



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

A report on

Pontypridd High School

**Albion Site
Cilfynydd
Pontypridd
RCT
CF37 4SF**

Date of inspection: October 2023

by

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

About Pontypridd High School

Name of provider	Pontypridd High School
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	English
Type of school	Secondary
Religious character	*
Number of pupils on roll	796
Pupils of statutory school age	757
Number in sixth form	2
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 20.2%)	29.0%
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 17.8%)	5.5%
Percentage of pupils who speak Welsh at home	2.0%
Percentage of pupils with English as an additional language	0.9%
Date of headteacher appointment	01/09/2023
Date of previous Estyn inspection (if applicable)	12/01/2015
Start date of inspection	23/10/2023

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

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

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

Overview

Pontypridd High School is currently undergoing a period of significant change. The school will close at the end of the academic year 2023-2024 and will amalgamate with a local primary school to become Ysgol Bro Taf, a 3-16 school, from September 2024. The planned date for the transition to the new school was September 2022, but due to various factors beyond the school's control this was delayed. This delay has posed considerable challenges to the school, particularly because leaders have been unable to appoint to permanent posts for three years. This situation is now coming to an end as the transition to the new school takes place. Leaders have navigated the challenges of recent years sensitively and sensibly, ensuring that the school continues to operate efficiently and succeeding in maintaining an ethos of positivity and optimism. The unwavering professionalism of staff at a time of change and uncertainty is striking and reflects their genuine commitment to the pupils and the local community. Leadership at all levels is a particular strength of the school.

The school is a happy and positive community. Pupils feel valued and have many opportunities to influence the provision offered to them. Their involvement in the 'Moondance' project, which uses public health data related to the local community and enables them to influence positive change related to this, is a particularly notable example. Most pupils behave well, feel safe and feel that the school deals effectively with any rare incidents of bullying. However, a very few pupils do not behave well. Despite recent improvements in attendance rates, pupils' attendance remains too low, especially that of pupils eligible for free school meals.

Staff are deeply committed to supporting the well-being and educational attainment of the pupils. Positive working relationships between staff and pupils are a clear strength and there is an extensive range of provision to support pupils' needs. There is a strong culture of care and safeguarding.

The school has a local authority Learning Support Class (LSC) that provides education to pupils with social, emotional, and behavioural difficulties (SEBD). This provides a nurturing and caring environment that supports them well to integrate successfully into the wider school community.

Many pupils engage readily in their learning and, in many lessons, they make sound progress. In these lessons, teachers plan helpful activities that support pupils' learning well. In a few particularly effective lessons, teachers have high expectations of what pupils can achieve and plan skilfully to enable them to make strong progress. In a minority of lessons, however, teachers do not have sufficiently high expectations. These teachers do not provide an appropriate level of challenge in their lessons or enough helpful feedback to pupils.

The school provides an appropriate curriculum at Key Stage 4 and is developing a broadly suitable provision for Curriculum for Wales. Pupils' positive attitudes towards the Welsh language and the secure progress the majority make in their Welsh language skills is of particular note. However, in general, pupils are not making sufficient progress in developing their literacy, numeracy and digital skills due to a lack of opportunities. In particular, they do not have enough opportunities to develop their skills, especially their advanced skills, in authentic subject-specific contexts.

The school's comprehensive self-evaluation systems and the integrated approach to school improvement means that leaders know the school's strengths and areas for improvement well. Despite considerable strengths in leadership and largely due to circumstances beyond their control, leaders have been unable to have the necessary impact on important aspects of the school's work such as attendance and behaviour, the provision for skills and the quality of teaching and assessment.

Recommendations

- R1 Improve attendance, especially that of pupils eligible for free school meals, and the behaviour of a very few pupils
- R2 Improve the provision for the progressive development of pupils' skills within subject-specific contexts
- R3 Improve pupils' learning and progress by improving teaching and assessment, particularly the level of challenge in lessons and teachers' expectations of what pupils can achieve

What happens next

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

Main evaluation

Learning

In many lessons, pupils make sound progress. In a few of these lessons, where the teaching is particularly effective, they make strong progress. In a minority of lessons, pupils do not make as much progress as they could. This is due to low expectations and a lack of challenge in most cases, and poor engagement and behaviour in others. Many pupils have suitable recall of prior learning and generally appropriate subject knowledge. A minority of pupils struggle to recall prior learning and lack a sound understanding of subject-specific terminology.

Most pupils in the LSC make effective progress in line with their individual targets. They make particularly good progress in their social and emotional development and their communication skills.

Many pupils listen respectfully to the teacher and each other and answer basic questions appropriately. A majority participate willingly in class discussions, though a minority are reluctant to contribute or tend to only offer one-word responses. A few pupils speak articulately and justify their opinions in a sophisticated way. These pupils extend their responses and explain their thinking, such as when they explain

the impact of erosion on coastal formations in geography lessons. A few pupils do not listen or follow instructions well enough.

When reading, many pupils are competent in basic skills such as scanning to locate information and identify key points in a text. When asked to read aloud, many do so suitably, though some struggle with unfamiliar words. The majority of pupils show an appropriate understanding of characters when, for instance, discussing Piggy in 'Lord of the Flies'. In a few instances, pupils demonstrate advanced reading skills, such as when evaluating the usefulness of sources on the 'Red Scare' in history. In general, beyond basic reading skills such as those to locate information, pupils do not develop these skills, particularly their advanced reading skills, well enough due to limited opportunities to do so. A minority of pupils have weak reading skills.

A majority of pupils structure their writing appropriately, using paragraphs and write with broadly suitable accuracy. They write suitably for a limited range of purposes across the curriculum. A few pupils write at length, using a wide range of vocabulary and correct subject terminology, producing detailed pieces of writing, such as when writing a letter to a patient to inform them that they have a genetic disorder. In general, pupils do not develop their writing or extended writing skills sufficiently because of a lack of opportunities and low expectations from teachers. A majority of pupils make frequent spelling, punctuation and grammatical errors, with capital letters, for example. While the majority of pupils' basic vocabulary is generally suitable, it is fairly narrow, and they do not always use subject specific terms accurately.

Many pupils carry out simple mental mathematical calculations accurately and round numbers correctly, for example to the nearest integer. Overall, a majority of pupils have a suitable grasp of the four rules of number and apply this knowledge appropriately to calculate basic problems when using fractions, ratios and percentages. They develop their numeracy skills appropriately when drawing simple graphs and, when given the opportunity, pupils analyse them suitably. A majority of pupils are able to measure to suitable accuracy using a variety of different tools, rulers, thermometer and scales, such as when conducting experiments in science lessons or when plotting the location for drill holes in engineering lessons. A minority of pupils make regular simple errors when calculating, mainly because they do not check their work. A few pupils have weak numeracy skills and struggle with basic calculations.

Many pupils respond well when given opportunities to develop their thinking and creative skills. For example, pupils respond thoughtfully when discussing issues such as the death penalty and stereotypical views of girls. Pupils develop their physical skills suitably in physical education lessons, such as when performing dance routines using acro gymnastic techniques.

In Information Communication Technology (ICT) lessons, pupils use a suitable range of online resources to complete tasks independently. Many pupils are able to identify reliable sources of information and understand how to keep safe online. Pupils use digital applications in selected subjects but, overall, opportunities for them to develop their digital skills across the curriculum are limited.

Pupils are encouraged and supported effectively to develop their Welsh speaking skills in lessons. As a result, the majority are developing their speaking skills well and improving their confidence in using the language. These pupils are building their basic vocabulary effectively and read simple Welsh texts appropriately. Many pupils write simple sentences competently, using a range of tenses, and to a lesser extent short paragraphs. More able pupils write with confidence, varying sentence structures and using original patterns and vocabulary. A minority of pupils struggle to recall basic vocabulary in Welsh and are over-reliant on the support given to them.

Well-being and attitudes to learning

Most pupils at Pontypridd High School share a strong sense of belonging and loyalty to the school community. They are friendly and welcoming towards visitors and are respectful in their interactions with adults and their peers. The working relationships between staff and pupils are a particular strength of the school.

Most pupils feel safe in school and say that incidents of bullying are rare. They know that they can turn to a trusted adult and pupil services for support. Most pupils praise the school for dealing with incidents effectively and sensitively when they do occur.

Many pupils feel that the school takes their views into account on a range of issues, including curricular provision. This is a notable feature. The school rules 'Ready, Respectful and Responsible' have been developed with pupils. Pupils appreciate the 'you spoke we listened' approach to communicating changes made in response to their feedback. For example, the school's response to pupil feedback has led to having more reflection time in lessons in general and more opportunities for collaboration with peers in Welsh and Spanish lessons. In addition, in health and well-being lessons, pupils have worked with teachers to identify strategies to increase the confidence of pupils in seeking support in lessons.

Pupils take on leadership opportunities through pupil groups and the school council. Most pupils are aware of the beneficial changes made as a result of the work of the school council. For example, they instigated the re-introduction of a salad bar in the canteen and the promotion of the rights of the child in recent assemblies. Pupils have also been elected with their primary peers to the Senedd for the new school, Ysgol Bro Taf. These pupils are making valuable contributions in supporting leaders to plan for the new school.

Pupils develop well as ethical, informed citizens as a result of a variety of approaches, including the work of the 'Perthyn' pupil group. They promote diversity and equality in assemblies on topics such as Pride month and Show Racism the Red Card. Pupils organise fund-raising events to make charitable contributions to the local and wider community.

Most pupils feel that they are encouraged to make healthy choices in health and well-being lessons, and they enjoy their physical education lessons. A few pupils participate in after-school sports clubs. They appreciate the recent introduction of the debate club and the opportunity to participate in the school production of 'Matilda'.

Overall, most pupils behave well and many settle promptly in lessons. Many pupils engage well in their learning and the majority work independently and in pairs and

groups successfully. When expectations are high, many pupils respond suitably to teacher feedback to improve their work. However, a minority of pupils across the school are over-reliant on teacher support and do not develop their independent learning skills well enough due to limited opportunities. A few pupils complete insufficient work during lessons and their concentration is poor. A very few pupils display challenging behaviour and are disrespectful towards their teachers.

Most pupils in the LSC are settled and happy. Many of these pupils develop their independence well. For example, they check their timetables and attend mainstream lessons with little support.

Most pupils feel that the rewards and sanctions systems are fair. Rewards and prizes such as vouchers and visits motivate them and so does 'Tocyn Iaith' to promote their use of the Welsh language. They also appreciate the recent review of the fortnightly reward system to focus on celebrating very good attendance.

Despite very recent improvements in whole-school attendance, pupils' attendance remains too low, particularly that of pupils eligible for free school meals.

Teaching and learning experiences

Most teachers have positive working relationships with pupils. They are friendly and approachable and use the school's behaviour processes well to deal promptly and effectively with the few instances of pupils' misbehaviour which occur. As a result, they create a safe and supportive working environment. These teachers circulate purposefully when pupils are working to check on progress and encourage engagement in learning. Most teachers have secure subject knowledge and reinforce subject-specific vocabulary regularly. They deploy teaching assistants appropriately to support the needs of pupils with additional learning needs and those with weaker skills.

Many teachers plan lessons that have clear, sequential steps to help pupils to make progress. These teachers create useful resources that support pupils' learning. They plan a wide range of appropriate learning activities which many pupils find interesting and valuable. They provide helpful instructions and clear explanations when introducing new concepts. These teachers adapt resources and activities well to meet the needs of pupils with weaker skills. They question pupils frequently to check their understanding of current learning and recall of prior knowledge. The majority of these teachers model helpfully what they want pupils to produce by discussing exemplars, using a visualiser to display pupils' work or to write collaboratively, or through practical demonstrations. They teach with a suitable pace which matches the learning needs of the pupils well. These teachers monitor the progress pupils are making suitably against clear learning intentions.

Many teachers use worthwhile strategies to develop pupils' basic reading skills across the curriculum. For example, they plan opportunities to develop pupils' vocabulary formally and informally through discussing and defining important words and asking pupils to use them in context. However, they do not focus enough on developing pupils' advanced reading skills, such as analysing and synthesising information from different texts. Many teachers over-praise basic oral and written

responses by pupils. This devalues the praise and encourages pupils to think that a brief, basic response is acceptable.

A few teachers are particularly skilful. Their infectious enthusiasm for their subjects inspires pupils to engage readily with their learning. They use authentic contexts to stimulate pupils' interest and motivation. They have high expectations of pupils' participation in activities and what they should achieve. They plan well to meet the needs of all pupils and adapt their lessons deftly in response to pupils' learning. These teachers use questioning expertly to probe pupils' understanding, to encourage them to think more deeply and help them to articulate their ideas and opinions fully and coherently.

A minority of teachers do not have high enough expectations of what pupils can and should achieve. As a result, they plan tasks which are not challenging enough, provide too much support, which limits the development of pupils' independence, and accept work from pupils which is too brief or of poor quality. When they model what success looks like, these teachers do not use sufficiently ambitious and sophisticated exemplars to raise pupils' aspirations of what they might achieve. As a result, in these lessons, pupils produce responses that are too basic.

A few of these teachers do not plan their lessons carefully enough to ensure that pupils make progress. They do not consider what aspects of the learning pupils will find most challenging and how to overcome these hurdles. They do not question pupils with enough regularity or rigour to monitor their understanding; they sometimes answer their own questions if pupils don't respond immediately or allow a few pupils to dominate question and answer sessions.

Many teachers provide pupils with appropriate feedback in lessons through questioning and individual support. The majority of teachers provide pupils with clear and appropriate criteria for assessed tasks. They also give pupils suitable written feedback, including highlighting literacy errors, which prompts them to improve their work. However, in general, teachers do not have high enough expectations of how pupils should improve their work after this feedback. A minority of teachers provide written feedback that it is unclear or too superficial to be of benefit to pupils. On the other hand, a few teachers encourage pupils to redraft their work helpfully following feedback and ensure that worthwhile improvements are made. They develop beneficial resources that identify and address pupils' misconceptions.

The school's curriculum provides learning experiences that meet the needs and interests of most pupils. This includes a suitable range of GCSE and vocational courses in Key Stage 4. There is beneficial additional provision for pupils at risk of disengagement, including Step 4 and RISE, where pupils gain valuable qualifications and experiences alongside being supported to access mainstream learning.

In the LSC, staff develop warm and caring relationships with pupils and the curriculum supports the development of their personal and social skills successfully. Staff discuss pupils' progress with them regularly and plan valuable experiences to meet their individual learning needs.

There is a clear vision for the school's approach to Curriculum for Wales. This is based on the development of pupils' skills across the curriculum, though less so on

the development of their subject knowledge and understanding. This vision is shared by staff across the school and aims to be responsive to the needs of the pupils and the community. The school provides pupils with worthwhile opportunities to influence their curriculum. For example, following a pupil survey, the science department introduced a unit of work in Year 8 to allow pupils to explore a variety of techniques for carrying out experiments. The school has worked closely with partners and the wider community to develop engaging authentic learning experiences. The 'Moondance' cross-curricular project, for example, uses data and information from Public Health Wales to plan curricular experiences that enable pupils to influence the awareness of health issues in their own families and the local community. This project has evolved over time and is now shared widely with other schools and institutions.

Teachers ensure that cross-cutting themes such as diversity and work-related learning are planned for suitably in schemes of learning. The school has developed useful links with external partners to enrich the curriculum further. For example, pupils who study construction and engineering benefit from learning experiences supported by contractors working on the school site.

Pupils in all year groups benefit from a well-planned personal and social education (PSE) programme. It covers a range of relevant topics, such as energy drinks and healthy relationships, and is adapted in response to school and local data, for example the School Health Research Network surveys.

Pupils' positive attitudes toward the Welsh language are notable. In Welsh lessons, the majority of pupils make good progress. Many are entered for a GCSE qualification at the end of Key Stage 4 and they achieve well. The school promotes Welsh culture and heritage effectively, for example opening a 'caffi Cymraeg' to celebrate 'Diwrnod Shwmae/S'mai'. Provision for developing pupils' Welsh skills across the school is progressing well, through, for example, the awarding of 'Tocynnau Iaith' to pupils for using their Welsh language outside of Welsh lessons.

Skills leaders are developing a sound understanding of progression steps in literacy, numeracy and digital skills. They work collaboratively with teachers across the school as well as partner primary schools to develop common approaches.

Across the curriculum there is a range of suitable activities for pupils to develop their reading, writing and numeracy skills. However, overall, the provision does not support the development of pupils' skills, particularly their advanced skills and digital skills, in authentic subject-specific contexts well enough.

There is a range of suitable intervention programmes for pupils with low levels of literacy and numeracy. These generally support pupils' development of basic skills appropriately.

The school offers a valuable programme of clubs and enrichment opportunities to pupils. This includes sporting activities and a school production of 'Matilda'. There is a worthwhile enrichment offer for more able and talented pupils, such as a visit to Bletchley Park. However, the school's provision and planning for more able pupils to extend their skills and knowledge in the classroom is underdeveloped.

Care, support and guidance

There is a strong culture of care at Pontypridd High School. Staff care deeply about the well-being of their pupils and are sensitive to their individual circumstances. They embrace the school's vision of creating a safe, secure and caring environment, and are committed to supporting pupils' personal and social development.

The school has an extensive range of tailored provision that helps pupils to improve their well-being in an inclusive and supportive environment. For example, there is provision to address pupils' emotional and behavioural needs, such as the two support provisions, the DEN and RISE, and the Emotionally Based School Avoidance (EBSA) centre to enable pupils with very low attendance to reintegrate. Staff work effectively with families and a broad range of external agencies to provide beneficial additional support for those pupils who need it.

There are well-planned opportunities to promote pupils' spiritual, moral, social, and cultural development. These include assemblies, form time, a PSE programme and health and well-being lessons. These allow pupils to explore relevant themes such as mental health, emotional needs, and promoting equality and diversity. Staff carefully monitor this provision and it is adapted promptly in response to any current issues, such as raising awareness of the dangers of vaping and staying safe on-line.

The school values pupils' feedback and encourages their participation in all aspects of school life. In addition to the School Council and the 'Perthyn' group, the anti-violence against women and girls' pupil group, 'Gyda Ffrindiau', has worked with local businesses, the police and the local member of parliament to raise awareness of the importance of establishing safe spaces for women and girls in Pontypridd town centre. Pupils in these groups influence the direction of the school whilst developing their own leadership skills.

Pupils with additional learning needs (ALN) benefit from suitable provision and the additional learning needs areas provide a nurturing and safe atmosphere. Staff support these pupils' learning and needs effectively, and there are appropriate interventions in place. The school has developed its provision appropriately in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act. Pupils with ALN have useful one-page profiles, which identify important key information about how staff can best support them. The school is in the process of transferring to Individual Development Plans, which include detailed targets to support pupils to make progress.

The LSC provides a nurturing and supportive environment. Staff know pupils well and understand their individual needs. As a result, most pupils feel comfortable to share how they are feeling with staff. They receive valuable, responsive support when needed.

The school has broadly suitable arrangements for monitoring attendance, punctuality and absence from lessons. However, despite recent improvements in attendance, these processes are not having enough impact, especially on improving the attendance of pupils eligible for free school meals.

There are useful opportunities for pupils to engage in physical activity to develop their mental and physical health. The school funds an additional bus so that pupils can stay after school for sporting activities or to attend the 'chill out' club.

The school provides a beneficial range of option evenings and external visits to help pupils to make informed choices about their future. Pastoral leaders effectively analyse pupils' preferred future learning choices and provide them with tailored, one-to-one support. Most pupils are able to study their chosen subjects. There are strong links with post-16 providers and most pupils continue in education or training after they leave Year 11. The school provides helpful information and guidance during the options process and most pupils are able to study their chosen subjects.

All staff contribute to a positive safeguarding culture. They are appropriately trained and updated on safeguarding issues. Staff understand how and when to report concerns to leaders and the well-being team. The school has secure arrangements for safeguarding pupils, including child protection matters, and works effectively with statutory external agencies.

Staff deal well with the rare incidents of bullying, providing helpful support for individuals and their families. Throughout the day staff are visible around the school, specifically around corridors, outdoor spaces and at breaktimes, providing reassurance and support should issues arise. This contributes to pupils feeling safe in school.

The school has appropriate systems to support good behaviour. These focus on celebrating positive behaviour as well as understanding the reasons why a very few pupils do not meet the behaviour expectations of the school. There is a clear focus on supporting pupils to recognise and alter their behaviours.

Leadership and management

The recently appointed executive headteacher, supported with dedication by his senior team, is leading the transition to the new school with ambition, determination and vigour. Leaders are managing this change sensitively and positively, maintaining an optimism across the school community for the new developments. It is notable that during this period of great uncertainty, staff have remained unwaveringly professional, focused on continuous improvement and keen to support each other towards achieving the school's priorities. As a result, despite significant staffing challenges and the disruption of building work, the school continues to operate efficiently and with purpose.

Leaders have a clear vision for the school and a strong sense of moral purpose. The school's vision, which promotes equality for all and reflects the need to support pupils' well-being and their attainment, is well understood by all. Leaders ensure that the LSC provides effective provision for pupils. As a result, pupils make good progress and integrate into the wider school community successfully.

The executive headteacher has set a clear direction for the school, whilst refining management systems to support improvement and fostering teamwork. However, the current challenges facing the school have limited the impact of improvements in important areas of the school's work such as learning, teaching and attendance.

There is a clear rationale for the leadership structure, and roles and responsibilities are distributed in line with the key priorities for the school. Leaders work collaboratively and are supportive of one another, and lines of accountability are generally clear. Overall, middle leaders understand their roles well. They work diligently to support whole school ambitions.

Governors are supportive, knowledgeable and actively involved in the life of the school. They are proud members of the school community and carry out their duties diligently, making a positive contribution to the strategic direction of the school. They offer leaders suitable challenge based on secure evidence that helps guide their decisions. Governors ensure that there are appropriate arrangements to promote healthy eating and drinking.

There are comprehensive and interrelated processes for self-evaluation, planning for improvement, performance management and professional learning. This integrated, systematic and robust approach to school improvement is a strength of the school's work. Furthermore, national priorities are woven through these processes to ensure a whole-school focus on aspects such as developing the Welsh language and culture and reducing the impact of poverty.

All leaders are involved in gathering first-hand evidence to inform improvement planning. They analyse this information alongside performance data to identify shortcomings in learning and teaching. Their evaluation is generally accurate. Senior leaders draw out the overarching priorities for the school effectively and use the wealth of information to inform all areas of improvement planning, including professional learning for staff. Middle leaders align their improvement priorities to the whole school improvement plan. This focuses their work helpfully on the most important aspects of school development. However, in general, leaders focus too heavily on the development of pupils' skills in isolation, and do not consider well enough how skills such as writing may be developed in the context of subject knowledge and understanding.

The school is developing a culture of professional learning. There is a wide range of valuable developmental opportunities. Staff are positive about supporting each other to improve and benefit from regular and collaborative activities such as observing one another teach. Senior leaders use self-evaluation and performance management processes to tailor professional learning to meet the specific needs of staff. This includes identifying and sharing good practice and teachers regularly showcase their practice for the benefit of others. Senior staff support and coach new and aspiring leaders effectively to develop their leadership skills and behaviours. The school develops leadership capacity successfully through opportunities to join the senior team. There is helpful collaboration with partner primary schools to aid curriculum development and continuity.

The finance manager, executive headteacher and governing body set and monitor the budget effectively and direct spending towards the school's priorities. They make thoughtful use of and regularly evaluate grant funding, including the pupil development grant. There is a comprehensive approach to alleviating the impact of poverty. Support for pupils eligible for free school meals and those from low-income families is woven throughout the school's policies and processes to remove any

barriers to progress. The school works productively and sensitively with families and the community to support these pupils to access all aspects of school life.

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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