A report on

Ysgol Glan-y-Môr School

Heol Elfed
Burry Port
Carmarthenshire
SA16 0AL

Date of inspection: November 2025

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Ysgol Glan-y-Môr School

Name of provider	Ysgol Glan-y-Môr School
Local authority	Carmarthenshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Secondary
Religious character	*
Number of pupils on roll	580
Pupils of statutory school age	578
Number in sixth form	*
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 20.3%)	28.3%
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 9.0%)	9.9%
Percentage of pupils who speak Welsh at home	4.2%
Percentage of pupils with English as an additional language	2.1%
Lead partner for Initial teacher education	No
Date of headteacher appointment	01/09/2024
Date of previous Estyn inspection (if applicable)	01/05/2017

Start date of inspection	24/11/2025

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.

Summary

Ysgol Glan-y-Môr is a close-knit and supportive community within the Bryngwyn and Glan-y-Môr Federation. Many pupils have a positive attitude towards learning and school life, and show respect to their teachers, support staff and visitors. They generally behave well and engage suitably in lessons. However, opportunities for pupils to develop leadership skills and make meaningful contributions to school life and improvements are limited.

Support for well-being is a strong feature of the school and reflects the federation's commitment to inclusive practice. Together with the additional learning needs team, the pastoral team provides specific support for pupils with additional learning needs and those with social, emotional and behavioural needs. This includes beneficial assistance to families through the school's established partnerships with relevant external support agencies. Whilst this has helped reduce instances of poor behaviour and the number of exclusions over time, low attendance, including that of pupils eligible for free school meals, remains a significant concern.

Teaching is too variable across the school. In a few cases, teachers provide engaging, progressive learning experiences and have relatively high expectations of what their pupils can achieve. They have clear learning objectives and plan relevant activities to support pupils' progress. However, in a minority of cases, shortcomings in teachers' planning for subject and skills development mean that pupils do not make as much progress as that of which they are capable. Leaders do not plan well enough for clear progression in pupils' literacy, numeracy and digital skills.

Across the federation, the executive headteacher provides thoughtful and supportive leadership. Governors are faithful supporters of the school and the Federation but do not have a clear or comprehensive enough overview of its strengths and areas for improvement.

The executive headteacher has responded sensitively to a number of staff absences in Glan-y-Môr and has provided support where needed. The executive headteacher has begun to implement some beneficial changes, such as improving self-evaluation processes and strengthening pupil leadership opportunities. However, these developments are very recent and not fully developed. There is too much variation in how well leaders at all levels are held to account for their areas of responsibility. Their ability to evaluate the impact of their work on pupils' learning and well-being is developing but remains inconsistent across all leaders.

The school hosts a specialist resource base for pupils with autistic spectrum conditions. Overall, provision and support for these pupils is strong.

Recommendations

We have made six recommendations to help the school continue to improve:

R1   Improve the quality of teaching and assessment

R2   Improve attendance

R3   Strengthen leaders' capacity to evaluate the impact of their areas of responsibility and plan for improvement

R4   Strengthen accountability and the impact of leadership at all levels

R5   Improve the provision for the progressive development of pupils' skills

R6   Strengthen pupil leadership processes and ensure that pupil voice influences strategic decisions

What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Teaching and learning

Most pupils arrive on time to lessons and settle quickly. Many pupils display positive attitudes to learning and behave respectfully during breaks and between lessons. They show respect to the teacher and their peers and are polite to visitors. The majority of pupils enjoy learning and take a reasonably active role in lessons, working efficiently in small groups and pairs when they get the opportunity to do so. Many listen attentively to teacher instruction or to the contributions from other pupils and persevere in tasks, even if they are repetitive or uninteresting in nature. However, in a minority of cases, pupils do not engage in learning well enough or do not sustain their concentration. Overall, many pupils take pride in the presentation of their work but a minority have weak or immature handwriting and produce carelessly presented work.

In the Canolfan y Môr specialist resource base, staff ensure consistency in learning experiences and topics across the four classes. They deploy appropriately adapted teaching strategies that ensure that pupils generally make suitable progress from their starting points in their social, communication, literacy, numeracy and digital skills. However, there are few opportunities for these pupils to relate and practise their skills in authentic contexts across the curriculum in mainstream lessons.

The quality of teaching varies considerably across the school, and this has an impact on the progress that pupils make in their subject knowledge and understanding within lessons and over time. In a few lessons, many pupils make secure progress. In other lessons, around a half of pupils make the expected progress from their starting points and when considering their ability but around a half do not achieve as well as they could or make limited progress

In nearly all lessons, teachers foster warm and supportive working relationships with pupils. Most teachers have secure subject knowledge and generally use this expertise well to help pupils develop a suitable understanding of topics. Many teachers manage behaviour effectively. They use closed questioning suitably to check pupils' recall and circulate the classroom purposefully, offering pupils helpful verbal feedback, giving appropriate encouragement. In a few subjects, teachers provide pupils with beneficial comments on their work and provide specific instructions on how they can improve its quality and accuracy. However, too often written feedback on pupils' work is superficial or lacks precision and does not support improvement sufficiently.

In the majority of cases, teachers plan lessons that build suitably on pupils' prior learning. However, in other cases, they tend to set series of activities for pupils to do, rather than plan considerately for what they want their pupils to learn. These activities often offer

a low level of challenge and sometimes include fruitless activities designed to keep pupils busy. The majority of teachers provide pupils with clear instructions, and this helps them understand what they need to do. In the most effective cases, teachers model their expectations and provide pupils with good examples to indicate the standard that is expected of them. In a minority of lessons, teachers provide generally helpful support for weaker pupils. However, across all lessons, only a few teachers provide suitable challenge for more able pupils.

In a minority of cases, teachers do not establish consistent routines to support the learning, and this limits the progress that pupils make. This includes a slow start to lessons, finishing the lesson early, or not managing low level disruption by a few pupils well enough. In addition, a few teachers present for too long and over-manage the learning by cutting down tasks to unnecessarily small steps. This impacts negatively on pupils' engagement and limits opportunities for them to work independently.

In a few lessons where teaching is most effective, teachers have strong subject knowledge and use subject specific vocabulary well, including making consistent use of the target language. They have high expectations of what pupils can achieve and provide interesting and well-planned learning experiences which help engage pupils in their learning. These teachers provide clear success criteria and model the learning well. The pace of teaching and learning complement each other well. In these few lessons, teachers vary the types of questions and language they use which supports pupils of different abilities effectively. They question pupils effectively to help them think more deeply and enhance their understanding, often addressing misconceptions effectively. As a result of these strengths in teaching, many pupils in these lessons make strong progress in their learning.

Overall, the majority of pupils use their prior subject knowledge well to support them in tasks and to further develop their subject understanding. For example, they make strong progress in physics as they develop their understanding of how different wavelengths of electromagnetic radiation have different properties. The majority of pupils understand and apply subject terminology suitably when discussing topics as a class or in small groups. In the few lessons where teaching is strong, pupils develop new knowledge and understanding swiftly and securely and this helps them produce good quality work. In at least a minority of lessons, when teacher planning is weak, or when there are shortcomings in teaching, pupils struggle to recall prior work, acquire new knowledge swiftly or develop a secure understanding of concepts.

Standards and provision for developing pupils' literacy, numeracy and digital skills

Curriculum planning does not ensure sufficient progression in pupils' skills across subjects. As a result, there are inconsistent and sometimes unsuitable opportunities for pupils to develop and practise their skills within subjects. In language subjects, there are well-considered tasks and opportunities for pupils to develop reading and writing skills, and oracy to a lesser extent. There is a secure focus on supporting improvements in punctuation and grammar through the 'Strive for Five' strategy. Across the school, opportunities to develop pupils' advanced reading skills and extended writing are limited.

Many pupils listen carefully to teacher instruction, to audio visual presentations and to the contributions of their peers. When prompted, many provide suitable but generally brief answers to teachers' questions and speak clearly. Across the subjects, a few pupils are reluctant to offer responses or lack confidence to speak in class. When prompted to do so, a few are able to provide more extended and informative answers using a broad range of subject terminology. A few more able pupils expand on their answers deftly when probed. Due to inconsistent opportunities, many do not develop their ability to express themselves with increasing sophistication.

In English lessons, many pupils identify correctly key information in texts and provide thorough and accurate answers to reading comprehension questions. They annotate and summarise information from texts competently. A minority synthesise information well from different texts and identify key similarities and differences. More able pupils identify stylistic features and specific use of language in literary texts competently. For example, they produce considerate views on the author's choice of vocabulary to convey meaning and emotion in Gothic literature or evaluate how writers' use of imagery and adjectives help create amusing character descriptions. In other subjects across the curriculum, many pupils gather basic information from texts suitably and the majority are able to use information within these texts to support them when writing or summarising ideas. In subjects other than English, when there are opportunities to do so, the majority of pupils read aloud well and with confidence. However, due to limited opportunities across the subjects, pupils do not practise their reading skills consistently nor do they develop their advanced reading skills.

A few pupils, particularly older and more able pupils, convey key ideas clearly and accurately in writing tasks. They have good spelling and grammar and a sound understanding of punctuation. The majority write fluently, using a reasonable range of descriptive vocabulary. They have a good grasp of grammar rules and their spelling is generally sound. For example, Year 10 history pupils write coherent, extended essays on how changes in farming methods had a significant impact on poverty during Elizabethan times. Year 11 geography pupils produce well-crafted essays on how sustainable tourism

can support natural habitats. Where there are opportunities to do so, younger pupils generally have a sound understanding of audience such as when they write diary entries in history or present informative pieces of the benefits of following the 'Eatwell Guide' in food technology. A few, more able pupils, write with interesting vocabulary in a persuasive task about fast fashion. However, opportunities to develop writing skills across a broad range of relevant subjects are sporadic. Across the school, a minority of pupils have weak spelling and grammar. They make frequent and repeated errors, such as not using capital I or capital letters for proper nouns and do not use punctuation appropriately when writing independently.

Over time, the majority of pupils make strong progress in their Welsh language skills. Most pupils show good standards of comprehension when the teacher speaks Welsh in class and provide informative, accurate responses in Welsh to teacher questions using their reference books. The majority speak with clarity and reasonable fluency when they discuss their likes and dislikes of school subjects in the target language. A few more able pupils express themselves effectively using a broad range of terminology and with good accuracy without referring to language lists. Many pupils develop a growing range of vocabulary over time, which enables them to draw accurate information from Welsh language texts. Older pupils successfully summarise information in more challenging and extended texts. They have strong recall and make productive use of previously learnt grammar and vocabulary. Over time, the majority of pupils make secure progress in their writing skills in Welsh. They apply grammar rules competently and develop a broad range of themed vocabulary which enables them to write in several tenses by the time they reach Year 11. However, a minority do not make enough progress in their writing skills and make frequent grammatical errors.

Across the curriculum, opportunities for pupils to apply and develop their numeracy skills in relevant subjects are too variable and frequently do not offer a sufficiently high level of challenge. Too often, pupils' numeracy skills development is limited by teachers giving the correct answer rather than helping pupils to think for themselves and develop their understanding. As a result, pupils do not make as much progress as they could in developing and applying their numeracy knowledge and skills. In subjects other than mathematics, opportunities for pupils to develop their numeracy skills are mainly limited to graph work.

A majority of pupils have suitable basic number skills. They use the four rules of number accurately to solve problems, such as when they use their knowledge of times tables confidently to simplify fractions. These pupils draw suitable graphs, but often make errors with the axes, or the scale, or they join points with straight lines when curves are most appropriate. Around a half of pupils show their workings appropriately and use these to ascertain where they have misunderstood or made mistakes. A minority of pupils have

difficulty applying their knowledge of number when working with algebra. They do not understand well enough what they are trying to do, nor do they show their workings. As a result, these pupils do not check their work to develop their understanding or diagnose where they have gone wrong.

Opportunities for pupils to develop their digital skills across the curriculum are generally appropriate, although this does not always add to subject understanding well enough. The majority of pupils select and use a variety of appropriate software and digital tools to create and combine multimedia components for a range of audiences, particularly within their information and communication technology lessons.

Other skills

In music lessons, many pupils develop suitable creative skills when they play their instruments accurately and with good style, contributing effectively to a class performance of the James Bond theme tune. Many pupils create imaginative designs for a range of products, such as quilts, cushions and bags, in textiles lessons. Many pupils develop suitable physical skills when they participate in small-sided and modified games or in dance lessons. On a very few occasions, pupils develop beneficial independent thinking skills. However, overall, there are few opportunities for them to develop their thinking skills. This is because teachers tend to over manage the learning and not give pupils opportunities to solve problems, decipher inferred meaning in texts or work out complications.

Curriculum

Following consultation with staff, pupils and partner schools, leaders have developed, trialled and adapted their curriculum suitably. As a result, it meets the needs of most pupils, including those with additional learning needs. The curriculum in 'Canolfan y Môr' is at an early stage of development, and there are currently few opportunities for pupils to enhance their skills through authentic and meaningful learning experiences.

Leaders have worked purposefully with the local college to extend vocational pathways for pupils in year 10 and Year 11, including courses such as construction, hair and beauty, and public services. They respond suitably to findings from pupil surveys by increasing the curriculum offer in areas such as performing arts and textiles. Pupils are supported well in making their option choices through a dedicated options website, a careers fayre and a helpful options booklet. The school also provides beneficial support for pupils to help them decide their next steps after Year 11.

Leaders draw appropriately on data, pupil views and local intelligence to plan suitably for the development of pupils' health, well-being and understanding of relationships and

sexuality education (RSE). The programme is strengthened by valuable input from a range of local partners, such as the RNLI, police and the school nurse. This enriches pupils' learning and helps to make the themes relevant and engaging. Pupils in Years 7, 8 and 9 benefit from broadly suitable opportunities to develop their understanding of the importance of healthy eating and drinking through extended registration sessions and in physical education and food technology lessons. However, pupils in Years 10 and 11 have a limited range of opportunities to develop their understanding of these important areas.

Across the curriculum, there are suitable opportunities for pupils to learn about spiritual, moral, social and cultural aspects as well as diversity, including exploring the experiences of Black, Asian and Minority Ethnic communities. For example, younger pupils consider the life of refugees in English and religious education lessons. Older pupils continue to develop their understanding through studying 'good and evil' in RE lessons. Whole-school events, weekly assembly themes and discussing daily news headlines in registration sessions reinforce these messages suitably.

Pupils benefit from a wide range of lunchtime and after-school clubs, including sport, music, Christian Union, chess, homework support, and the Duke of Edinburgh award. Many pupils report that staff encourage them to take part in these extra-curricular activities. Educational visits including trips to The Royal Mint, Aerospace Museum in Bristol, Burry Port beach and harbour, and the National Botanical Gardens enrich pupils' learning well. Local and international visits, including ski trips and Erasmus partner visits to destinations such as Barcelona and New York, provide valuable experiences that support the curriculum and broaden pupils' horizons.

There is an appropriate culture of celebrating Welsh identity though the Eisteddfod, Clwb Cymraeg, Disgo Dwynwen and a trip to Llangrannog. The school has strong, worthwhile links with Moyeni High in Lesotho. Through a series of exchange visits, pupils have the opportunity to experience and share the rich cultural, musical and linguistic heritages of Lesotho and Wales.

Well-being, care, support and guidance

Pupils at Ysgol Glan-y-Môr demonstrate a strong sense of belonging and community. They are friendly, courteous and engage maturely with visitors, exemplifying the school's values of 'respect, responsibility and relationships'. The school has nurtured a caring and supportive environment that places pupils' well-being, needs and safety at the heart of its work. As a result, most pupils feel well supported, safe and free from bullying. In addition, they know how to report concerns, should they have them.

The safeguarding team responds to concerns promptly and diligently. Staff complete useful and regular training to help them understand and fulfil their safeguarding

responsibilities effectively, including how to identify any pupils at risk of radicalisation. Leaders investigate and act upon any allegations of bullying, harassment or racist incidents thoroughly. External partnerships, for example the police and a school-based youth worker contribute valuably to the school's wider culture of safeguarding. Furthermore, the school's designated safeguarding lead works effectively with statutory external agencies in child protection matters.

The school meets the statutory requirements of the Additional Learning Needs Education Tribunal (Wales) Act. It has developed a person-centred approach to create helpful individual pupil profiles for staff and works well with stakeholders, including parents, when reviewing individual development plans. However, teachers do not always use the information provided for them well enough in their planning. Although leaders monitor closely the progress pupils with additional learning needs (ALN) make towards their individual personal targets, they do not track these pupils' wider progress in subjects across the school well enough.

The additional needs co-ordinator, supported by the ALN team, has developed a nurturing and supportive environment for the most vulnerable pupils in their care. The team provides valuable support, including a range of beneficial interventions delivered by school staff and external agencies such as the child and adolescent mental health service (CAMHS) and the local authority behaviour support community team. These interventions help to develop pupils' social, emotional and communication skills appropriately and, as a result, these pupils make suitable progress from their individual starting points. In addition, productive collaboration with partner primary schools as part of an enhanced transition programme helps the school to develop a secure understanding of the needs of pupils with ALN before they start in Year 7.

Canolfan y Môr is a calm and supportive environment where staff place high priority on pupils' well-being. The positive relationships between staff and pupils is a strong feature and as a result most pupils enjoy school and the majority make sound progress in relation to their targets. Opportunities for pupils to be included in the wider school are developing, but at a slow pace.

There is an established whole-school culture of shared responsibility for supporting pupils' emotional, personal, and social development. The pastoral team is committed and works purposefully to understand pupils' needs and those of their families, and of the wider community. Pastoral leaders target specific support for those pupils who require additional help with their emotional and behavioural issues. The team of pastoral leaders and support staff meets regularly to identify pupil needs and coordinate interventions. This approach has contributed positively to a fall in exclusion rates over time and the absence of permanent exclusions more recently. However, there is a limited whole-school approach to plan for and improve the provision for more able and talented pupils.

The provision to support pupils at key transition periods is a strength of the school. Leaders plan worthwhile induction support for pupils before they start in Year 7, including enhanced transition opportunities for more vulnerable pupils. Beneficial arrangements include a series of curriculum days during Years 5 and 6. Pupil 'transition ambassadors' offer valuable support to younger pupils, helping to reduce anxiety and build early positive relationships. These activities help pupils to form positive relationships with staff and settle quickly and confidently into Year 7. The school works beneficially with external partners such as the careers service to enhance its post-16 guidance for pupils.

Many pupils demonstrate positive attitudes to health and fitness and enjoy taking part in physical education lessons and in sports games and clubs. There are a few opportunities for pupils to make meaningful contributions to the life of the school and its wider community through charitable initiatives, such as fundraising for the RNLI and local food banks. However, opportunities for pupils to discuss, plan and lead initiatives are limited. This restricts their ability to influence provision and hampers their social, communication and leadership skills. Processes to gather the views of pupils are not established well enough and opportunities for pupil leadership groups to influence the life of the school are underdeveloped.

The school has recently implemented a revised behaviour management strategy. Early evidence suggests an overall improvement in pupil behaviour. Nevertheless, staff do not consistently apply the strategy in lessons, and there is substantial variation in the frequency of giving points for positive attitudes to learning and good behaviour. This results in a reduction in impact and in pupils' trust in staff to apply fairness. Leaders use a range of data to track behaviour and attendance, but emerging patterns are not always addressed promptly enough. Whole-school attendance is below that of similar schools and is significantly below pre-pandemic levels. This includes the attendance of pupils eligible for free school meals.

Leading and improving

The executive headteacher across the federation provides considered, reflective and supportive leadership to both schools, underpinned by a strong sense of moral purpose and ambition. Since his appointment, the executive headteacher has developed a strong understanding of both schools and uses this insight to identify their specific needs. They have identified clearly the key areas requiring immediate improvement and is beginning to implement helpful changes but is too early to see the impact of these. Senior leaders across the federation embrace the federation's vision of "Excellence through partnership".

The recent leadership restructure has strengthened the capacity of the senior team across both schools. Roles have been allocated appropriately, drawing on leaders'

experience and skills. In general, senior leaders support the headteacher well and are beginning to make worthwhile improvements in their respective areas of responsibility. However, these improvements are relatively recent and are not implemented consistently.

The senior leaders who work across both schools enable teachers to meet and discuss good practice across the federation. There are some new common processes, such as professional development reviews that are beginning to impact on practice.

In recent months, there have been changes to leadership at Canolfan y Môr which have impacted positively on stability. Although leaders have now implemented a sensible approach to improve consistency in provision, it is too early to evaluate impact.

Senior leaders have established more rigorous self-evaluation and improvement planning processes after a period of instability and change. They have ensured that both schools now have a suitable programme of self-evaluation and improvement planning activities. This includes a range of useful activities, at senior and middle leader level, including learning observations and walks, scrutiny of work and some pupil voice activities linked to the curriculum. Leaders use data suitably to identify strengths and areas for development in their area of responsibility. Across the school these refreshed processes are beginning to help leaders to identify the broad strengths and areas for improvement required. Despite this, evaluation is too variable and remains overly positive, particularly with regard to the quality of teaching and its impact on learning. Overall, leaders are not able to pinpoint precisely which aspects of teaching are strongest or those that require the most improvement.

Pastoral team leaders have a generally clear overview of the strengths and areas that are most in need of improvement. They have a sound knowledge of the pupils and their families that helps to ensure timely support where necessary. However, the evaluation of work in these areas is at an early stage. The use of data to evaluate the impact of the work of this team, including the wider progress of ALN pupils or the attendance of groups of pupils is underdeveloped. There are limited opportunities for pupils to influence the work and life of the school.

The federation improvement plan identifies appropriate priorities which cover most aspects of the school's work and respond to many national priorities suitably. The recommendations from the last inspection remain areas for development in Glan-y-Môr. In a few areas, leaders are able to demonstrate the impact of their actions, such as improving outcomes overall at the end of Year 11 over time. Despite these improvements, there has been insufficient impact in important areas such as learning and progress in lessons, teaching and assessment and the progressive development of skills. Attendance remains too low for all groups of pupils.

Performance review systems are consistently applied across departments, with links to professional learning. Staff set suitable targets that are appropriately reviewed in a timely fashion. Senior leaders have implemented useful changes to strengthen the school's accountability processes, including line management arrangements. However, there remains a lack of consistency and rigour in how well leaders hold staff to account.

There is a beneficial programme of professional learning activities which has been successful in supporting a few aspects of the school's work. There are individual, bespoke pathways and training sessions that are open to all staff which link appropriately with the development aims of the school. Professional learning has had a modest impact on improving teaching and leaders' self-evaluation.

Members of the governing body are committed and loyal supporters of the federation. They have a sound understanding of the federation's financial position. However, overall, governors are overly positive in their evaluation of the school's effectiveness. In addition, they do not have a strong enough understanding of important aspects of the schools' work such as the quality of teaching and its impact on learning.

The business manager and headteacher plan and monitor robustly the schools' budgets. There are appropriate processes in place to ensure strong financial management. The school uses grant funding appropriately to support pupils impacted by poverty. They provide a variety of helpful strategies which aim to reduce the impact of poverty on attainment and well-being. These strategies include supporting pupils with equipment, subsidising extra-curricular activities and providing wrap around care provision. Over the last three academic years, the performance of pupils eligible for free school meals in their Year 11 qualifications generally matched that of their counterparts in similar schools.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee, where appropriate
- visit a broad sample of lessons, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

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

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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. *'most pupils…'* or *'very few pupils…'*. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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.