



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

A report on

Ysgol Caer Elen

**Withybush Road
Haverfordwest
Pembrokeshire
SA62 4BN**

Date of inspection: February 2023

by

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

This report is also available in Welsh.

About Ysgol Caer Elen

Name of provider	Ysgol Caer Elen
Local authority	Pembrokeshire County Council
Language of the provider	Welsh
Type of school	All age
Religious character	N/A
Number of pupils on roll	839
Pupils of statutory school age	761
Number in nursery classes (if applicable)	78
Number in sixth form	N/A
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in all-age schools is 21.6%)	9.9%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in all-age schools is 12.7%)	18.6%
Percentage of pupils who speak Welsh at home	7%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	22/02/2021
Date of previous Estyn inspection (if applicable)	
Start date of inspection	06/02/2023

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 Caer Elen is a caring, inclusive Welsh community in which pupils are given valuable opportunities to develop to become principled individuals and learn about their *'cynefin'* and local culture. The headteacher and his senior management team are passionate and uphold the highest standards for their staff and pupils. Leaders are hard-working in building continuous progression in effective pedagogy and well-being, which allows Ysgol Caer Elen to operate as a successful all-age school.

Across the whole school, pupils are very well behaved. They are polite and treat each other and adults courteously and with respect. They show enjoyment in school life and satisfaction with their learning. This is reflected in the attendance rate, which is significantly higher than the national average. Most pupils have a strong awareness of the importance of living a healthy life, both physically and mentally. They engage willingly in opportunities to keep fit and learn about their health and well-being. They have an active voice in the life of the school through a number of effective pupil committees.

An excellent feature of the school's work is a range of valuable opportunities that are available for pupils to develop their literacy, numeracy and digital skills across relevant areas of the curriculum. As a result, many pupils make strong progress and attain high standards in their skills, particularly their reading and digital skills. The school also celebrates Welshness and promotes every opportunity for pupils to develop as confident bilingual learners. Pupils' attitudes towards their education and the Welsh language are very good. Their commitment to their educational activities is excellent. Provision to support pupils with additional learning needs (ALN) is very comprehensive.

The work on curriculum design and a focus on improving teaching and developing skills have led to a strong and clear vision for the Curriculum for Wales. However, by key stage 4, the choice of vocational courses is limited.

All staff and pupils embrace the school's motto, *'Daw derwen fawr o fesen fach'* and take ownership of their roles and responsibilities. There is a prominent culture of evaluation and improvement at the school and leaders are very committed to ensuring continuous improvements for pupils. There is a clear vision to create a school that is a 'learning organisation'.

Recommendations

R1 Expand the range of courses in Key Stage 4

R2 Strengthen provision for personal and social education in Key Stage 4

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study in relation to 1) cohesive planning to develop pupils' skills and 2) developing the Welsh language across the age range, to be disseminated on Estyn's website.

Main findings

Learning

During their time at the school, most pupils make sound progress in their skills, knowledge and understanding. Many pupils make strong progress and become proficient in their literacy, numeracy and digital competence skills. Overall, pupils with additional learning needs make sound progress against their personal targets. Many pupils build on their previous knowledge and understanding successfully and apply them to new work. For example, pupils in the reception class recall facts about hedgehogs and Year 10 pupils recall musical features from different periods.

From a very early age, most pupils listen attentively and purposefully to instructions and explanations from adults and the contributions of their peers. Many show strong oral skills in Welsh and English, although their skills are lower than expected on entry to the school. They answer at length with strong reasons for their views. In their polite and calm way, many pupils contribute sensibly, maturely and carefully to class discussions. They work together effectively and discuss their ideas enthusiastically in pairs and small groups and, at times, evaluate the work of their peers and give useful feedback. Most listen actively and respond to the teacher's instructions without having to ask for support or further explanation. An excellent feature is the swift and successful progress made by pupils who transfer late from English-medium education in their Welsh language skills. They develop as confident and fluent speakers.

The standard of pupils' reading skills in Welsh and English is a clear strength. Primary-age pupils read well and enjoy reading in both languages. Many read clearly and use a range of strategies to understand the meaning of words and sentences. Around half of pupils change their tone of voice purposefully and most can read more complex texts independently and concentrate appropriately. In lessons, most find information and ideas on webpages successfully by using different search methods.

Many secondary-age pupils skim and scan successfully to gather information. When they have an opportunity to do so, most read aloud successfully in both languages. Many respond well to reading materials, for example in their geography lessons when considering a piece from the book 'Factfulness' by Hans Rosling discussing 'Can Africa catch up?'. More able pupils are able to get to heart of the style and identify language techniques, considering their effect on the reader. A majority of these pupils interpret text successfully by identifying styles the author has used to create tension and mystery. Many succeed in analysing reading pieces effectively and finding the meaning in literary pieces, for example when interpreting Shakespeare's plays.

The early writing skills of the school's youngest pupils are developing well. After a short time at the school, they come to hold equipment more correctly to start to make marks, for example by painting, making marks with chalk and colouring correctly. From an early age, the most able pupils are able to write extended sentences, for example when preparing a diary talking about their experiences. They vary the structure of sentences appropriately. By Year 6, they write imaginary diaries skilfully in both languages. They use an increasing range of sentence structures, convey their feelings meaningfully and describe activities appropriately. Many pupils organise their

written work sensibly by using paragraphs, sub-headings, where appropriate, and write confidently for different purposes.

Overall, secondary-age pupils write at length confidently in their language lessons and across the curriculum. Many have an appropriate understanding of grammatical rules and a good range of vocabulary to enable them to convey their ideas or share information clearly in both languages. Many pupils consider the audience carefully, for example when writing Catrin John's monologue at the end of the film 'Y Gwyll'. However, a few pupils write carelessly, make rudimentary spelling and punctuation errors and use awkward syntax.

Most pupils' numeracy skills are developing well in mathematics lessons and other areas of learning. Many pupils in the school's lowest years are becoming more confident in creating and identifying repeating patterns, for example when placing large equipment in groups according to their colours and then organising the equipment according to their colour pattern. Most pupils choose the correct equipment confidently to measure objects. They read measurements correctly by using standard units. Many pupils use calculation methods to arrive at specific totals and have a sound grasp of the link between addition and multiplication.

Many secondary-age pupils calculate correctly in their heads by using the four rules. For example, in their technology lessons, they calculate the profit or loss a business will make at different levels of sales. A minority of pupils have very strong number skills. For example, they are able to calculate the lowest and highest boundaries of the speed of a race car. Many develop their shape and measurement skills well. They are able to calculate the areas and volumes of a variety of shapes. Many pupils have well-developed data analysis skills. They calculate summative statistical measurements and draw graphs correctly. They are able to use their averages and graphs to draw sensible conclusions. For example, in science, they plot graphs correctly to show the effect of sugar concentration on the level that yeast rises.

Pupils across the school make strong progress in their digital skills. Most primary-age pupils research confidently on the internet, for example to find information about birds and create an interesting fact file. By Year 2, pupils program correctly to move a digital device along a specific route. Many Year 6 pupils present information skilfully. For example, they access information on the internet about the organs of the body, including a voice recording to describe the purpose of the organs.

The digital skills of secondary-age pupils build successfully on their previous experiences. Many pupils have very competent digital skills. For example, they create a suitable chart to show the data on the proportionate change in life expectancy in African countries. Many use complex software skilfully to compose music, create digital games and design packages to a specific size and design. Many pupils demonstrate appropriate coding skills, for example to create their own websites on renewable energy.

Most pupils develop their creativity successfully from a very early age. Nursery age pupils, for example, build a rocket out of boxes in the outdoor area and dress up as characters to role-play. Many reception-age pupils experiment well with natural materials, such as clay, twigs and pebbles to make models and explain their reasoning for their choice of materials. In Year 5, a majority of pupils are able to create presentations based on art features, such as graffiti and indigenous drawings. Secondary-age pupils develop their creativity further skilfully through valuable

opportunities to perform pieces from plays, write scripts, create cartoon strips in their language lessons or design objects in their technology lessons.

Many pupils demonstrate robust physical skills, which enable them to take part in a variety of exercises to improve their fitness. They develop their fine motor skills from an early age, for example by rolling dough and cutting out shapes. They build their gross motor skills confidently to develop balance and movement. By the time they reach secondary age, they control their bodies well to take part in many sports activities successfully, such as netball, basketball and gymnastics.

Well-being and attitudes to learning

Nearly all of the school's pupils are exceptionally well behaved. They treat adults and each other with respect and courtesy and greet visitors warmly, and show pride in their school and their work. They move around the school sensibly and respectfully. Most pupils are happy and enjoy attending school. They feel safe and confident that staff will deal quickly with any problem that may arise. Many are aware of whom to approach if they are worried about anything or if they would like to speak to an adult. They are very knowledgeable about the agencies that can help, if necessary.

Most pupils are very aware of the importance of living a healthy lifestyle. They take part eagerly in a variety of physical education activities, both in lessons and extra-curricular clubs. They are able to talk knowledgeably about what counts as a balanced diet and are aware that their voice has influenced decisions in the canteen. Most pupils are aware of the importance of supporting their emotional well-being and mental health and all of the support that is available to them within the school. They are also knowledgeable about the importance of keeping themselves safe online through specific lessons and by listening to visitors.

Pupils are keen to undertake leadership roles and are given opportunities to join one of the number of committees that represent their peers. The charity group encourages pupils to contribute to good causes regularly, for example to a farmers' mental health charity that is close to the school's heart. This has a positive effect on their understanding of the needs of others locally and further afield. The diversity group is active in raising pupils' awareness of minority groups. This means that most pupils feel that the school is an inclusive environment that respects and celebrates diversity and promotes equality. Representatives of the committees join the 'Senedd', which plays an important part in school life by ensuring that the voice and views of pupils are able to influence its work. For example, the 'Senedd' has been successful in ensuring that the prices and information about food are displayed prominently in the canteen. The 'Senedd' also decided on the values that are an integral part of the ethos and culture of the school. Pupils with ALN and those from disadvantaged backgrounds participate fully in school life and receive support to ensure that they are able to undertake leadership roles and responsibilities and take part in the wide range of extra-curricular activities that are available.

Most pupils show very positive attitudes to learning. They work very well with others in pairs and groups. They are enthusiastic learners who understand that it is alright to make mistakes as this is an important part of the learning process. From a young age, they develop as independent and curious learners and concentrate well on their tasks. They have the knowledge and confidence to persevere with little support from the teacher. Most arrive punctually at their lessons, settle quickly and show a positive

attitude towards starting the activities and tasks in their learning sessions. They continue with their work maturely and ignore any disruption in the classroom in the rare cases that it arises. Nearly all pupils show respect and effort in their books and discuss their work proudly. Nearly all pupils have positive attitudes towards the Welsh language and show obvious pride and enjoyment in their language and culture.

Pupils are attending school more regularly this year compared with last year and the school's attendance rate is significantly higher than the national average.

Teaching and learning experiences

Across the school, there is an excellent working relationship between staff and pupils. The staff have succeeded in creating an inclusive, homely and respectful ethos in all classes. Teachers have very useful routines to ensure that pupils, almost without exception, settle quickly at the beginning of learning sessions and comply with the school's rules and expectations.

The quality of teaching is consistently good across the school and, in a minority of sessions, teaching is of an excellent quality. Teachers plan stimulating activities that engage pupils' interest. Learning sessions build on pupils' previous knowledge and understanding and teachers are knowledgeable about the steps that are needed to move learning forwards. In the best practice, they use up-to-date and relevant resources that hold the attention of nearly all pupils. Across the school, teachers ask probing questions that encourage pupils to think and reflect, for example when engaging in a practical activity to build number bonds in the school's lower years, or in Year 9 when considering approaches to racism.

An excellent feature of teaching is the way in which the school succeeds in developing pupils' Welsh language skills from an early age and throughout the school, including the highly effective language immersion unit. The school's staff model polished language in all classes. In the youngest pupils' classes, they drill language patterns and provide opportunities for pupils to use the patterns in real-life contexts. Staff have sound subject knowledge and use subject terminology and vocabulary correctly and consistently. They explain and clarify complicated concepts very clearly. An excellent feature of the school's work is the way in which staff develop the Welsh language skills of pupils who transfer late from English-medium education. Very quickly, these pupils develop as fluent speakers who are able to study the whole curriculum through the medium of Welsh.

The attention that is given to developing pupils' skills is consistently good. Teachers organise purposeful opportunities to develop pupils' literacy, numeracy and thinking skills. Very good attention is also given to developing pupils' digital skills across the school. In Year 4, for example, teachers direct pupils to use their knowledge of the attributes of different animals to produce a flow chart using a computer program.

Appropriate feedback and encouragement are provided in most classes, in line with the school's assessment policy. Specific tasks are assessed in more detail and teachers identify the strengths and areas for development clearly. Teachers provide parents/carers with useful reports on their children's progress and use specific digital platforms regularly to convey information about their work.

Leaders have a sound vision to develop Curriculum for Wales and, at the heart of planning, there is a clear and strong focus on developing pupils' skills and improving teaching. Staff have developed and introduced interesting units of work that aim to develop pupils' subject knowledge, understanding and skills. For example, in humanities lessons, Year 7 pupils complete a project on creating a new country by thinking about the location, climate, flag and political system for that country. The school is experimenting in developing teaching outside the classroom, which includes specific areas to promote and develop cross-curricular skills, such as the '*Lloches Llythrennedd*' ('Literacy Shelter'), '*Ynys Ymchwilio*' ('Investigation Island') and '*Den Digidol*' ('Digital Den'). It is working closely with partner primary schools to begin to plan learning progression.

There is a fairly suitable range of general and vocational courses in Key Stage 4, with options that satisfy most pupils and lead to appropriate qualifications. The school provides a few valuable opportunities to stretch more able pupils, for example by offering courses such as 'additional mathematics' in Year 11. The school, in partnership with the local college, provides a few academic and vocational courses through the medium of Welsh in Key Stage 4, which are inclusive to all. However, the range of vocational courses that is offered to pupils in Year 10 and 11 is limited.

The personal and social education (PSE) programme is comprehensive and supports the development of pupils' social and emotional skills. Leaders make good use of information that is gathered from pupil voice surveys and design relevant sessions that respond to current affairs. In health and well-being sessions, daily reflections and weekly assemblies, pupils are given valuable opportunities to consider and appreciate diversity. The school works with a host of partners to ensure that appropriate sessions for some themes are taught by specialists. For example, the school works with the 'Action for Children' service to raise awareness of healthy relationships. However, PSE provision has not been planned cohesively enough to ensure regular and progressive provision for the school's older pupils.

A strong feature of the school is the way in which the skills co-ordinators work successfully with the staff to ensure that pupils benefit from beneficial opportunities to develop their skills throughout their time at the school. Through their energetic leadership, they co-ordinate provision skilfully, which has enabled staff to benefit from valuable training and resources. Many teachers use these materials effectively when planning lessons to support the development of pupils' skills. For example, pupils benefit from valuable digital opportunities when using spreadsheets to calculate the mean and median of data about the Welsh rugby squad. Leaders are continuing to develop their attractive website, which includes purposeful resources to support teachers to plan rich tasks. They also analyse a variety of attainment data effectively to identify pupils with weak numeracy and literacy skills and provide appropriate interventions for these pupils.

The school takes pride in its plans to embed, promote and celebrate Welshness and Welsh heritage across the school and this is a strong feature. The Welshness committee plays an important part in organising valuable opportunities for pupils to learn about Welsh history and immerse themselves in Welsh culture. For example, they learn about local poets, artists and authors and listen to musical tracks by the band of the fortnight.

Pupils' learning experiences are enriched extremely valuably through a wide range of extra-curricular experiences, such as sporting, artistic and cultural clubs and exercises. As part of enriching the curriculum, the school has organised beneficial educational trips to local and international locations, including Iceland.

Care, support and guidance

Ysgol Caer Elen is a caring, inclusive Welsh community where effective support meets pupils' emotional, health and social needs. Pupils are given valuable opportunities to develop into well-rounded, ethical individuals who are proud of their local '*cynefin*' and Welsh culture.

The school's well-being provision is a strength and staff know the pupils very well. The school provides effective support to address a variety of issues and ensure that all pupils are given an opportunity to succeed. For example, by providing daily opportunities for pupils to identify how they are feeling in terms of their mental health and access emotional support from a member of staff, where necessary.

Provision to support pupils with ALN is comprehensive across the school. There is a wide range of effective interventions, which ensures that pupils receive appropriate and timely support. The performance of these pupils is tracked carefully in terms of scores in their basic skills, their personal assessments and against their academic targets. As a result of this support, pupils make sound progress against their targets. There are tight processes in place to achieve the requirements of individual development plans and annual statutory reviews include the pupil, parents and other relevant individuals.

Staff track pupils' overall progress effectively. By doing so, progress leaders identify the needs of pupils across all areas and organise appropriate provision for them. Pupils who attend the '*Parhau i Ddysgu*' area receive purposeful interventions and support and feel safe and happy. For example, pupils with emotional needs have access to effective provision to support them to deal with their emotions and cope with daily life. Staff ensure that there are robust transition processes in place for transferring between the different stages.

The school 'Senedd' is very active and meets regularly to inform decisions about the school's future. Members of the 'Senedd' have contributed to adaptations to the teaching and learning policy and have discussed with the school's staff to ensure plenty of variety in terms of healthy food in the canteen. An extensive number of sub-committees have been established to ensure that pupils' views have a strong influence on the school's work. These include an eco and environment committee and an e-learning committee. The diversity committee has raised pupils' awareness of LGBTQ+ issues and Black history and has established a diversity club during lunchtimes.

The school promotes spiritual, moral, social and cultural development well. This is done through assemblies, a pause for thought, 'put the world to rights' and through its PSE programme. The programme is tailored to the well-being needs of the school's pupils, as necessary, and includes presentations by guest speakers, various agencies and regular health and well-being days.

Staff work effectively with a wide variety of external partners, such as the police, health and youth services to support pupils' well-being. The school has robust

procedures to identify vulnerable pupils and the well-being of these pupils is supported and monitored effectively. The school provides a wide range of extra-curricular clubs and valuable activities that help to promote a healthy lifestyle and positive social development. These include activities for the Urdd Eisteddfod, a coding club and a chess club.

The school provides valuable careers advice and guidance to help pupils to make choices about their future. The school organises open evenings and taster sessions that meet pupils' interests well. They provide useful information about a range of careers, including sessions by local employers and guest speakers. All pupils can take advantage of beneficial advice and guidance and are encouraged to attend open days at colleges and other schools.

The school promotes a culture and ethos of respect effectively and, as a result, nearly all pupils behave exceptionally well in the classroom and around the school. The school has addressed raising attendance purposefully and effectively, which has led to a strong increase in attendance rates. It uses beneficial strategies such as rewards and contacting the home successfully.

There are robust arrangements for safeguarding pupils. The school's culture and ethos promote pupils' well-being and safety effectively. The designated safeguarding person provides all staff with comprehensive guidance and training and ensures that everyone understands their responsibility for safeguarding pupils and preventing radicalisation. The school works closely with appropriate agencies to respond effectively to concerns about pupils. The school's site and accommodation are extensive and pleasant, which facilitates a calm and organised atmosphere.

Leadership and management

The headteacher is a passionate and wise leader who is well respected among the staff, pupils and the community. His vision is based on providing learning experiences and teaching of the highest standard in a Welsh environment, in which respect and kindness are at the heart of all aspects of school life. He conveys his vision eloquently and persuasively to all stakeholders and the local community. The headteacher is visible around the school and is an influential role model.

The headteacher and senior leaders work very closely together and model and promote professional and ambitious values and behaviour in their day-to-day work. Strong leadership has contributed to ensuring high standards of well-being, pupils' sound progress, and effective teaching. All of the school's staff and pupils embrace the school motto '*Daw derwen fawr o fesen fach*' and take ownership of their roles and responsibilities at the school. As a result, pupils and staff are extremely proud of being part of the school's familial, caring and Welsh community.

The senior leadership team's duties have been distributed suitably to achieve the school's priorities. Middle leaders have a clear understanding of their roles and undertake their responsibilities in full. They play a key part in realising the school's main priorities, which are Curriculum for Wales, teaching and learning, well-being, equity and inclusion and strengthening and refining leadership systems.

There are clear structures of line management meetings, areas of learning and experience and learning communities that give due and regular attention to teaching, learning and pupils' well-being. As a result, there is clear accountability at all levels.

By providing constructive and regular feedback, middle leaders are challenged and supported effectively by their line managers.

There is a prominent culture of evaluation and improvement at the school and leaders are very committed to ensuring continuous improvements for pupils. There is a clear vision to create a school that is a 'learning organisation'. Leaders have developed effective procedures for monitoring and evaluating the quality of the school's work, which lead to robust improvements. They use a good range of approaches to gather first-hand evidence of the quality of teaching and learning. As a result, leaders and staff have a sound understanding of strengths and areas for improvement.

Information that emerges from evaluation activities is used meaningfully to create a manageable number of improvement priorities for the whole school. Middle leaders also produce suitable plans to improve the quality of provision in the individual areas of learning and experiences for which they are responsible. Middle leaders contribute well to the culture of evaluation and improvement, discuss aspects of teaching and learning with line managers and produce valuable progress reports.

Leaders work successfully with the remainder of the staff to meet their improvement priorities, and all of them have clear ownership towards realising them. As a result of this effective evaluation and improvement work, the school is developing a solid record of improvement. A good example is the school's work to establish Curriculum for Wales across the school and the subsequent planning to develop pupils' skills, knowledge and experiences. As a result, pupils build on their previous experiences as they move through the school.

Due attention is given to national priorities. The high expectations and ethos for promoting Welshness and celebrating Welsh heritage are a strong feature. Valuable opportunities are organised for pupils to be immersed in Welsh culture and take pride in their country. Leaders provide unique and exciting opportunities for pupils at Ysgol Caer Elen to realise Curriculum for Wales. The school has purposeful strategic plans to reduce the effect of poverty on educational attainment. Staff have received valuable training to help them to better understand the effect of poverty and deprivation on children's attainment and well-being and how to provide effectively to drive improvement.

The school has developed a productive and positive relationship with parents and the community. Leaders ensure beneficial opportunities for pupils and parents to express their views on the school's work. They issue letters regularly with updates and guidance and procedures for parents. The school celebrates pupils' successes well through the newsletter, '*Y Dderwen*', and posts on social media.

The school has rigorous performance management processes that ensure good opportunities for staff to reflect on their practices and set sensible development steps. These are monitored and evaluated in detail and in a timely manner. The openness and rigour of the process succeeds in driving improvements in teaching and learning.

Teachers' commitment to improving their professional practice is a prominent feature. Staff reflect on their practice and identify their individual learning needs. A good range of professional development opportunities is provided for them, which also corresponds to the priorities in the improvement plan. There is an emphasis on

developing the leadership skills of staff at different levels and they benefit from the opportunities that are available. Peer observations and working together across learning teams are a strong feature that contributes to the development of teachers and assistants alike. Working with local schools and those in other authorities also contributes positively to the professional development of the school's staff and leaders. Professional learning has had a positive effect, for example on developing the digital skills of pupils across the school.

The governing body is experienced and loyal and protects the school's interests carefully. Members have a full understanding of the role of the school in providing Welsh-medium provision for its community. They have comprehensive knowledge of the school's strengths and areas for improvement and a secure understanding of the school's improvement priorities. They use this information effectively to challenge the senior leadership team on a number of important issues. They have useful links to specific areas of learning and experience and use their expertise to act as critical friends to middle leaders. The governing body takes responsibility for ensuring appropriate arrangements for eating and drinking healthily.

The headteacher, business manager and governors manage resources and expenditure carefully. They have a purposeful funding strategy in which there is a close link between decisions on expenditure and the school's improvement priorities. The school makes beneficial use of grants, including the pupil development grant, for example to provide transport to after-school sessions and musical instrument lessons for pupils eligible for free school meals and those from low income households. The learning environment is used very well to provide the pupils with memorable learning experiences.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee 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, middle leaders, 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
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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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