



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

A report on

Langstone Primary School

**Old Roman Road
Langstone
NP18 2JU**

Date of inspection: October 2023

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Langstone Primary School

Name of provider	Langstone Primary School
Local authority	Newport City Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	352
Pupils of statutory school age	268
Number in nursery classes	39
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 Primary is 23.0%)	5.0%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	9.0%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2003
Date of previous Estyn inspection (if applicable)	01/06/2014
Start date of inspection	16/10/2023

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

Leaders, staff and governors at Langstone Primary School provide a safe and stimulating environment for pupils who flourish there. Pupils are happy and feel a strong sense of pride and belonging to their 'Langstone family' and to Wales. Their behaviour is exemplary. Parents are highly appreciative of the outstanding care and quality of education their children receive, which has been developed and sustained over many years.

The school's curriculum is engaging, relevant and planned well to ensure that pupils develop their knowledge and skills progressively. Teaching is consistently strong and meets pupils' individual needs highly successfully. Consequently, pupils love learning and attend school regularly. Nearly all pupils, including those with additional learning needs and those whose circumstances make them vulnerable to underachievement, make excellent progress. This is particularly strong in languages and literacy, numeracy and digital competence.

Leaders and staff nurture the personal, social and communication skills that will enable pupils to be successful throughout their lives. Their interactions with adults are mature and respectful, and they are inquisitive about people and the world. From an early age, pupils develop the behaviours and skills to be independent, to think critically and to move their own learning forward. They have high expectations of themselves, and what they can achieve now and in the future.

The headteacher is an exceptional leader who places pupils' happiness and learning at the heart of all of the school's work. Her drive, determination and passion motivate staff to do their best for pupils. Leaders and governors are forward-thinking and manage change exceptionally well. They pay meticulous attention to the appointment of staff to ensure that all embrace the school's values and contribute to the strong team ethos. Subsequently, staff receive high-quality professional learning to support their development as highly-effective classroom practitioners and leaders of learning.

Langstone Primary is a reflective school that knows itself very well. It has a healthy culture of self-evaluation for continuous improvement and welcomes the professional conversations that external review provides. Leaders and staff at all levels work effectively with partner schools and across Wales to learn from and support others with their improvement journeys.

Recommendations

- R1 The school should continue its improvement journey. There are no specific recommendations relating to this inspection.

What happens next

Estyn will invite the school to prepare a case study on its work in relation to developing and sustaining excellence in learning and teaching for dissemination on Estyn's website. It will also invite the school to prepare a case study on its work to develop effective provision for learning languages.

Main evaluation

Learning

The significant progress pupils make across all classes is a strength of the school. Most pupils start school with literacy, numeracy and social skills which are at, or above, those expected for their age. Nearly all pupils, including those who are eligible for free school meals (eFSM) or from low-income households, make excellent progress by the time they leave the school. Nearly all pupils with additional learning needs (ALN) make very strong progress towards their individual targets. Throughout the school, pupils make considerable progress in their ability to apply their literacy, numeracy and digital skills independently in their work across the curriculum.

Nearly all pupils make swift and extensive progress in the development of their skills across all aspects of language, literacy and communication. Across the school, pupils' listening skills are particularly strong. They pay close attention to their teachers, other adults and digital media. This enables them to actively engage with their learning activities promptly and confidently. They listen carefully to other pupils and show respect for each other's thoughts and ideas.

Pupils develop outstanding speaking skills. Nursery pupils respond well to adults' questions and, as a result of their effective modelling of language, pupils happily communicate with each other while they play. By Year 6, nearly all pupils speak with clarity and assurance. Their range of vocabulary is extensive and they express their thoughts, ideas and feelings with conviction, sophistication and maturity. The high quality of their language acquisition and understanding enables nearly all pupils to deepen their learning and apply their knowledge and skills across a range of topics exceptionally well.

Nearly all pupils develop and apply their writing skills highly effectively. The school's youngest pupils enjoy early mark making and draw symbols, letters and words to convey their ideas successfully. As they move through the school, nearly all pupils make rapid progress, writing purposeful sentences with an increasingly accurate range of punctuation, vocabulary and form. By the end of Year 6, nearly all pupils use and adapt a variety of structures in their writing very well. For example, they use highly emotive language effectively when writing alternative endings to books and use formal and technical vocabulary skilfully when writing up science experiments.

Nearly all pupils make very strong progress in reading. Most younger pupils show a keen interest in the books available to them in their classroom and often choose to read for pleasure. As they move through the school, nearly all respond accurately to

questions about their text and express opinions and preferences in relation to books they have read. Older pupils read with fluency and in-depth understanding. They use contextual cues and their own background knowledge to help them read and understand unfamiliar, complex words and imagery. They talk confidently about the way in which authors adapt their style and language to convey information and ideas.

In nearly all instances, pupils embrace a valuable range of languages and show high levels of enthusiasm when using them in meaningful contexts. Younger pupils answer the register in Welsh, French and German with zest. During violin lessons, pupils use Italian words enthusiastically to describe the volume and speed of the music they hear and play. Across the school, pupils use British Sign Language to communicate greetings and feelings to their friends and teachers skilfully. Most younger pupils use simple Welsh words, phrases and greetings confidently during informal conversations. Many older pupils use advanced Welsh words and phrases naturally as part of their project learning. For instance, they apply their knowledge of vocabulary about the weather to their space topic and create varied sentences about different planets, to describe their atmospheric conditions. They enjoy the challenge of learning through different languages and their appreciation for having a clear purpose for speaking Welsh is strong.

Similarly, nearly all pupils make excellent progress in developing their mathematical and numeracy skills. Most younger pupils have a strong understanding of numbers and their value. For instance, Year 1 pupils choose their own methods to solve simple number problems successfully and give reasons for their choices. As they move through the school, nearly all pupils develop very strong numerical reasoning skills and use language accurately to explain their thinking. By the time they leave the school, nearly all pupils use a variety of calculation methods to solve a wide range of advanced problems confidently. For example, pupils in Year 6 apply their previous knowledge of straight-line angles and a full-turn to predict and prove that all the interior angles of quadrilaterals add up to 360 degrees. They further apply this knowledge when identifying and measuring angles in the outdoor learning environment accurately to plan a garden.

Nearly all pupils develop an extensive range of digital skills successfully. Most younger pupils use relevant programs confidently. They create interesting presentations about themselves and represent data in graphs accurately. Most pupils in Years 3 and 4 have a good understanding of 'stop motion' animation and apply this to create successful films of planets orbiting the sun, as part of their topic work. By Year 6, pupils build robots, programme them to move like Mars Rovers and code their own video games.

Nearly all pupils make strong progress in the development of their creative skills. For example, Reception pupils take great care when using ink and cotton sticks to make effective skeleton prints. Pupils in Years 1 and 2 demonstrate efficient skill and control when using woodwork tools independently to create constellation models using wooden blocks, nails and shiny thread. Older pupils upcycle old materials and objects resourcefully to construct beautifully-designed African drums, which they then play in a class musical performance. Across the school pupils use creative thinking to solve problems proficiently. For example, Year 6 pupils examine the effect of mass, friction and angle on velocity and make well-considered adaptations when conducting these experiments in small groups.

Nearly all pupils benefit from the whole-school commitment to developing fit and healthy individuals, and as a result they make strong progress in the development of their physical skills. Nursery pupils develop their gross motor skills successfully through pushing wheelbarrows, riding bikes and scooping out pumpkins. As they move through the school, nearly all pupils develop strong sporting skills through the physical education programme and range of extra-curricular activities.

Well-being and attitudes to learning

Without exception, pupils are extremely proud to belong to the Langstone family. Relationships between pupils, parents and staff are strong, and as a result pupils feel safe and well cared for in school. Staff know the pupils as individuals and, as a result, nearly all pupils thrive in this supportive and stimulating learning environment.

Throughout the school, nearly all pupils' behaviour is exemplary. They are extremely polite, well-mannered and courteous. Most are sensitive to the needs of others. For example, younger pupils help their friends with their coats and bags when they arrive at school. Nearly all pupils thoroughly enjoy school. They engage with their learning positively, talk about what they are learning in class enthusiastically and convey their opinions and preferences confidently. They take pride in their work and successes, having very positive attitudes towards their education and school life in general. Nearly all pupils attend school daily as a result. They know how to stay safe online and know who to go to if they are worried or upset.

Pupils are curious and inquisitive. They ask interesting questions of each other, staff and visitors. Nearly all demonstrate high levels of resilience and determination. When faced with a challenging task they show great resolve to find a solution. For example, when using a digital game to programme a virtual Mars Rover a few younger pupils learn from their early attempts and make sensible modifications to achieve success.

Overall, pupils respond purposefully and positively to teachers' feedback. In all classes, pupils value the instant verbal feedback staff provide and use it swiftly to make corrections, address misconceptions and enhance their learning. Older pupils recognise that written feedback helps them to clarify and deepen their understanding. For example, they accurately explain the relationship between data found in a table and a scatter graph in response to the teacher's follow-up question. Across the school, pupils are proficient when providing feedback to their peers. Year 2 pupils evaluate how well their partner uses the key features of a clear verbal response, such as clear voice, eye contact and subject-specific vocabulary, when preparing a presentation in pairs.

Nearly all pupils develop as independent learners successfully. In Year 4, pupils show maturity and self-awareness as learners and take responsibility for their learning. They explain why they have selected a particular level of challenge in a mathematical task extremely confidently. They describe how they review their choices to better meet their needs. Pupils in Years 5 and 6 set high expectations for their personal learning. For example, they take notes independently during introductory sessions to support their learning during activities.

Nearly all pupils, including those with ALN, feel their views are listened to and acted upon through their involvement in a wide range of pupil leadership groups. These

groups meet regularly and have impacted positively on change. For example, pupils' engagement with families around keeping healthy is strong. The 'Well-being Warriors' pupil group shares resources and important messages with families, for example creating a digital movie to reinforce the importance of providing water instead of sugary drinks during the school day. They also celebrate when pupils and their families engage in healthy activities outside of school, including these examples of Langstone's 'happy and healthy heroes' in weekly digital newsletters. Pupil leaders are keen to share their work with others and have successfully supported pupil groups in other nearby schools, for instance in how to promote and reward healthy lunchboxes.

Pupil leadership groups seek the views of all pupils about ways in which the school could better support their needs and help their families. Having analysed questionnaires, they have led the redesign of the school PE kit so that it can be multipurpose, wearable both in and outside of school. They are mindful that this might help families who are struggling financially. Consequently, through all of these activities, nearly all pupils are aware of the importance of healthy eating, drinking and physical activity. They show empathy for others who might be experiencing difficulties in their daily lives and strive to make a difference.

Teaching and learning experiences

Teaching and learning experiences across the school are consistently strong. The school's curriculum vision, 'Real children, having real experiences, in the real world' embodies the school's aim for all pupils to learn through a range of meaningful and authentic experiences. As a result of the exciting and stimulating learning experiences staff provide through whole-school projects, all pupils thrive. They develop and apply the skills needed for a successful future across all areas of learning and experience. This curriculum, along with the well-developed home learning processes established during the COVID-19 pandemic, is a significant strength.

All teachers create consistently calm, welcoming and stimulating learning environments in which pupils learn effectively and enthusiastically. All teachers make effective use of the extensive outdoor areas to consolidate and develop pupils' knowledge and skills progressively. For example, when examining the health risks of unsafe water, pupils in Year 4 investigate processes in the outdoors to make water safe to drink following research on water-borne diseases. Through well-chosen, high-quality resources, purposeful displays of learning and 'working walls', nearly all pupils quickly become independent learners. Pupil 'voice and choice' sessions at the beginning of each whole-school project ensure that they contribute strongly to the planning of their learning.

The careful planning for progression within each area of learning and experience provides valuable opportunities for pupils to apply their skills, knowledge and understanding successfully. Provision for the development of pupils' cross-curricular skills is outstanding. While teachers plan systematic learning opportunities within each project for all pupils to develop their literacy, numeracy and digital skills progressively, there is also sufficient flexibility for pupils to take ownership of their learning. As a result, they make choices and decisions about when and how to apply, deepen and refine these skills in their work across the curriculum. For example, older

pupils have opportunities to use their existing and developing knowledge of angles and velocity in preparation for scientific rocket launch investigations.

The school provides many high quality and relevant opportunities for pupils to visit places of interest to develop, consolidate and inspire their learning. For example, during a visit to Bristol Aerospace, pupils in Year 5 and 6 learn about the history of aviation and develop their investigative science skills. The school provides meaningful opportunities to learn about the culture and heritage of Wales. Pupils develop a strong sense of 'cynefin' and the features of their locality, for example when learning about the physical geography of Wales on a visit to Twmbarlwm mountain.

Provision for the development of language learning is exceptionally strong. All staff are outstanding role models and they expose pupils to increasingly sophisticated vocabulary to challenge and extend them as they progress through the school. Staff enthuse pupils about the benefits of learning different languages and provide valuable opportunities for them to do so. They help them to make links between languages and teach them to receive information in one language and work with that information in another. The Welsh language has a high profile in the school and teachers plan highly relevant and engaging opportunities for pupils to use this purposefully when delivering their topics. As a result, they expose pupils to an impressive range of vocabulary and language patterns to develop their skills in understanding and communicating in Welsh.

The school has developed a culture of consistent, high-quality teaching across all classes. Teachers plan learning activities collaboratively within and across teams, which ensures consistency of approach and progression in learning for pupils. All teachers have a deep knowledge of the curriculum and highly developed teaching expertise. They make excellent use of their subject specialisms, supporting each other's planning and delivery of areas of learning and experience very effectively.

There are exceptionally strong professional relationships between staff and pupils. All teachers plan lessons effectively, building successfully upon pupils' prior learning and adjust their planning in response to pupil outcomes. They use a wide range of teaching approaches, such as modelling, demonstration and inquiry, and engage pupils in purposeful paired and group tasks. They use technology effectively to enhance their teaching using interactive programs, well-chosen video clips and music.

Teachers have very high expectations for what their pupils can achieve. All teaching assistants provide high-quality support for pupils, using questioning to consolidate or extend pupils' learning skilfully. As a whole-staff team, they meet pupils' learning needs exceptionally well, for example through sharing tasks and success criteria with pupils with varying levels of challenge. They monitor pupils' choices of task carefully, while also developing pupils' ability to take responsibility for evaluating their own learning needs, and the confidence to act on their next steps. Where appropriate, teachers further extend pupils' learning by deepening their knowledge and understanding. Particularly noteworthy are the additional learning experiences that teachers offer pupils during their break times. For instance, in Year 6, pupils have the option to explore how increased momentum opposes frictional force through the provision of practical equipment for them to use independently in the outdoors.

From an early age, teachers introduce pupils to self- and peer assessment to help them to reflect on their learning progress and celebrate their achievements. Verbal and written feedback from staff is of consistently high quality and has a strong impact on helping pupils to improve. Consequently, pupils value the time they have to reflect upon the feedback they receive to deepen their understanding, develop their skills and become independent learners.

Care, support and guidance

The quality of care, support and guidance for pupils is a strength at Langstone Primary School. Leaders place a strong emphasis on ensuring that all pupils and adults experience a sense of belonging that enables them to feel part of the school community. Staff have very strong professional relationships with pupils and their families. As a result, they tailor support appropriately and ensure that pupils' learning and well-being needs are met successfully.

The school has clear and robust procedures in place to identify pupils with ALN and provide individualised support to meet their needs. Learning support assistants play an important role in this. Their knowledge, guidance and the quality of their teaching ensures that nearly all pupils make excellent progress towards their personal targets. The ALN co-ordinator monitors and evaluates the impact of intervention programmes closely to ensure that they make a positive difference to pupils' learning and well-being. The ALN team collaborates well with external agencies to ensure that highly-tailored support meets the needs of all individuals. The school is developing the role of the family engagement officer well to further support families with knowledge, support and understanding around ALN.

There are strong arrangements to support pupils' understanding of inclusivity, equality and diversity. Staff use age-appropriate texts with pupils that support and challenge stereotypes, as well as stimulating discussion around differences. For example, younger pupils explore the feelings of the characters in a picture book about a boy who wants to become a mermaid. Older pupils draw comparisons between the life of a successful entertainer and the story portrayed in the musical, 'Everybody's Talking About Jamie'. As a result of these well-thought-out experiences, nearly all pupils develop a mature and inclusive attitude towards celebrating diversity.

Teachers ensure that pupils understand their rights as children. They promote this through carefully-planned activities. For example, when exploring the right to be of any or no religion, older pupils explore their beliefs around the creation of Earth and compare their views sensitively with those of others. Pupils have opportunities to engage purposefully in learning about a wide range of faiths and cultures. For example, older pupils share and celebrate aspects of their own religions, cultures and home languages, by leading and presenting assemblies. These whole-school opportunities provide valuable space for spiritual and personal reflection.

Staff support pupils well to develop strong leadership skills by helping to improve many aspects of school life. For example, the 'Language Legends' pupil group leads regular whole-school sessions to introduce staff and pupils to new vocabulary and phrases in different languages. The 'Leafy Leaders' have developed the outdoor polytunnel area to create raised beds and tool storage to grow and care for plants. As

a result of these worthwhile opportunities, nearly all pupils take pride in their school and feel fully involved in its development and growth.

The school takes advantage of the strong relationships it has with parents by inviting them to talk to pupils about their own educational journeys and the world of work. This enables pupils to begin to consider possible career choices for later life and helps to raise their aspirations. In addition, the school provides beneficial opportunities to develop pupils' entrepreneurial skills, for instance through the 'Langstonbury fête', where they produce and sell items they have made.

There are plenty of opportunities for pupils to engage with the creative arts. All pupils in Years 1 and 2 have the opportunity to learn the violin and to take part in a class orchestra, while Year 6 pupils display their artwork at Cardiff School of Art and Design in a public exhibition. This helps to develop their appreciation of the value of creativity and how the arts can enrich their lives.

The school provides a wealth of experiences to develop pupils' physical fitness and promotes the importance of physical exercise very well. For example, many pupils attend a variety of extra-curricular clubs, such as multi-sport, football, netball, rugby, cricket and swimming. Staff support pupils' well-being, including healthy eating and drinking, effectively through the curriculum, and the work of the pupil leaders. Teachers encourage pupils to analyse questionnaires, where pupils have identified that some of their peers could improve their sleep and are moving forward with a plan of how they might help them with this.

The school promotes a positive culture of safeguarding, and its procedures for keeping pupils safe are robust. Leaders and staff monitor pupil attendance carefully. Where necessary, they respond to absences promptly and provide appropriate guidance and support for families.

Leadership and management

The headteacher provides exceptional, motivational leadership. She communicates passionately her vision of high-quality teaching and pupil well-being being central to the school's work. The deputy headteacher and governors support her very well and together they provide assured and compassionate leadership. Their high expectations motivate staff and pupils to succeed within a safe and stimulating environment. The relentless focus on ensuring pupils' happiness and providing consistently high-quality learning experiences ensures that nearly all pupils make excellent progress and receive the best possible preparation for their adult lives.

The highly effective leadership of the school is based on a job share arrangement between the headteacher and her deputy. The responsibilities of all senior leaders are defined clearly and understood well. Three senior leaders gain valuable career development and support the acting headteacher ably when sharing the deputy headteacher role. Working in teams, all teachers and support staff have ownership of, and contribute to, leadership of aspects of the school's work. This trust and empowerment results in high staff morale and continuous school improvement. Leaders are mindful of staff workload and ensure that they can focus on supporting pupils' excellent progress and well-being.

Leaders have created a strong sense of community where everyone is proud to be part of the 'Langstone family'. Parents are valued as partners in their children's education and are involved successfully in all aspects of school life including informal opportunities, such as the Wednesday morning fitness sessions, as well as curriculum workshops, celebration events and community fundraising. Parents appreciate the care and dedication staff show in providing their children with an exciting curriculum that supports them to develop highly effective literacy and numeracy skills, and encourages them to find and develop their individual talents.

The governing body is very supportive of the school and effective in its role as a critical friend. Governors have a clear understanding of the school's strengths and its work to address current improvement priorities. They are proud of their role and value the opportunities they have to spend time with pupils and staff. Visits to classes on 'governors' school days', where they observe teaching and talk to pupils about their learning, help them to develop a good understanding of the progress pupils make.

Through thoughtful questioning of school leaders and staff, governors ensure that financial expenditure aligns well with the school's immediate needs and longer-term priorities. Decisions about staffing are particularly well-considered and support the school's strategic direction effectively. The governing body fulfils its statutory functions well, such as promoting a positive safeguarding culture and ensuring that there are strong arrangements to promote pupils' healthy eating and drinking.

A carefully planned and highly effective programme of professional learning meets whole-school, class and specific individual staff needs successfully. Dedicated time for research and enquiry has helped staff to improve provision where there is an identified need. This included giving older pupils more choice and imaginative ways to direct their own learning during the pandemic to better engage them and 'keep Langstone learning'. There is exceptional attention to supporting the career goals and aspirations of staff. Leaders do their utmost to provide leadership opportunities for staff to progress, which has helped to establish a culture of reflection, collaboration and self-improvement.

The school's approach to evaluation and improvement has evolved and matured over time, leading to sustained improvements in learning and teaching. This is a collective endeavour where, for example, staff welcome developmental conversations with middle and senior leaders. Within this healthy and open culture of improvement, they regularly seek feedback from colleagues on their teaching and the learning experiences they offer pupils. In addition, leaders embrace the robust professional dialogue that external review offers.

Leaders know their school very well and identify accurately specific areas of its work that can be developed further to build on existing strengths, or aspects that need refining. Pupil leadership groups are involved in planning for improvement and staff teams work diligently to agree and take forward actions. A particular strength is the frequent review of actions taken and the timely changes if what has been planned is not bringing about the improvements required.

Leaders ensure that the school addresses national, regional, and local priorities highly successfully. They have created an exciting climate for language learning

where pupils want to become multilingual and are enthused to learn Welsh. The weekly 'Paned a Sgwrs', where staff voluntarily meet before school in an informal and supportive setting to practise their Welsh, has had a strong impact on building their confidence in using the language with pupils.

The school uses its finances well to enhance provision and ensure stability in staffing. For example, there is sufficient capacity to ensure that pupils are always taught by staff employed at the school. This ensures consistency in the quality of teaching and learning across all classes. The pupil development grant is used to maximise learning opportunities for pupils who are eligible for free school meals and those from low-income households, through the provision of additional support, music tuition and residential visits. This helps to ensure that they make excellent progress and participate fully in the life of the school.

All leaders make a significant contribution to developing skills, knowledge and resources within the education system in Wales, through sharing their wide-ranging expertise with other schools and regional partners. The school is deeply committed to supporting the development of students on initial teacher education programmes, and newly qualified teachers, through their extensive involvement in regional and national partnership work. In doing so, it provides an excellent model of effective classroom and professional practice for those in the early stages of their careers.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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/carers 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, to listen to them read 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 classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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

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

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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