



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

**A report on**

**Ysgol Uwchradd Aberteifi**

**Park Place  
Aberteifi  
Ceredigion  
SA43 1AD**

**Date of inspection: March 2022**

**by**

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

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

## About Ysgol Uwchradd Aberteifi

Name of provider	Ysgol Uwchradd Aberteifi
Local authority	Ceredigion
Language of the provider	C Bilingual
Type of school	Secondary
Religious character	
Number of pupils on roll	623
Pupils of statutory school age	546
Number in sixth form (if applicable)	76
Percentage of statutory school age pupils eligible for free school meals over a three-year average  <i>(The national percentage of pupils eligible for free school meals over a three-year average in the secondary sector is 18.7%)</i>	17.2%
Percentage of statutory school age pupils identified as having additional learning needs (a)  <i>(The national percentage of pupils identified as having an additional learning need in the secondary sector is 21.7%)</i>	15.8%
Percentage of statutory school age pupils who speak Welsh at home	21.3%
Percentage of statutory school age pupils with English as an additional language	1.5%
Date of headteacher appointment	January 2012
Date of previous Estyn inspection (if applicable)	13-01-2015
Start date of inspection	
Additional information	

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](http://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

Most pupils at Ysgol Uwchradd Aberteifi are considerate, friendly young people who demonstrate care for each other and respect towards staff and visitors. They are eager for their school to be inclusive, and are keen to celebrate difference and promote equality. Pupils' positive attitudes to learning are notable. Many display a strong work ethic and a genuine desire to learn and improve.

The well-being of pupils is a key priority for the school, especially in light of the pandemic. The provision to provide care, support and guidance to pupils is extensive and staff have a secure understand of their role in keeping pupils safe. All pupils spoken to during the inspection could name staff and places in the school they would and do go to when they need support. Canolfan Seren Teifi provides a stimulating, supportive environment where pupils with profound needs develop a wide range of skills and an extremely positive attitude towards learning.

Pupils develop their literacy and numeracy skills well. In particular, they benefit from opportunities to read aloud and to develop their numeracy skills in relevant contexts. However, pupils do not develop their Welsh language or digital skills well enough.

In many lessons, pupils make sound progress. In these lessons, teachers plan and sequence activities appropriately, giving helpful support to pupils. They challenge pupils effectively and use a suitable combination of closed and open questions. In a minority of lessons, pupils do not achieve their full potential. Pupils are offered useful verbal feedback in class but, overall, staff have not achieved a suitable balance between general whole-class feedback and personalised feedback to individuals.

Professional learning is a strength. In particular, the professional learning around teaching and leadership skills is having a tangible impact. Teachers are developing and modifying their practice effectively based on the professional learning they have experienced. This is having an especially positive impact on pupils' recall of prior learning. The impact of professional learning opportunities for middle leaders can be seen in the way many lead their faculties effectively and understand the strengths and what needs to be improved.

The headteacher is a passionate advocate for the school, its pupils and the local community. Along with the leadership team, she promotes an inclusive, caring ethos where every pupil is supported to succeed. They have considered carefully the impact of the pandemic on staff, pupils and their families and this has influenced their priorities and their processes. Overall, leadership systems work well and leaders at all levels have a suitable understanding of the main strengths and weaknesses in their areas of responsibility. However, due to the fact that a small group of leaders are responsible for significant aspects of the school's work, they do not have a sufficiently comprehensive understanding of all areas. There are suitable processes for self-evaluation and improvement planning, but all aspects of the school's work are not evaluated thoroughly enough and leaders' evaluative skills are not sufficiently developed.

## **Recommendations**

- R1 Increase the capacity of the leadership team so that responsibilities are more evenly distributed across a range of leaders at all levels and all leaders have a better understanding of each other's work
- R2 Increase the opportunities for pupils to celebrate their Welsh identity and develop as confident, bilingual learners in both English and Welsh
- R3 Improve the provision in the minority of lessons where pupils do not make as much progress as they could and improve the quality of feedback to pupils on their work.
- R4 Improve leaders' evaluative skills so that they have a more thorough understanding of all aspects in their areas of responsibility
- R5 Improve the provision to develop pupils' digital skills across the curriculum and throughout the school year

## **What happens next**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main evaluation

### Learning

In many lessons, pupils make sound progress in their knowledge, understanding and skills and, in a few especially effective lessons, they make particularly strong progress. In a minority of lessons, while pupils do make progress, the nature of the teaching prevents them from making as much progress as they could, and therefore they do not achieve their full potential. In a few lessons, pupils do not make sufficient progress.

A notable feature is many pupils' particularly strong recall of prior learning. Many respond knowledgeably to quizzes, questions and tasks. When given the opportunity, many pupils apply their learning well to new contexts.

Many pupils are eager to answer questions and contribute to class discussions. These pupils offer well-considered responses and explain their reasoning sensibly. A few pupils are particularly articulate and sophisticated in their thinking, such as when they discuss the impact of the war in the Ukraine on a range of people, including the country's president. Many pupils speak clearly and use subject terminology appropriately. A few pupils are reluctant to contribute to class discussions. Most pupils listen attentively to each other and staff.

A minority of pupils make good progress in their Welsh language skills. However, on the whole, the majority of pupils do not make sufficient progress in their Welsh language and bilingual skills over time. The majority are either reluctant to or lack the confidence to speak Welsh, even though many of them have a sound understanding of the language. Even when instructed to speak Welsh in lessons, they tend to turn to English.

Across the curriculum, pupils benefit from regular opportunities to read aloud. In general, pupils read aloud clearly and with appropriate emphasis, though a few stumble over their words. A few pupils vary their intonation and expression effectively when reading aloud.

Many pupils locate basic information from a range of texts efficiently and the majority have a sound understanding of writers' intentions, especially in non-fiction texts. The majority use subject terminology appropriately to analyse writing techniques, though a minority tend to 'spot' techniques rather than analyse the combined effect of style and content. A minority of pupils have strong higher order reading skills. For example, they synthesise information from a range of sources efficiently when considering child labour during the industrial revolution in history. They also develop their analysis skills well when they analyse contrasting views on the sanctity of life in religious education and when analysing poetry in English and Welsh lessons. A minority of pupils struggle to analyse basic implied meaning.

When writing, many pupils organise their written work logically and use paragraphs appropriately. The majority have a sound vocabulary and write with appropriate technical accuracy for their age. The majority of pupils vary their sentence starters suitably and have a developing awareness of audience. They write appropriately in a

range of non-fiction forms and, to a lesser extent, fiction forms. When given the opportunity, they write at length appropriately. A minority of pupils make frequent, careless errors and struggle to write at length.

Many pupils have good basic number skills. For example, they can utilise efficient calculation methods to calculate an amount after a percentages decrease. They multiply and divide decimal numbers correctly and have a sound understanding of shape and measures. For example, many can apply their understanding of Pythagoras' Theorem to solve worded problems that are set in context or multi-step problems. Many pupils have secure data handling skills. They calculate measures of averages correctly and plot graphs accurately. In the majority of instances, pupils carry out basic analysis of their graphs to draw sensible conclusions, though in a minority of cases pupils do not use their graphs to draw conclusions. A few pupils have weak number skills. For example, they struggle to subtract numbers correctly or do not round off numbers accurately.

Pupils' have appropriate basic digital skills, such as word processing, using the internet for research and creating presentations. On the whole, they do not have sufficient opportunities to develop their digital skills.

When given opportunities, pupils develop their creativity and their thinking and physical skills well. For example, they use shading, colour and water painting techniques to develop artwork to represent a cause or protest movement of their choice. The majority of pupils respond well to the challenge of solving a problem and build on other pupils' ideas to develop their thinking, such as when discussing the qualities of different materials in manufacturing processes in technology. Many pupils develop their gross motor skills suitably, for example when using a knife to chop vegetables to make enchiladas in food technology lessons.

Pupils with additional learning needs make good progress. Pupils in Canolfan Seren Teifi make positive progress in the wide range of aspects that are covered in their curriculum. They make good progress, relative to their ability, in reading and in their organisational skills. For example, they use these skills, as well as their numeracy skills, to sort and count items of clothing. They make especially strong progress in developing their life and social skills. They develop and nurture friendships and are comfortable conversing with adults and visitors, for instance.

Sixth form pupils are mature and articulate, with many able to speak eloquently in both Welsh and English. Many have strong recall of prior learning and apply this well to new situations. For example, in maths they apply their understanding of straight line geometry to successfully solve problems involving the intersection of lines and circles. They listen intently to explanations and answer questions competently, clearly explaining their reasoning.

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

Pupils' positive attitudes to learning and their well-developed social skills are notable features. Most pupils are cheerful and friendly, and interact well with each other, staff and visitors. Many are considerate and mindful of others. They celebrate diversity and are passionate about promoting equality for all pupils. Many pupils behave well in lessons and around the school.

Many pupils engage positively in their lessons and are committed to their learning. They remain on task throughout their lessons, sustaining concentration well. These pupils work effectively individually, but also work successfully in pairs or small groups. They have a strong work ethic and are developing well as independent learners. Many pupils take pride in the presentation of their work. A few pupils do not engage positively with their work and a few pupils misbehave in lessons.

Pupils in Canolfan Seren Teifi demonstrate extremely positive attitudes to learning. They take pride in their achievements and participate enthusiastically in the learning activities that they undertake. With support, they work well independently and develop their confidence and resilience effectively.

Most pupils feel safe in this inclusive school and know who can help and support them. Most feel that the school deals effectively and promptly with the very few incidents of bullying. Many pupils have a clear understanding of how to make healthy choices and participate in a range of suitable extra-curricular sporting activities.

Many pupils are developing well as ambitious, capable learners. This is particularly the case in activities where they apply their subject knowledge and skills, and make connections between different topics. In Key Stage 3, many pupils engage maturely in the confidence and resilience building activities undertaken during registration periods, such as the mindfulness sessions. They are beginning to apply this learning to help them to support their own well-being.

Many pupils are developing well as ethical, informed citizens. They speak maturely about issues that are important to them and discuss topical themes, such as mental health awareness, period poverty and body image with confidence and sensitivity.

Many pupils, including those with additional learning needs, undertake leadership roles and are involved in school groups, including the school council. These pupils play an active role in the life of the school and their work has had a positive impact on important aspects, such as the organisation of the school canteen. They prepare and lead assemblies, raising awareness of matters such as children's rights. Many pupils in the sixth form undertake leadership roles as prefects and support younger pupils in school.

Owing to the Coronavirus pandemic inspectors will not report pupils' rates of attendance during the academic years 2020-2021 and 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection area 4 (care, support and guidance).

### **Teaching and learning experiences**

Many teachers are conscientious professionals who are eager to develop and improve their practice. Their commitment to the whole-school drive to improve teaching can be seen in the way they apply and adapt strategies developed through the professional learning programme. This work is having a positive impact on aspects of teaching.

Most teachers nurture positive working relationships with pupils. They provide a purposeful, supportive working environment and many use positive reinforcement



effectively. Many have high expectations of pupils' conduct and manage their behaviour effectively. In a few lessons, teachers do not manage pupils' behaviour well enough and do not respond suitably to the few pupils who do not engage in their learning. Teaching assistants provide sensitive, effective support to pupils in lessons.

Many teachers have strong subject knowledge and are good language models in English and in Welsh in Welsh lessons. Despite this, in general teachers do not support or celebrate pupils' bilingual skills well enough. For example, teachers tend not to use bilingual terminology or use much Welsh around the school or in lessons.

Many teachers give clear instructions and explanations. A few model practice effectively and offer valuable examples. This helps pupils to understand what they should be doing and gives them a clear picture of what good work looks and sounds like.

Overall, many teachers plan a suitable sequence of helpful activities that support the pupils to make progress. They provide useful resources and plan activities that build incrementally on each other to enable children to learn in steps. However, in a minority of cases the nature of tasks or the pace of the lessons do not enable pupils to fulfil their potential. For example, tasks do not offer pupils, particularly the more able, a suitable level of challenge or support. In other examples, teachers spend too long on preparatory activities or activities that are too similar, meaning that the pace of the learning is too slow.

Many teachers use closed questions effectively, particularly to check prior learning at the beginning of lessons. The majority use an appropriate balance of closed questions and questions that encourage pupils to think more deeply and develop their responses. They also use mini-whiteboards effectively to gauge all pupils' knowledge and understanding. A minority of teachers over-use closed questions and do not probe pupils' thinking sufficiently. In a few examples, teachers rely on the same pupils to answer questions, or answer their own questions.

In lessons, many teachers offer helpful, constructive verbal feedback. They circulate the class purposefully, supporting pupils well. Most teachers provide whole-class written feedback to pupils on their work. Where this is combined with specific, personal verbal or written feedback to individuals, pupils have a good understanding of what they are doing well and what they need to do to improve. However, too often there is very little or no personal feedback to individuals, and scant attention is paid to pupils' spelling and grammar. In these cases, pupils' understanding of their own strengths and weaknesses is too vague. Many teachers provide opportunities for pupils to respond to feedback, though teachers' expectations regarding pupils' responses are too variable.

There is a suitable academic tracking and monitoring system. Heads of faculty and progress leaders analyse the outcomes from a range of assessment information appropriately and identify pupils requiring additional intervention. In general, reports contain useful information for parents, and teachers provide helpful comments and targets for improvement.

The school provides a suitable curriculum that meets the academic needs of nearly all pupils. There is a range of valuable subject choices at Key Stages 4 and 5,

including additional mathematics for more able pupils and vocational courses such as hair and beauty and light vehicle repair and maintenance. In the sixth form, the school has broadened the offer to include courses such as further mathematics and French by collaborating with the e-sgol provision. When choosing their option subjects, the school provides helpful information and guidance for pupils to make informed choices.

Work on curriculum design, coupled with a focus on improving teaching, has led to a strong, clear vision for the Curriculum for Wales. Staff have developed and tested interesting units of work which aim to develop pupils' subject knowledge, understanding and skills, as well as promoting the four purposes, for example in health and well-being lessons, where pupils investigate the effects of exercise and diet on sleep patterns. Over recent years, staff have trialled a variety of approaches, evaluated their effectiveness and adapted their plans accordingly.

The school provides a suitable range of subjects through the medium of Welsh at Key Stage 3. This ensures that pupils who attended Welsh medium primary schools continue to study through the medium of Welsh. However, at Key Stages 4 and 5, opportunities for pupils to continue to study through the medium of Welsh are limited. This means that pupils who are competent Welsh speakers are not given sufficient opportunities to continue their development as confident, bilingual learners.

The school provides a range of worthwhile opportunities for pupils to develop their literacy and numeracy skills across relevant areas of the curriculum. Following the pandemic, the school has focused on purposeful strategies to improve pupils' literacy and numeracy skills. These include guided reading sessions to improve pupils' reading confidence and to encourage reading for pleasure. They also provide valuable opportunities for pupils to read aloud in lessons. The school has developed a range of helpful numeracy tasks to build pupils' confidence in number work and to reinforce their skills. For example, in food technology they develop their practical measuring and costing skills by adjusting recipe quantities according to the number of portions required. In geography they calculate population density in Wales to produce a distribution dot map.

The school has started to plan opportunities across the curriculum for pupils to develop their digital skills, but these are at a very early stage. Currently, there are insufficient opportunities for pupils to develop their digital skills across the curriculum.

A tailored programme of personal and social education supports the development of pupils' social and emotional skills well at Key Stage 3. At Key Stage 4 and in the sixth form the school has not planned well enough for the development of pupils' personal and social, and relationship and sexual education.

There are valuable enrichment activities available for pupils. These include local and international trips and clubs such as basketball, choir, gardening and the Rasio Aberteifi Tigers technology project.

## Care, support and guidance

Ysgol Uwchradd Aberteifi is a caring and inclusive community. Pupils' emotional health and well-being is a key priority, and this is promoted well through day to day activities and underpinned by its pastoral care system.

Pastoral team staff have an excellent knowledge of individual pupils' needs. They work closely together to support pupils' emotional, social and behavioural needs, and to ensure that they are ready to learn and get the most from school life. Pupils are supported successfully through a range of provisions that include Hafan, Canolfan Cardi, Space and Canolfan Gyflawni. This support has been particularly valuable to enable individual pupils to reintegrate following the lockdown periods. In Canolfan Seren Teifi, pupils of all ages work effectively together to successfully develop their life skills in a safe and stimulating environment.

The school works effectively in partnership with external agencies to ensure effective additional support and opportunities for pupils. These include the services of the school nurse, careers adviser and counselling services. The youth workers and learning mentors that are part of Porth Cymorth Cynnar also provide valuable support to pupils.

The Additional Learning Needs Co-ordinator (ALNCo) and her team have a thorough understanding of pupils' needs and coordinate the programme of support available to pupils with additional learning needs (ALN) well. The school has prepared appropriately for meeting the requirements of the ALN bill. One-page profiles and Individual Education Plans provide detailed information on the needs of pupils and include clear, measurable targets. Staff are starting to use this information to inform their planning and assessment.

The school provides suitable literacy and numeracy interventions to support pupils with weaker skills. These are regularly evaluated and adapted to meet the needs of pupils.

The school has clear and effective processes for monitoring and reporting on individual pupils' attendance. The school has recently revised its Anti-Bullying and Kindness policy in response to the challenges faced following the lockdown period. Procedures for dealing with incidents of bullying are clear. The school has an extensive behaviour and rewards system. Many staff apply this policy effectively, but a few staff do not do so consistently enough.

The school council meet regularly and effectively influence decisions regarding school life. As well as having an Eco Council and a Digital Council, the pupils have established an influential LGBTQ+ group that promotes diversity and equality within the school community. Processes for choosing school council members should be reviewed, and lines of communication need to be developed so that all pupils feel they contribute to the school council's work.

The school has a suitable programme to support aspects of pupils' well-being during registration periods. Many pupils demonstrate a passion and interest in moral issues and current affairs. However, they are not given sufficient opportunities to explore these interests or to support their spiritual development.

The school provides a varied and wide range of activities for pupils outside of normal lesson time. These include numerous sporting activities, Minecraft, coding, boardgames, school choir, and Caffi Cardi. Rasio Aberteifi Tigers have regularly represented the school in a STEM activity where they designed and built their own electric car for competitive racing.

The school's safeguarding and child protection arrangements are well understood by the whole school community. Staff are clear about their roles and responsibility in keeping pupils safe and encourage pupils to celebrate difference and promote equality. There are established protocols to raise concerns for pupils' welfare, although the school's systems for recording all concerns are not sufficiently robust. The school ensures that staff receive appropriate training for their roles in matters relating to safeguarding and child protection.

### **Leadership and management**

The headteacher articulates a clear vision that Ysgol Uwchradd Aberteifi is an inclusive community in which all pupils can reach their potential. This vision is embodied in the school motto 'Bydd pob disgybl yn llwyddo' (every pupil will succeed) and is shared successfully with stakeholders. She is passionate about ensuring the best possible opportunities for pupils and provides assured and reflective leadership.

During the lockdown periods and after the school reopened for face to face teaching, the headteacher and other leaders prioritised the well-being of both staff and pupils. Amongst other initiatives to promote staff well-being, the school offers staff a laundry service, access to a confidential counselling service and yoga classes. On returning to more usual school life and processes, senior leaders have carefully considered the balance between holding staff to account for their work and protecting their well-being.

Purposeful leadership at all levels has secured improvements in key areas of the school's work. This includes the quality of teaching, the progress that pupils make, the provision for well-being, and pupils' behaviour and attitudes to learning.

The headteacher is supported suitably by the senior leadership team. Together, they promote a calm, orderly and purposeful learning environment. While the roles and responsibilities of senior leaders are defined suitably and distributed appropriately on the whole, the responsibilities of senior leaders are substantial. This means that a small group of leaders are shouldering significant responsibilities, which poses challenges in terms of maintaining quality and driving further improvements. They have an appropriate overview of the main strengths and areas for improvement in the school's work, but do not have a sufficiently comprehensive understanding of all areas.

Leaders at all levels have provided secure leadership on promoting national and local priorities. Following the lockdown periods, leaders have focused strongly on improving the provision for developing pupils' literacy and numeracy skills. In addition, they have prioritised support for vulnerable pupils to reduce the impact of poverty on educational attainment. There is comprehensive provision to ensure that these pupils are in school and ready to learn. Leadership for the implementation of

the Curriculum for Wales is also a strength. This includes a purposeful focus on improving teaching alongside curriculum development. While in recent years there has been an increase in the number of pupils who study their subjects through the medium of Welsh at Key Stage 3, leaders do not promote or support the development of pupils' bilingualism well enough and do not encourage pupils to use the language consistently.

There are clear lines of accountability and underperformance is tackled robustly. Senior leaders communicate effectively with both middle leaders and other staff through a range of meetings and documentation. This ensures that the school operates efficiently. The school has clear and systematic line management arrangements with regular calendared meetings between senior and middle leaders. In these meetings, leaders have beneficial discussions on the quality of teaching, and pupils' progress and well-being. This helps ensure that many middle leaders are effective in their roles. These middle leaders have a good understanding of the main strengths and areas for improvement in their areas of responsibility. They hold those that they manage to account well through regular faculty meetings. Discussions in these meetings focus appropriately on teaching and learning.

The governing body is enthusiastic and supportive of the school. Governors have an appropriate understanding of the school's strengths and areas for improvement and provide a suitable level of challenge for leaders. They are beginning to develop their role in ensuring that the school has appropriate arrangements for healthy eating and drinking.

Members of the governing body's finance sub-committee work closely with the headteacher, the finance officer and the local authority finance officer to ensure that school resources are managed carefully. The school currently has a budget surplus. Leaders have detailed plans on how this surplus will be used over the next two financial years. Grant funding has been used effectively to support pupils' well-being and academic achievement.

There are beneficial processes for the performance management of all staff. Objectives generally align well with the school's priorities and are well supported by the professional learning programme. Progress against these objectives is monitored regularly.

Professional learning is a strength at Ysgol Uwchradd Aberteifi and is planned well to support the school's improvement priorities. The school provides beneficial training for teachers to develop their craft in the classroom. Regular worthwhile meetings allow teachers to collaborate and share good practice across the school. This has a positive impact on the quality of teaching and the progress pupils make in their lessons. The school provides opportunities for teachers to participate in useful action research projects to develop teaching and a Curriculum for Wales. In addition, the school provides a range of beneficial professional learning opportunities for teachers to be able to support pupils' well-being, including training to develop mindfulness.

Valuable professional learning opportunities for middle leaders include training to develop leadership and coaching skills. This has a positive effect on the way middle leaders support and challenge staff in their faculties. They have also completed a

mental health first aid course to ensure that they can identify signs that staff are suffering from stress, and provide strategies to support them.

The school has an established, continuous cycle of self-evaluation and planning for improvement. The school's improvement priorities are clear and sensible and take suitable account of the effect of the pandemic on pupils' well-being and learning, and of the impact on staff.

A purposeful calendar of self-evaluation activities includes opportunities to gather first-hand evidence from a range of sources, including lesson observations and work scrutiny. School leaders have adapted this calendar sensitively to take account of the well-being of staff following the pandemic. Many leaders at all levels use these processes well to identify the main strengths and areas for improvement within their areas of responsibility, though not all aspects are evaluated thoroughly enough.

When evaluating teaching and assessment, too often, leaders are over-reliant on data to measure learning. They do not combine data with detailed findings from first-hand evidence well enough and do not always consider the impact of teaching on pupils' learning and progress. As a result, they do not identify specific strengths and areas for improvement in learning precisely.

The school is in the process of re-establishing processes to gather the views of parents and pupils. Recently, it has started to develop valuable opportunities for pupils to discuss teaching and learning through a teaching and learning committee within the school council.

## 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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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