



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

A report on

Alun School Mold

**Wrexham Road
Mold
Flintshire
CH7 1EP**

Date of inspection: February 2024

by

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

About Alun School Mold

Name of provider	Alun School Mold
Local authority	Flintshire County Council
Language of the provider	English
Type of school	Secondary
Religious character	*
Number of pupils on roll	1545
Pupils of statutory school age	1235
Number in sixth form	309
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%)	13.9%
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%)	10.9%
Percentage of pupils who speak Welsh at home	1.5%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2014
Date of previous Estyn inspection (if applicable)	11/04/2016
Start date of inspection	05/02/2024
The school runs a local authority funded hearing resources centre (HSC) that serves hearing impaired pupils from Flintshire. Currently, there are only two pupils on the register.	

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

Alun School is a caring and inclusive community where leaders prioritise pupils' emotional well-being and promote a positive culture of safeguarding. Pupils take on numerous leadership roles and have effected valuable changes in the school. They collaborate well with staff and each other to ensure that everyone has the right 'to teach, to learn, to be safe and to be respected'.

The headteacher provides assured leadership and ensures strong accountability at all levels. Her vision is clear and is shared and understood by senior leaders who demonstrate this through their support to the headteacher and in their own work. In general, leaders have a sound understanding of the strengths and areas for improvement of the provision in their areas of responsibility. Their self-evaluation, however, does not always consider the impact of the provision on the standard of pupils' learning well enough.

There are many strengths in teaching. Most teachers use their subject knowledge to good effect and give clear and precise explanations. Many teachers plan suitable activities to develop pupils' learning. They have high expectations of what pupils can achieve, ask useful questions to check for understanding and give beneficial verbal feedback on their work. This enables many pupils to make at least suitable progress and practice their literacy, numeracy and Welsh language skills appropriately. However, the quality of teacher assessment varies and is not always effective enough to enable pupils to improve their work. Whilst leaders have recently taken a strategic approach to plan the progression of skills across the curriculum, this work is still in its infancy.

Many pupils are considerate, polite and courteous to others. They behave appropriately in lessons and around the school. Staff use strategies to manage behaviour through a positive approach, but these are not always implemented consistently. In addition, the school's approach to managing behaviour is not having enough impact in addressing the poor behaviour of a few pupils in lessons.

The school provides a broad and balanced curriculum that give pupils an appropriate range of learning experiences. The pupils within the Hearing Support Centre (HSC) receive highly effective support and access mainstream classes where they are supported well. The school offers comprehensive and worthwhile support for pupils' with additional learning needs (ALN).

Pupils in the sixth form are supported well in making suitable career choices and talk positively about their learning experiences. They engage with tasks productively, show resilience when working independently and persevere when faced with new challenges.

Recommendations

- R1 Strengthen self-evaluation to focus more on the impact of provision on pupils' learning
- R2 Improve strategies to address the poor behaviour of a few pupils and its impact on other pupils
- R3 Improve quality of assessment and feedback to enable pupils to improve their work
- R4 Embed provision for skills development fully across the curriculum

What happens next

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

Main evaluation

Learning

Many pupils make at least suitable progress in their learning and a few pupils make strong progress over time. In the many cases where teaching is at its strongest, the majority of pupils make good progress in developing their knowledge and understanding. A few pupils make limited progress mainly due to their poor attitudes to learning, disrespectful behaviour or shortcomings in teaching. Pupils with additional learning needs (ALN) make sound progress against their targets due to the strong support and guidance they receive from staff.

Many pupils recall previous learning well. A majority of pupils apply this well to new challenges, such as when summarising what they remember from reading an extract from a novel. Many elicit subject specific terminology well and use this confidently, for example when they give a detailed account of how the body reacts to a stimulus through reflex actions. A few pupils do not apply their learning well enough and struggle with basic recall and with linking previous work to new contexts.

Many pupils listen well to their teacher and peers. A few do not listen carefully enough to allow them to complete tasks or make progress in their learning. Most pupils speak confidently in lessons and when expressing their opinions with staff and visitors. Many pupils respond appropriately to teachers' questions and contribute suitably to lessons although they generally provide brief but accurate oral responses. For example, in modern foreign languages, many pupils produce verbal answers using appropriate phrases confidently. When given the opportunity, pupils discuss their work with peers coherently. A few pupils explain their ideas clearly and in detail. They respond maturely and provide extended, informative answers using subject terminology well. However, a minority do not elaborate on their responses unless prompted to do so. A few pupils are reluctant to express their ideas and do not collaborate well in discussions, when expected to do so.

Many pupils read aloud clearly, coherently and with expression when given the opportunity. They use appropriate intonation and pace. They skim and scan texts successfully to identify key facts and main messages. Many pupils highlight and annotate texts suitably, often with the support of their teacher, to locate important information and key words or phrases. When reading challenging pieces of writing, a few show sophisticated levels of understanding. The majority of pupils evaluate the validity of sources adequately but, in a few subjects, many pupils only infer simply from textual evidence.

When given the opportunity, many pupils write well using sound subject terminology. They use appropriate persuasive techniques with support through discussion in class and exemplification by their teachers. A few express themselves coherently in their writing, for example, when they compare how a character's attitude towards war has changed in the novel D-Day Dog. A few more able pupils write insightful extended pieces and structure their writing logically in appropriate paragraphs and use complex vocabulary. In a few subjects, lower ability pupils write extended pieces that describe their experiences well such as when they depict their time out trick or treating during Halloween. When the teacher's comments are helpful, a minority of

pupils respond constructively to feedback and improve the content and accuracy of their written responses. A minority of pupils make basic and careless errors in spelling and punctuation across the curriculum.

In Welsh lessons, many pupils use a wide range of vocabulary well that enables them to answer confidently and accurately. A few respond with sophisticated language. When reading aloud, the majority of pupils do so clearly and confidently and have good pronunciation. A majority of pupils write using an appropriate range of vocabulary. They structure their sentences well using basic verbs and connectives, for example when writing about their favourite pieces of clothing. A few write using a broad range of tenses well.

Many pupils have a firm grasp of the basic rules of number and use this to handle data appropriately for example when calculating the mean in relevant subjects. They apply their multiplication skills to basic one-step calculations appropriately. The geometry skills of a majority of pupils are sound. For example, they understand and use co-ordinates in the four quadrants well. In algebra, they collect like terms accurately. Many pupils use formulae suitably and a minority of pupils rearrange equations successfully, for example to calculate power, current and voltage in science.

A minority of pupils plot and draw graphs well and a few interpret them suitably. Around a half of pupils display data in well-constructed tables with headings and correct units. More able pupils apply their procedural skills well to answer multi-step questions and consider suitably which skills are required to solve more complex problems. In general, pupils apply their numeracy skills appropriately in relevant subjects across the curriculum when they are given the opportunity. For example, pupils measure their resting heartbeat and analyse the impact of exercise on heart rate, plotting the results on a graph.

Overall, pupils make suitable progress when developing their digital skills. They use a range of basic skills appropriately across the curriculum, for example when presenting information in geography or German lessons. Pupils collaborate suitably to manipulate images and format texts in documents. However, they do not develop more advanced digital skills well enough across subjects.

Many pupils develop their creativity well when given the opportunity. In design and technology, for example, pupils interpret ideas in original ways and create clocks in the style of a famous designer. In art, many pupils develop a sound understanding of a broad range of artistic styles and techniques, for example when they emulate the gothic style of Tim Burton to create models out of papier mâché. In a majority of cases, teaching encourages pupils to develop their thinking, and they learn effectively through reflection and evaluation of the success of their own work and that of others. Many pupils develop their physical skills well. They show strength and stamina in their weight training and circuit training sessions and demonstrate speed and agility when they practise their gymnastics skills.

In general, sixth form pupils are keen and responsible learners. Most pupils make sound progress in their subject knowledge and understanding. They recall prior knowledge well and apply it suitably to new and more difficult contexts. Many express themselves clearly and effectively. They collaborate well with the teacher in group

discussions. Most respond appropriately to teachers' questions and explain their answers with good understanding and maturity, for example when considering a political article in their English lessons. A few pupils respond to questions with a high level of clarity and sophistication.

Well-being and attitudes to learning

Many pupils at Alun School feel safe, free from bullying, respected and treated fairly by staff. Pupils understand that they have trusted adults to talk to if they have any concerns. Many pupils feel that their well-being is supported positively by the school. Pupils value the support they receive for their emotional health in the 'breathing space' and 'nurture' rooms. Many feel that their views are listened to and appreciated through a wide range of methods such as pupil surveys, interviews, reviews, and a highly effective school council.

Pupils have influenced a number of beneficial changes in the school, such as the introduction of new interhouse competitions and adaptations to the school rewards system. Pupils' views are instrumental in choosing the nominated charity for their whole school fund raising. Collectively, pupils in the School Nutritional Action Group (SNAG) have raised awareness of healthy eating and making healthy choices leading to multi-cultural food days in the canteen and healthier options.

Pupils from all backgrounds, including young carers and those eligible for free school meals, are keen to take on leadership responsibilities within the school. This includes involvement in a broad range of formal groups, such as digital and sports champions, eco-council and the 'Respect' committee.

Pupils develop their understanding of the importance of diversity and inclusion through themed assemblies and morning sessions. Pupils in the LGBTQ+ group raises awareness of the importance of inclusion and have set up a safe space for all pupils. Many pupils develop an awareness and understanding of their rights and responsibilities well and have worked hard to achieve the United Nations Children's Fund (UNICEF) Rights Respecting Schools Gold award. Many pupils collaborate well with staff and each other to ensure that everyone has the right 'to teach, to learn, to be safe and to be respected'.

Many pupils attend and benefit from a broad range of clubs which include a Jazz band, creative writing, international languages and a 'Young Coders' club. Pupils from the coding club have recently reached the final of a national competition. Many pupils participate in an inclusive and extensive extra-curricular sporting programme such as badminton and girls' and boys' cricket.

Many pupils are respectful, polite, and courteous to staff, visitors and their peers. They behave appropriately in lessons and around the school. In lessons, many pupils are punctual, settle quickly and listen attentively to their teachers and each other. The majority of pupils show respect for their learning and that of others. They persevere with tasks, taking responsibility and pride in the organisation and presentation of their work. However, a minority of pupils are too passive in their learning, either not actively listening or not always engaging with tasks. These pupils do not take sufficient pride and care with their work.

A few pupils display poor behaviour and attitudes, mainly in lessons. They are slow to settle and remain easily distracted, often shouting out or talking over the teacher or each other. These pupils often lose concentration, do not complete tasks and impact negatively on other pupils' learning.

Between the academic years 2018-2019 and 2022-2023, the school's rate of attendance fell by a smaller amount than seen nationally. Last year it was above that of similar schools. The attendance of pupils eligible for free school meals was above the national average. Rates of persistent absence were well below the national average. Current rates of attendance are slightly above that of the same period last year.

Sixth form pupils talk positively about their learning experiences and say they are supported well in making suitable course choices. They value the individual feedback and clear assistance on how to improve their work. In lessons, sixth form pupils engage with tasks productively. They show resilience when working independently and persevere when faced with challenging problems. Sixth form pupils engage well with and value the pastoral support they receive during learning coach sessions.

Teaching and learning experiences

Most teachers have secure subject knowledge which they use to good effect in lessons. They give clear explanations and instructions. They move around the classroom when pupils are working to monitor their progress and provide them with helpful support. Most teachers start lessons promptly with suitable tasks that link to previous or current learning. In Welsh and modern foreign languages lessons, teachers make appropriate use of the target language.

Many teachers have high expectations of what pupils can achieve. They reinforce subject terminology well, are good language role models and plan valuable opportunities to extend pupils' vocabulary. Many teachers develop positive professional relationships with pupils and manage learning well. These teachers reinforce routines regularly and deal suitably with any negative behaviour. They use praise judiciously to encourage and enthuse pupils. Many teachers break learning down into small sequential steps that build on each other appropriately. They plan suitable activities and use well-designed resources that support pupils' progress. Where appropriate, they provide models of good practice which help pupils understand what they need to achieve. These teachers use questioning suitably to check pupils' understanding. They give helpful verbal feedback when pupils are stuck, struggling to understand a concept or have misconceptions. Overall, they provide appropriate support for pupils with ALN or weaker skills so that they can access the work and make suitable progress in their learning.

A few teachers are particularly skilful. They question pupils effectively to probe their understanding, deepen their thinking and develop their oracy skills. These teachers set clear goals and monitor pupils' progress towards them closely, adapting the direction of the learning in response to this. They model expertly what they expect pupils to achieve, for instance when discussing the strengths and weaknesses of pupils' own work or considering why an example is not good enough. These teachers provide rigorous challenge for all pupils and plan carefully the right level of support

for pupils with weaker skills. Their enthusiasm and expertise lead to high levels of engagement from pupils and strong progress in learning.

In a minority of lessons, there are a few shortcomings that limit the progress pupils make. In these lessons, teachers over-direct the learning. They spend too long explaining and instructing and do not plan enough, or miss, good opportunities for pupils to think and discuss their own ideas. In these lessons, tasks are too repetitive, and teachers do not plan flexibly enough to cater for the needs of all pupils. These teachers sometimes overpraise pupils for basic responses to questions or tasks.

A few teachers do not have high enough expectations of pupils' behaviour or engagement in their learning. They plan activities that keep pupils busy rather than helping them make progress in knowledge and skills. They do not always provide the support pupils need to make sense of their learning; or they give too much support so that pupils become over-reliant on their teachers at the expense of developing independence in their learning. In a few lessons, the pace of learning is too rushed or too ponderous. Teachers in these lessons do not manage pupils' behaviour well enough and, as a result, pupils do not make enough progress.

Senior leaders have recently introduced a set of worthwhile principles that guide the way teachers respond to pupils' work. Curriculum leaders determine suitably, with their teams, how these principles are implemented in each subject. However, this approach is at an early stage and has not had the desired impact on the quality and consistency of verbal and written feedback across the curriculum. The majority of teachers provide helpful, diagnostic written advice, which indicates clearly what pupils can do to make progress. They give opportunities for pupils to respond to this feedback. However, only a few pupils use this time productively to correct and develop their work, and, in general, teachers do not enforce this process robustly enough. In addition, a minority of teachers do not provide clear enough guidance to help pupils improve, setting targets that are vague or superficial. In a minority of subjects, teachers identify literacy errors helpfully in pupils' work, particularly the misspelling of subject-specific terminology. A few teachers identify common errors and misconceptions and plan suitable activities to address these in class. Overall, there is too much variation in the quality of written feedback within and between subjects. As a result, pupils continue to make the same errors and do not know what needs to be done to improve their work. The school provides helpful termly reports to parents that provide clear information about their child's progress.

The curriculum is suitably balanced, and pupils benefit from an appropriate range of learning experiences. The pupils within the Hearing Support Centre (HSC) are given the same opportunities as all other pupils and have a broad and balanced curriculum that meets their needs and interests.

The school has established its own vision for Curriculum for Wales to promote subject knowledge and skills alongside encouraging cross-curricular links and authentic learning experiences. This vision has been shared clearly with and welcomed by staff. Although in the early stages of its implementation, there are valuable opportunities for pupils to benefit from authentic, local and national experiences. For example, in humanities lessons, pupils explore all aspects of a proposed offshore windfarm and, in expressive arts pupils learn about the legend of

Branwen ferch Llŷr. In addition, there are visits that enrich the curriculum, for example to local heritage sites like St Mary's Church and Flint Castle.

Leaders have recently taken a strategic approach to plan the progression of literacy, numeracy and digital skills across the curriculum and they have shared this with staff. While there are suitable opportunities to apply and develop a few aspects of pupils' skills in relevant subjects, this work is still in its infancy.

Middle leaders make effective use of data from a range of baseline tests to target pupils who need support to improve their basic literacy and numeracy skills. The school has a successful programme of interventions which is helping pupils to make suitable progress in improving these skills. Leaders are beginning to implement a whole-school approach to meet the needs of more able pupils.

Pupils benefit from a valuable personal and social education (PSE) programme that has been carefully designed to suit pupils of different ages appropriately. The school is beginning to increase the opportunities for pupils to experience learning activities that reflect the diverse nature of Wales and the wider world.

The school provides pupils with beneficial information and guidance as they make their choices in Year 9 and consider their options after Year 11. A notable feature of this provision is the 'Option' lesson in Year 9 in which all pupils benefit from a programme of taster lessons in new subjects so that they are able to make informed decisions. The school works effectively with outside agencies to provide Key Stage 4 and sixth form pupils with suitable careers guidance as they prepare for their next steps in education, employment and training.

The school provides a suitable programme of sporting and cultural extra-curricular activities, including kayaking and chess clubs. Pupils also benefit from activities and celebrations to promote Welsh language and culture such as Dydd Miwsig Cymru and Dydd Santes Dwynwen. Leaders provide staff with valuable professional learning to develop their own Welsh language skills, and many make regular use of basic Welsh phrases during the school day.

Care, support and guidance

Alun School is a caring and inclusive community where senior leaders prioritise well-being and promote a positive culture of safeguarding. There is a strong and determined focus on promoting pupils' emotional health and well-being, which is also reflected in the school's commitment to supporting staff well-being.

Vulnerable pupils are supported particularly well through the school's "Breathing Space" and "Nurture" areas. Staff in these areas deliver beneficial group and one-to-one interventions for those pupils who need additional support in developing their social and emotional skills. The school also brokers purposeful external counselling for those pupils who need it and works with "NEWCIS", a local charity, to identify and support young carers.

Support for pupils with additional learning needs (ALN) and other identified barriers to learning is comprehensive and tailored to the needs of individual pupils. The school's HSC provides highly effective support for pupils who are hearing impaired. These

pupils access mainstream classes and are supported well by their peers and specialist communication support workers. The ALN team ensures that colleagues are provided with useful information about the needs of individual pupils and how they can best support them. Staff have nurtured valuable relationships with the parents of pupils with ALN and seek their views to help shape provision effectively. Processes for monitoring and tracking ALN pupils are robust and reviewed regularly. For example, the school uses assessment data to monitor the effectiveness of literacy and numeracy interventions well. There is a strong focus on encouraging ALN pupils to be aspirational. For example, they are supported well as they prepare for post-16 courses at the local college. The school is making strong progress in implementing the ALNET (2018) Wales Act and collaborates effectively with its partner primary schools.

The school has developed a purposeful approach to personal development. There are suitable opportunities for pupils to explore and develop their ideas on a variety of themes, through its PSE programme. Leaders ensure that content is responsive to pupils' needs and current issues affecting the local community. Pupils in the sixth form benefit from helpful sessions to prepare them for life after school. Form time activities have a valuable focus on key values and virtues, such as patience, honour and forgiveness. This caters well for pupils' spiritual, moral, social, and cultural development and reflects the school's ethos of inclusivity and respect.

The school has comprehensive procedures for dealing with bullying incidents swiftly. Leaders and form tutors track and analyse data about pupils' behaviour closely and use a range of suitable strategies to identify trends and address particularly challenging behaviour. For example, they have established useful partnerships with a range of agencies to support those pupils who are at risk of permanent exclusion. The school has a positive behaviour approach which aims to provide staff with structures and strategies to deal effectively with disruptive behaviour in lessons. However, this is not always applied consistently by teachers and is not having enough impact in addressing the poor behaviour of a few pupils in lessons. Leaders do not review the impact of strategies to address disruptive behaviour closely enough.

In promoting a culture of safeguarding, senior leaders ensure that all members of the school community understand their role in keeping pupils safe. Leaders provide all staff with useful and regular training so that they respond to any concerns diligently and promptly. The school works closely with external agencies when responding to child protection concerns. The school site is secure, and there are suitable systems in place to manage visitors to the school and ensure that they are aware of the school's safeguarding procedures.

School leaders and support staff monitor attendance closely. There are comprehensive systems and processes, which ensure that pupils who are absent are accounted for daily and trends and concerns are identified quickly through useful strategic meetings. The school uses a range of successful strategies to improve overall attendance. They promote good attendance through the rewards system and celebrate attendance "streaks" (how many consecutive days pupils have attended school). This is particularly popular with pupils.

Leadership and management

The headteacher has a clear vision for every child at Alun School to 'aspire to achieve' within an inclusive, community focussed school. She communicates her vision distinctly with governors, staff, pupil, and parents. She is a measured and considerate leader who knows her staff well. The senior leadership team provides strong support for the headteacher, understand and share her vision, and convey this visibly through their work.

Overall, senior leaders are realistic about the challenges they face and have set a clear direction in response to these. Over time, leadership has had a positive impact on many aspects of the school's work and national priorities. These include improving attendance since the time of the pandemic, the strong provision of support for vulnerable learners, developing strategies to mitigate against the impact of poverty and securing a strong culture of safeguarding. However, leadership has not had sufficient impact on the standards of behaviour and the attitudes to learning of a few pupils, the provision for the progressive development of pupils' skills and in developing leaders' ability to measure the quality of its work by its impact on pupils' standards.

The headteacher and other leaders have established regular and beneficial communication with parents. This includes sharing helpful presentations by relevant staff with responsibilities for aspects of the school's work and informative videos prepared by senior members of the school council. The school works relentlessly with key outside agencies, such as the police and the local authority housing and children's services to respond to community challenges.

Governance is a strength of the school. The governing body is supportive of the school. Governors carry out their roles as critical friends of the school effectively. They are fully aware of their responsibility to promote healthy eating and drinking. Together with the headteacher and business manager, governors manage the school budget carefully. They plan the spending of the pupil development grant and other grants prudently.

There is a robust system of accountability at all levels. Line management discussions are well-documented, actions are clear and followed up robustly. This strong system enables senior leaders to gain a clear picture of the quality of leadership across the school. Any underperformance by staff is tackled carefully and individuals are provided with valuable support and guidance to improve their practice. The performance management process for all staff is clear and objectives focus suitably on whole-school priorities. Individual training needs are identified suitably and linked to objectives. Leaders have recently recognised specific areas of teaching that they want to strengthen and have implemented a relevant whole-school professional learning programme to address these. In addition, senior leaders have collaborated with external partners to deliver valid guidance for middle leaders to help strengthen their ability to evaluate the quality of work within their areas of responsibility.

Senior leaders have a realistic view of the school's main strengths and areas for improvement and have identified key priorities, which are well understood by staff. Whole-school and departmental development plans are clear and link well to priorities, but the success criteria are not always precise enough to enable leaders to

measure progress accurately. The school's self-evaluation processes are extensive and planned well over the year, enabling leaders to gather first-hand evidence from a range of suitable quality assurance activities. This includes regularly seeking and acting appropriately on the views of pupils, parents, and staff. In addition, senior leaders meaningfully seek validation of their self-evaluation findings through their involvement in the 'A55 Alliance' of partner schools and their work with the regional consortium.

'Review weeks' are beginning to help leaders gain a more holistic overview of the work within each department. Senior leaders continuously evaluate and update the school's self-evaluation report following review weeks and other quality assurance activities and adapt their approaches where necessary. Overall, middle leaders have a suitable, broad understanding of the quality of teaching and provision in their departments. They use data appropriately to analyse the performance of pupils and teachers. Pastoral leaders are beginning to use data and other contextual information to understand better and inform their decisions around strategies to improve pupils' behaviour and well-being.

Although there are established accountability, performance management and self-evaluation processes together with a well-considered professional learning programme, leaders do not make comprehensive enough use of these to gain a full picture of the school's work. Whilst leaders come to broadly appropriate conclusions about the suitability of provision and the quality of teaching, often they do not include adequate evaluations of pupil standards. Performance management appraisals focus mainly on teacher performance in lessons. Quality assurance activities such as book scrutiny and lesson observations do not consider enough the impact of teaching and assessment on learning and progress. Overall, evaluations of whole-school strategies, such as those to improve teaching and behaviour, do not contain enough information about their impact on outcomes for pupils.

Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

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

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

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

Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales/>)

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

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

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