



## Report summary for parents and carers on Ysgol-Y-Grango

**Date of inspection: November 2024**

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

# Summary

Ysgol y Grango provides pupils with a nurturing and inclusive community, where staff prioritise their well-being and foster a caring and supportive environment. Since her appointment, the headteacher has strengthened relationships with parents and focused on ensuring a secure environment for pupils. As a result, many pupils feel safe and free from bullying. However, leadership at all levels, has not had a strong enough impact on improving teaching and learning.

In most cases, there are positive relationships between teachers and pupils although in a very few lessons, teachers do not manage pupils' behaviour well enough. In a majority of cases, teachers use routines to help pupils settle quickly and show enthusiasm for their subjects. In a few lessons, strong teaching encourages pupils to think more deeply and make good progress. However, in the majority of cases, poor planning and low expectations mean that pupils do not make enough progress, often due to tasks that lack challenge and fail to capture their interest. The whole-school approach to developing pupils' literacy and numeracy skills is not strategic nor coordinated well enough. As a result, pupils do not make enough progress in these skills.

In Year 10 and Year 11, pupils have a reasonably wide choice of subjects, including vocational options. There is a suitable range of extra-curricular activities that enhances pupils' learning experiences, although there are limited opportunities for pupils to develop their musical skills. While there is a strong focus on Welsh culture, there are insufficient opportunities for pupils to develop their Welsh-speaking skills.

There is a strong focus on supporting pupils' well-being. Pupils generally behave well, although a few disrupt lessons and act inappropriately in corridors or the canteen. They are not always respectful to the school environment. Efforts to improve attendance have shown mixed results, with improvements held back by the persistent absence of a few pupils.

Staff in the Nurture unit and partnerships with outside agencies provide valuable support for pupils, especially for those with additional learning needs (ALN). However, teachers do not always make the best use of the information given to them to support pupils with ALN. Leaders do not evaluate the quality and impact of the provision for pupils with ALN carefully enough.

The headteacher has a clear vision for improving the school's provision. However, senior leaders' roles do not always match their skills, which affects how effectively they can bring about change. Strategic planning is inconsistent, especially in improving quality of teaching, developing pupils' skills, and supporting ALN provision. Often, middle and senior leaders do not evaluate how the quality of teaching impacts pupils' learning. While leadership has had a positive impact on communication with parents and pupils' wellbeing, it has not had enough impact on the quality of teaching or the development of pupils' skills.

# Recommendations and next steps

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

**R1 Improve the quality of teaching**

**R2 Strengthen the leadership and provision for developing pupils' skills**

**R3 Improve attendance**

**R4 Strengthen accountability and impact of leadership at all leadership levels**

**R5 Improve the provision for pupils with additional learning needs and the strategic leadership for this area**

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. This is the most intensive level of statutory follow-up. Estyn will monitor the school's progress on a termly basis following the publication of the inspection report.

**If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).**

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