



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

**A report on**  
**Ysgol y Creuddyn**

**Derwen Lane  
Penrhyn Bay  
Llandudno  
Conwy  
LL30 3LB**

**Date of inspection: March 2024**

**by**

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

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

## About Ysgol y Creuddyn

Name of provider	Ysgol y Creuddyn
Local authority	Conwy County Borough Council
Language of the provider	Welsh
Type of school	Secondary
Religious character	
Number of pupils on roll	633
Pupils of statutory school age	531
Number in sixth form	102
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Secondary is 21.2%)	9.6%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Secondary is 14.8%)	6.0%
Percentage of pupils who speak Welsh at home	59.9%
Percentage of pupils with English as an additional language	0.9%
Date of headteacher appointment	17/04/2023 (Acting Headteacher)
Date of previous Estyn inspection (if applicable)	10/05/2016
Start date of inspection	11/03/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

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

## Summary

### Main evaluation

Ysgol y Creuddyn is a homely school where the well-being and individual needs of all pupils are at the heart of its work. Staff listen carefully to pupils' views to ensure that their voice is central to everything. The school's pupils are likeable and respectful of each other, staff and visitors. They take pride in their school and behave well in their lessons and around the school. Sixth-form pupils are extremely mature and polite. Many make strong progress and their contribution to school life is notable.

Many teachers are enthusiastic about their subject and about learning. This has a positive effect on pupils' attitudes. These teachers are strong language models who plan interesting lessons that build in terms of challenge. As a result, many pupils, including those with additional learning needs (ALN), make sound progress over time. In a minority of lessons where teaching is more effective, teachers challenge pupils to think deeply and ask probing questions. Pupils in these lessons make strong progress. However, in a few cases, teachers' expectations of pupils' use of the Welsh language are too low.

As a result of strong support from staff, nearly all pupils feel safe within the inclusive ethos of 'Teulu'r Creuddyn'. The most vulnerable pupils receive effective support in response to their individual needs. Through successful collaboration with partner primary schools, pupils settle quickly into secondary education. The language 'immersion' scheme enables pupils who arrive from non-Welsh-speaking backgrounds to become fluent quickly.

Staff have a clear vision to provide valuable learning experiences for pupils which is based on the school motto, '*Dawn, Dysg, Daioni*'. Their purposeful planning to develop Curriculum for Wales and assess pupils' progress is notable. The opportunities that pupils are given to develop their numeracy skills in various context across the curriculum are a notable strength. Staff succeed in building on secure basic skills from mathematics lessons. These curricular experiences are enriched with an extensive range of extra-curricular opportunities to develop their wider skills.

The acting headteacher has a clear vision that is conveyed consistently by a dedicated team of staff. Staff have good knowledge of pupils' individual needs. Through their comprehensive quality assurance systems, leaders have a sound understanding of the main strengths and areas for improvement within the school. They seek the views of pupils and staff regularly and include them when making key decisions. Leaders have succeeded in leading improvements in areas such as teaching and learning, and ensured that many pupils make sound progress over time. However, there is room to strengthen accountability between leaders to respond more sharply to the school's main improvement priorities, such as improving pupils' attendance.

## Recommendations

- R1 Strengthen accountability and ensure that leaders focus sharply on the main improvement priorities
- R2 Increase pupils' use of the Welsh language
- R3 Improve pupils' attendance

## 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 on its work in relation to purposeful planning to deliver a relevant and contemporary curriculum to pupils and its work in developing pupils' numeracy skills, to be disseminated on Estyn's website.

## Main findings

### Learning

Many pupils at Ysgol y Creuddyn, including those with additional learning needs (ALN), make sound progress in their knowledge, skills and understanding. They recall previous learning effectively and, as a result, develop their subject knowledge increasingly. They apply their subject knowledge and understanding purposefully to new contexts across the curriculum. A few pupils make very strong progress. Often, this is as a result of high expectations and effective teaching by teachers and pupils' positive attitudes towards their work. A few pupils make slower progress than expected.

Over time, many pupils develop their oracy skills suitably and use subject vocabulary appropriately in Welsh. They listen attentively to their teachers and to the contributions of others and, as a result, they use this knowledge to enrich their responses. These pupils respond well to questions from their teachers and contribute productively to class discussions. A minority of pupils explain and extend their responses effectively and express their views well. A few pupils express themselves eloquently and develop their responses maturely, by using wide and sophisticated vocabulary. However, a minority of pupils are less confident when responding verbally or provide short or one-word answers. They use English vocabulary when responding in Welsh or turn to English when discussing with their peers.

Many pupils demonstrate sound basic reading skills. They skim and scan successfully to find information from various pieces. In their English lessons, they compare reading texts effectively and analyse challenging sources in their history lessons. A majority of pupils summarise written information from text accurately and

purposefully. In their language subjects, a minority of pupils interpret the meaning of reading texts successfully and identify style features, such as rhetorical questions. When they are given an opportunity to do so and when appropriate, many read aloud intelligently and with suitable expression in both languages. In their modern foreign languages lessons, many pupils develop beneficial reading skills and increase their vocabulary significantly by completing challenging reading tasks.

Many pupils develop their writing skills suitably across the curriculum. For example, in their Welsh lessons, they write knowledgably when producing a speech to express an opinion on the topic of 'Footballers' high salaries'. Many organise their work sensibly in sentences and paragraphs. When responding to reading tasks, a majority write fluently in Welsh. A few pupils write extremely accurately and have a strong grasp of syntax. However, a minority of pupils make syntax, grammatical, spelling and mutation errors in their written work.

Many pupils have sound basic number skills and apply them beneficially across the curriculum. These pupils have a good grasp of place value and are able to calculate competently with fractions and percentages. Their understanding of the concepts of shape and measurement is suitable, for example when converting between metric and imperial units and reading scales correctly. On the whole, they calculate the perimeter, area and volume of shapes correctly.

Many pupils have well-developed data-handling skills. For example, in their geography lessons, they analyse the features of climate graphs skilfully. These pupils calculate averages and produce and analyse a variety of graphs successfully. For example, in their science lessons, pupils plot complex speed-time graphs of the journey of the 'Terminator' on the back of his motorcycle. As a result of a variety of purposeful opportunities, many pupils apply their numeracy skills independently to solve contextualised problems.

On the whole, pupils develop their digital skills appropriately across the curriculum. For example, in their technology lessons, many pupils use design software effectively to create a logo.

Pupils develop their creative skills beneficially. For example, they experiment with different media appropriately in their art lessons and write creatively to describe arcade games successfully in their English lessons. On the whole, a majority of pupils develop their thinking skills beneficially across different subjects. For example, in their modern foreign languages lessons, pupils use strategies successfully to interpret the meaning of unfamiliar vocabulary and syntax.

In physical education lessons and during break time and lunchtime sports sessions, pupils develop a variety of physical skills successfully. In their drama lessons, pupils also develop specific physical skills when learning about and performing common movements in stage combat.

Overall, sixth-form pupils are polite and mature and make a valuable contribution to the school community. They listen respectfully in their lessons and contribute effectively, often using polished spoken language. Where relevant, they make valuable development in their extended writing skills. Overall, they apply their subject

understanding skilfully to solve complex problems independently. As a result, many make strong progress over time.

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

There is a strong sense of pride among pupils in being part of the close-knit community of Ysgol y Creuddyn. Nearly all pupils feel safe and most say that they enjoy attending school.

The respect between staff and pupils is a strength and most pupils have a positive working relationship with their teachers. Pupils are enthusiastic when undertaking tasks in the classroom. They are polite and listen attentively to the contributions of their peers. Most pupils arrive at their lessons punctually and engage fully with their learning. However, a few pupils lack the confidence to contribute orally. Most pupils concentrate well in their lessons. When given an opportunity to do so, many pupils work together productively in pairs and small groups.

Sixth-form pupils are mature and friendly and play a key role in implementing and maintaining Ysgol y Creuddyn's familial ethos. They make a valuable contribution to the life of the school and develop beneficial leadership skills, for example by leading on charitable activities and leading as senior prefects.

Most pupils feel that teachers encourage them to respect each other and develop their awareness of fairness and equality through weekly assemblies, class tutor periods, national initiatives and well-being lessons in Years 7, 8 and 9. Many pupils feel that the school listens to their opinion and changes things, where possible. Pupils benefit from undertaking leadership roles through the School Council and the Equality Council. Through this, they have had a positive influence on aspects of school life, leading to changes which include the introduction of one-way systems on the school corridors and the renovation of the toilets.

Most pupils behave well around the school during break time, lunchtime and when moving along the corridors. Nearly all pupils are welcoming, polite and respectful towards visitors. Most pupils say that they are not bullied and know whom to approach if they have any concerns. They are aware of processes for dealing with bullying and appreciate strategies, such as the 'online Bullying Box' and support from the pastoral team.

Most pupils understand the importance of developing their fitness and living a healthy lifestyle. Many participate enthusiastically in a range of activities in their physical education lessons and extra-curricular opportunities for boys and girls, such as football, netball, basketball and gymnastics clubs. Pupils benefit from taking part in artistic and cultural activities, such as the 'Cyrn y Creuddyn' music ensemble, musicals and plays, and Cerdd Dant groups and choirs.

During the last academic year, the school's attendance was higher than the rate seen in other similar schools. However, while national attendance has improved this year, the school's attendance has remained similar to last year. Last year, the attendance of pupils who are eligible for free school meals was higher than the national average. This is also true this year.

## Teaching and learning experiences

The close and positive relationship between teachers and pupils at Ysgol y Creuddyn is notable. Nearly all teachers have a supportive and productive working relationship with their pupils. As a result of effective classroom management strategies, they create a positive working environment where most pupils understand and respect teachers' expectations in terms of behaviour and engagement. Most teachers use praise and encouragement effectively to ensure pupils' engagement and satisfaction.

In most cases, teachers have strong subject knowledge and use subject terminology consistently when presenting or giving instructions. Many teachers show enthusiasm for their area of learning and give clear instructions and explanations. Overall, they are positive language models. They plan tasks that build on each other sensibly and provide interesting and attractive resources that support learning. Many teachers set a suitable and purposeful tempo for the lesson. Overall, they model expectations clearly and refer regularly to success criteria and use suitable examples, often from pupils' work, to explain and build pupils' understanding of the requirements of tasks.

In a minority of lessons, teaching is very effective and leads to pupils making strong progress. In these lessons, teachers have high expectations of what pupils can achieve, along with their use of the Welsh language and the quality of their language. They present with infectious enthusiasm and share their passion for the subject with their pupils. They plan learning very carefully to ensure that pupils make strong progress in their knowledge and understanding. Teachers in these lessons explain very complex concepts in a manageable way. They ask probing questions and then set purposeful tasks to strengthen pupils' ability to solve problems, to develop their thinking skills and expand on their answers. In some cases, learning resources are of a very high quality, which shows considerable thought in their planning.

In a few lessons, shortcomings in planning or instruction mean that pupils do not make enough progress in their learning, their subject skills or in their literacy and numeracy skills. A few teachers do not plan carefully enough to ensure that tasks build sensibly on each other or provide sufficient challenge. Too often, opportunities are missed for pupils to contribute verbally or develop skills in working independently or with others, as teachers guide activities too much or over-direct tasks. At other times, pupils do not define success criteria clearly enough or model their expectations clearly enough. As a result, pupils are unsure of the requirements of the task and make less progress than expected. A few teachers overuse English terminology when presenting and talking to pupils. They do not have high enough expectations in terms of pupils' use of the Welsh language.

On the whole, strategies for assessing pupils' understanding and progress are sound across the school. In lessons, most teachers question pupils regularly and effectively to check their previous knowledge, measure their understanding and ensure their engagement. Many teachers make a deliberate effort to adapt their questioning by asking probing questions or asking for examples. They provide pupils with swift, useful feedback as they work. However, the assessment strategies of a few teachers are not effective enough and this hinders their ability to monitor progress. They do not ask sufficiently probing questions or ask pupils to expand their answers and they only ask question at a whole-class level.

In a majority of subjects, teachers provide purposeful and useful written feedback on pupils' work. In a few subjects, feedback is very detailed and specific and leads to pupils making significant improvements in the quality of their work. In a majority of subjects, teachers identify and draw attention to linguistic errors and make regular use of a whole-school strategy to provide time to reflect and improve specific pieces of work. Throughout, the quality and impact of written feedback within and across subjects is varied and pupils' responses to teachers' comments are varied. The school has suitable arrangements for reporting to parents and carers on pupils' progress.

The school provides a broad and balanced curriculum that meets the interests and aspirations of most pupils. Leaders use pupils' views effectively when planning the curriculum in key stage 4 and in the sixth form. By working in partnership with local schools and colleges, a good range of GCSE, A Level and vocational courses are provided.

The school has an ambitious vision for Curriculum for Wales, which is based on the school's motto, '*Dawn, Dysg, Daioni*'. Staff have consulted with stakeholders and worked purposefully with partner primary schools to plan provision that ensures progressive development from primary to secondary. The school provides an authentic and stimulating curriculum across the areas of learning and experience in Years 7 and 8. This has been planned skilfully to reflect the *cynefin* and heritage of the local area, Wales and the world. For example, the expressive arts use Welsh language music composed by former pupils, namely '*Sa neb fel ti*' (Eden), '*Fama di'r lle*' (Maharishi) and '*Lle Hoffwn Fod*' (Al Lewis) as a stimulus.

Provision to develop literacy skills across the subjects is sound. There are rich opportunities for pupils to develop their writing and reading skills. This includes beneficial opportunities for pupils to develop their higher-order reading skills in various subjects. However, there are not regular enough opportunities for pupils to develop extended writing skills in a very few subjects.

Planning for developing numeracy skills is a notable strength. Purposeful training is provided for the school's staff, teachers at the local primary schools and parents on how to support pupils to apply their numeracy skills to solve problems in increasingly challenging contexts. Celebration days, such as 'Diwrnod  $\pi$  (pi)' day and darts tournaments, are held to raise pupils' awareness of the importance of numeracy in a fun way.

Planning to develop pupils' digital skills is appropriate but in its early days. Opportunities to develop digital skills have been identified across the curriculum.

A strong feature of the school's work is the 'Immersion' provision, which allows pupils to transfer from Year 6 in second language Welsh schools to Year 7. Very quickly, these pupils develop as fluent Welsh speakers who are able to study the whole curriculum and take part in extra-curricular activities through the medium of Welsh.

The school provides a beneficial alternative curriculum to support vulnerable pupils and those who do not engage well with their education. Valuable experiences are provided for more able pupils in partnership with a number of external agencies and experts.



A wide range of trips, extra-curricular activities and wider experiences are provided to enrich the curriculum, including the Duke of Edinburgh Award, a host of musical instrument lessons and educational visits to Beaumaris gaol and the home of the poet, Hedd Wyn, at Yr Ysgwrn.

Provision for personal and social education (PSE) is a strength. The programme's content is revised regularly to respond to well-being questionnaires and current national challenges. Beneficial relationships and sexuality education lessons are also provided across the school. There are appropriate opportunities for pupils to learn about the history and experiences of Black, Asian and Minority Ethnic and LGBTQ+ people in morning sessions, assemblies, through the PSE programme and in lessons.

The school provides very valuable opportunities for pupils to learn about and celebrate their Welsh heritage and culture and take pride in being Welsh. This includes learning about the development of the Welsh language in history lessons, creating and filming oral presentations in Welsh lessons and taking part in a large number of competitions and artistic celebrations, both locally and through the Urdd.

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

Ysgol y Creuddyn is an inclusive and caring community that conveys the school motto of nurturing pupils' *'Dawn, Dysg, Daioni'* ('Talent, Learning, Wellness') successfully. The school provides a comprehensive range of interventions and additional support to support pupils' well-being and social development. For example, the 'Hafan', 'Hwb', Breakfast Club and pastoral area provide safe places and valuable support for many pupils. This provision supports these pupils to be ready to learn. The school places a clear emphasis on well-being and inclusion in its comprehensive transition processes. Staff work successfully with partner primary schools to ensure an effective transition to secondary school.

Learner forums, including the School Council, the Equality Council and senior sixth-form prefects ensure valuable opportunities for pupils to develop their leadership skills and discuss how to improve the school. The School Council has had a positive influence on the school's decisions, including improving the choice of healthy foods in the canteen. The School Council's motto, 'Your School; Your Council; Your Voice', encompasses the vision and the central role of pupils in the school's developments. In response to a request from pupils, the Equality Council has been established recently. This, in addition to whole-school projects and events, such as 'Show Racism the Red Card' day, is a means of helping pupils to understand issues relating to equality and inclusion.

The school promotes pupils' spiritual, moral, social and cultural development effectively through purposeful school assemblies that reflect national celebrations and events. This is reinforced in activities during pastoral periods. Provision for personal and social education is enriched by external agencies, such as the police, youth services and the school nurse.

The school works productively with external partners to support the well-being of specific pupils. This includes work with Young Carers, the Hafan Cymru Spectrum project and the Joshua Tree Foundation. The pastoral team has forged valuable links

with 'Mind Conwy' to provide proactive support in supporting pupils' mental health and well-being.

The extensive opportunities for pupils to take part in artistic activities are notable. For example, a whole-school production of the show 'Matilda' provides an opportunity to pupils to develop valuable creative skills and strengthen their sense of belonging to the school. The school has a rich offer of extra-curricular sports activities to develop pupils' understanding of the benefits of fitness and keeping healthy and to develop teamwork skills. There is a varied programme of clubs during lunchtimes, such as 'Dungeons and Dragons' and '*Llecyn Llonydd Llyfrau*', which support pupils' well-being and social development.

Pupils receive independent advice and useful guidance as they consider their future choices. A valuable element of the process is the opportunity to hear the experiences of older pupils studying GCSE and A Level subjects. The school works successfully with employers and further and higher education institutions to support pupils to make choices about their next steps.

Improving attendance is a clear priority for the school's leaders and discussions about how to improve pupils' attendance are held regularly. Senior leaders analyse data thoroughly to identify trends in the attendance of individuals, groups and school years, but the relevant middle leaders do not have a sound enough grasp of this data. The school promotes the importance of good attendance through regular campaigns to raise pupils' and parents' awareness and provide regular rewards for high attendance rates or any improvements. The school also uses a range of strategies to ensure that vulnerable pupils are supported purposefully. These include use of the 'Hafan' as pupils return to school after extended periods of absence and providing an alternative curriculum, where necessary. The breakfast club and the wide range of extra-curricular activities ensure that there is a beneficial place to vulnerable pupils to go during non-contact time. School uniforms and equipment are available free of charge for pupils through the 'School Uniform Exchange' to ensure that these are not obstacles to their attendance. The school works closely with external agencies and families to support pupils who are absent persistently. However, leaders do not always evaluate the impact of their work in this area thoroughly enough and strategies have not had enough of an effect on improving pupils' attendance.

Leaders mentor all pupils who are eligible for free school meals to support their well-being and progress and encourage them to attend school regularly. The attendance rates of these pupils compare favourably with the rates of the same group nationally.

There is effective provision for supporting pupils with ALN. Leaders have identified those pupils who need the most support and prioritise support for them sensibly. The additional learning needs team works together effectively. Staff provide literacy and numeracy interventions, programmes to support emotional and social development, support in the mainstream and centres such as the Hafan and the Hwb. A strong feature of provision is the transition arrangements for pupils with ALN. These ensure that the team identifies the needs of pupils in full on entry to the school. As a result, pupils with ALN transfer successfully from primary to secondary. The school works productively with external agencies, including the educational psychologist, the

school nurse, youth workers and a local special school to enrich the support that is available for these pupils and those with emotional and behavioural needs. As a result of the extensive provision, pupils that are supported by the ALN team make sound progress in their emotional, personal and social skills.

Leaders work closely with the local authority, the partner primary schools and other local secondary school leaders to implement the Additional Learning Needs and Educational Tribunal (Wales) Act. On the whole, the individual development plans of pupils with ALN include appropriate targets along with review dates. One-page profiles include useful strategies to help staff to know how to support pupils. Arrangements for sharing information with staff are clear and purposeful and leaders monitor the use of strategies appropriately. Overall, the school has a positive relationship with the parents of pupils with ALN. The school shares information and effective strategies to support pupils at home. Leaders monitor the progress of pupils with ALN regularly and adapt provision, as necessary.

The school has robust arrangements for safeguarding pupils. Leaders have succeeded in creating a culture where promoting the safeguarding and well-being of pupils is a priority for all staff. Purposeful and regular training is provided for staff on safeguarding issues and, as a result, staff have a very good understanding of their responsibilities. Leaders work effectively with external agencies when responding to safeguarding and child protection issues. Staff deal with any cases of bullying in an effective and timely manner. As a result, most pupils feel safe at school and are aware of what to do if they have concerns.

### **Leadership and management**

Following a period of change, the acting headteacher has provided the staff with robust and supportive leadership. She has a clear vision of creating an inclusive school where pupils' *'Dawn, Dysgu, Daioni'* ('Talent, Learning, Wellness') are at the heart of the school's work. This vision is shared regularly with stakeholders and embraced by staff. The acting headteacher leads by example and treats her staff with respect and empathy.

The extended senior leadership team support the acting headteacher robustly and are a dedicated leadership team. Overall, leaders know the staff and pupils well. They succeed in maintaining a supportive environment which leads to a strong sense of teamwork.

Most middle leaders have a clear knowledge of the strengths and areas for improvement within their areas of responsibility. However, they do not always focus closely enough on the improvement priorities in their departmental meetings. These meetings tend to be about organisational issues rather than discussing improving the quality of teaching and learning. Overall, line managers do not always hold middle managers to account for their work. As a result, leaders do not focus rigorously enough on the main improvement priorities.

Senior leaders pay beneficial attention to national priorities. For example, leaders have planned aspects of Curriculum for Wales sensibly and innovatively, and provided contemporary and exciting experiences for pupils. Leaders and staff provide a wide range of rich activities for pupils to celebrate their identity and their

Welshness. However, the school has not been successful enough in ensuring that all staff promote pupils' use of the Welsh language.

The school has robust arrangements to ensure that the performance management process supports the school's improvement priorities. In discussion with their line managers, staff set purposeful objectives to drive improvement. The school provides a suitable range of training and development opportunities for all staff, which includes working with other schools, internal training and working with appropriate external providers.

The school has a comprehensive calendar of quality assurance activities that include lesson observations, learning walks, scrutiny of pupils' work and seeking the views of pupils and their parents. By undertaking these activities, leaders maintain a sharp focus on the progress pupils make in their subject skills and understanding. The senior leadership team synthesises the evidence from these processes skilfully. As a result, they have a detailed and accurate understanding of the strengths and areas for improvement in pupils' learning and share the areas for improvement beneficially with all staff. However, leaders do not always use relevant data to support their findings. Recently, leaders have begun to strengthen the link between priorities that arise from self-evaluation activities and the professional development offer for staff. This includes holding morning sessions to share good practice among the staff.

Whole-school improvement planning includes relevant improvement priorities, along with sensible activities to fulfil them. However, there are too many priorities that cover all of the school's work and, as a result, leaders do not place enough of a focus on the main improvement priorities.

Although there is some room to refine the quality improvement processes, leaders have a successful track record of driving improvements. These include ensuring teaching of a consistently high quality, beneficial provision to ensure progress in numeracy skills and maintaining high levels of pupil well-being.

The governing body knows the school well. Members understand and fulfil their roles and responsibilities effectively. They are passionate and very supportive of the acting headteacher and staff. They act as critical friends and are beginning to play a part in the school's self-evaluation and improvement procedures. They prioritise promoting healthy eating and drinking appropriately.

The school has a close and supportive relationship with parents. Leaders communicate regularly to share key information and celebrate pupils' successes through newsletters and the school's useful website. This contributes to the strong sense of 'Teulu'r Creuddyn'.

The acting headteacher, business manager and governors monitor the school's expenditure and budget appropriately. Governors and senior leaders make suitable use of grants, including the pupil development grant, to support the most vulnerable pupils and to reduce the effect of poverty. However, they do not evaluate the effect of the grants' expenditure.

## 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/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:

Publications 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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**This document has been translated by Trosol (Welsh to English).**