guest speakers and external agencies, who provide expertise and authenticity.

The school offers a beneficial range of extra-curricular activities. For example, there are numerous sporting clubs including badminton, gymnastics and a range of team sports. There are also worthwhile opportunities to develop pupils' creative skills, including "The Laughter School Club", a comedy club organised in association with a local charity. The school's well-established annual activities week provides pupils with valuable experiences, which develop their wider skills. For example, the "Trashion" project provides pupils with opportunities to make jewellery, clothes and art from waste materials.

There are many worthwhile initiatives that support pupils' wider well-being. For example, the school's "MyBE" programme helps to promote a culture of belonging and togetherness. Pupils enjoy experiences such as coffee afternoons, daffodil planting and sitting on the picnic blankets in the school's outside spaces. The school provides valuable support for LGBTQ+ pupils in the welcoming "Rainbow Room", which pupils can access during lunchtime.

Leadership and management

The headteacher has a clear and ambitious vision of 'Achievement For All / Llwyddiant i bawb.' Together with the school community, she places pupils' personal development at the forefront of their work. Her vision and the 'BRYN ELIAN' values are shared proudly by staff and are well understood by most pupils.

The headteacher provides assured and supportive leadership. In the short period of time since her appointment, she has galvanised the staff and empowered her senior leaders to lead on specific school priorities. As a result of her strong leadership, there have been substantial improvements in a few important areas. These include an increase in accountability at all levels, a more consistent culture of support and challenge and improvement in governance. Over time, leadership has had a positive impact on important areas such as the quality of pastoral care and guidance, pupils'

attitudes to learning and a strong culture of safeguarding. However, leadership has not had sufficient impact on other key aspects, such as the quality of teaching and the progressive development of pupils' literacy.

All members of the senior leadership team are supportive of the headteacher, are committed to their roles and share her aspirations for the school. However, their responsibilities are not shared equitably enough, and a few senior leaders have too many responsibilities. In addition, a few do not share their expertise productively enough with leaders at all levels. The quality of middle leadership is too variable. Most know and manage their departments well and are supportive of their staff's work and well-being. They collaborate well with the designated senior leader to scrutinise the work of their department but do not always take enough direct responsibility when responding to findings. Consequently, their ability to drive improvements in weaker areas of their work is underdeveloped.

Lines of accountability are clear. The headteacher responds sensitively but robustly to any underperformance by staff. Leaders hold regular and purposeful meetings with those they manage to discuss aspects of provision and agree actions. Whilst important decisions or actions are agreed, meetings overly focus on completion of tasks and documentation. The performance management process for all staff is suitable. Overall, performance objectives are appropriate and linked to the school's priorities. However, a few objectives lack precision and are not strategic enough.

The school responds well to a number of national priorities. These include the successful roll out of its Curriculum for Wales and transitioning to the ALNET (2018) Wales Act. Leaders and relevant staff work tirelessly to ensure that poverty and disadvantage do not have a negative impact on the attainment and well-being of its pupils. The provision for pupils with emotional and behavioural needs is notable. In addition, safeguarding children and promoting the well-being of staff are a priority. However, leaders have not had a consistent enough impact on important areas of the school's work, such as the progressive development of pupils' literacy and Welsh language skills and the curriculum offer to meet the needs of all pupils at Key Stage 4.

Communication with parents, carers and other stakeholders is a strength of the school. The headteacher provides informative updates through the regular newsletter. The school uses a range of media to communicate news, successes and important messages such as good attendance, e-safety and well-being matters. Leaders work creatively to engage with parents, such as organising an afternoon tea for prospective Year 6 parents.

Senior leaders are developing approaches to improvement planning to support the ambitions of the school. The headteacher has introduced more rigorous systems for self-evaluation and a clear and logical annual structure of appropriate activities to gather evidence for self-evaluation. Although this has resulted in priorities that are suitable and broadly accurate, overall, planning for improvement lacks clarity and precision.

In a few instances, quality enhancement processes are providing useful evidence for self-evaluation. For example, leaders' scrutiny of pupils' work helps to identify some strengths and areas for improvement in pupils' progress and skills. However, in

general, these processes tend to focus too heavily on aspects of compliance and do not consider the effectiveness of teaching, or the quality of learning, well enough.

Although senior leaders support middle leaders to gather evidence in their areas of responsibility, at middle leader level, self-evaluation and planning for improvement are not supporting whole-school improvement sufficiently. Curriculum middle leaders identify priorities that are broadly in line with the whole school priorities. However, these are not articulated clearly enough and do not reflect the aspects most in need of improvement in their areas of responsibility. Overall, senior and middle leaders do not always define what success would look like clearly enough. This means that it is difficult to measure progress and to hold leaders to account securely.

There are many valuable opportunities for staff to engage in professional learning. Senior leaders support individuals to pursue their own learning goals, and this is valued highly. Senior leaders draw upon their expertise well to provide beneficial, well-planned whole school professional learning. These learning activities are focused usefully on the school's priorities for improvement. However, professional learning is not planned strategically enough to support school improvement, especially to develop leadership across the school. Overall, professional learning has not had a strong enough impact on practice.

Governors are highly supportive of the school and are familiar with many key aspects of its work. They ensure that there are appropriate arrangements for promoting healthy eating and drinking. Recently, they have increased their involvement with relevant leaders by linking to departments and inviting core subject leaders to talk about their work in full governing body meetings. They provide helpful challenge to leaders in many aspects of the school's work. The headteacher, together with the governors and business leader, manage the school budget very carefully. They plan spending wisely, including the pupil development grant. The school uses the funding from the pupil development grant to support worthwhile initiatives that are beginning to have a positive impact on the communication skills and attendance of pupils affected by 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 (<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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