



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

A report on

St Richard Gwyn Roman Catholic High School

**Albert Avenue
Flint
CH6 5JZ**

Date of inspection: April 2024

by

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

About St Richard Gwyn Roman Catholic High School

Name of provider	St Richard Gwyn Roman Catholic High School
Local authority	Flintshire County Council
Language of the provider	English
Type of school	Secondary
Religious character	Catholic
Number of pupils on roll	806
Pupils of statutory school age	719
Number in sixth form	86
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%)	19.3%
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 14.8%)	15.9%
Percentage of pupils who speak Welsh at home	1.0%
Percentage of pupils with English as an additional language	8.8%
Date of headteacher appointment	01/09/2019
Date of previous Estyn inspection (if applicable)	17/05/2016
Start date of inspection	29/04/2024

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

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

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

Overview

At St. Richard Gwyn Catholic High School leaders and staff have nurtured a caring and inclusive environment with a strong community spirit. As a result, most pupils feel safe, know who to turn to and say that staff care about them. In lessons and around the school, most pupils are friendly and welcoming and their behaviour is good. They have positive attitudes to learning and work well with staff. From an early stage, staff work closely with partner primary schools to get to know pupils before they transition to the secondary. A particular strength is the support provided to pupils with additional learning needs (ALN) during this transition. Leaders take a person-centred approach to providing additional support to vulnerable pupils and there is beneficial tailored support available such as the nurture group in Year 7. However, there is limited intervention available for other pupils who might need additional support with weak literacy and numeracy skills.

In lessons, many pupils, including those with ALN, make at least suitable progress in their learning. In these cases, teachers know the pupils well and have forged positive working relationships with them. In a few cases when teaching is most effective, learning intentions are clear, lessons are planned well, and pupils are given good feedback to help them to improve. In a very few cases, teaching is particularly effective and pupils in these lessons make strong progress. These teachers have high expectations and challenge pupils to think independently. However, in a minority of lessons teaching is less effective and there are significant shortcomings in key aspects to support pupils' progress. These teachers have low expectations and do not plan well enough to develop pupils' knowledge, understanding and skills. As a result, a significant minority of pupils do not make as much progress as they should.

At key transition points, staff provide pupils with beneficial support to make informed decisions about their future. In Key Stage 4 and the Sixth Form, the school provides a broad choice of academic and vocational courses, which meet the needs of nearly all pupils. The responsive nature of the personal and social education programme ensures that pupils have access to a wide range of opportunities to develop their understanding of key issues such as tolerance, respect and diversity. These are all underpinned by the deep-rooted Catholic values, which are visible in all aspects of school life. Although leaders and staff have collaborated well to plan for and implement their Curriculum for Wales pupils have limited opportunities to develop their Welsh language skills outside their Welsh lessons. In addition, opportunities for pupils to develop their literacy, numeracy and digital skills are in the early stages of development.

Leaders and staff at all levels have worked collaboratively to ensure that a strong culture of safeguarding is central to the school's work. A strong sense of teamwork has led to positive progress in developing a whole-school approach to prioritising pupils' well-being. Although leaders pay appropriate attention to a few key national priorities, there remains significant work to be done to see the required impact on aspects such as the progressive development of pupils' skills, provision for Welsh and teaching. In addition, whilst self-evaluation and improvement processes provide opportunities for leaders to gather first-hand evidence, this is not done with sufficient focus and precision in relation to teaching and learning. As a result, leaders do not always plan appropriately to make improvement in certain aspects of teaching.

Recommendations

- R1 Improve the quality of teaching to improve engagement and pupils' progress in learning to address the shortcomings identified in the report
- R2 Ensure that self-evaluation and improvement processes focus more precisely on improving teaching and its impact on pupils' progress
- R3 Develop a strategic approach to planning, evaluating and improving the progressive development of pupils' skills for all pupils
- R4 Ensure that all pupils have full access to provision to develop their Welsh language skills

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 to show 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 evaluation

Learning

Many pupils make at least suitable progress in developing their knowledge and understanding. A majority of pupils recall prior learning appropriately and apply it in new contexts. For example, they remember key vocabulary and concepts and make suitable links across subject areas. In a very few cases, pupils make particularly strong progress, which is often linked to effective teaching. However, a minority of pupils do not make as much progress as they could as a result of shortcomings in teaching. A very few pupils make limited progress and do not engage well enough with their learning. They have difficulty recalling prior knowledge, which impedes their ability to develop their understanding.

In general, sixth form pupils recall prior learning well, for example when explaining the concept of free will in their religious studies lessons. A majority confidently apply their prior knowledge independently to new contexts confidently. Many use subject-specific terminology suitably when articulating their understanding and writing about key topics. They work maturely in small groups, supporting each other's learning.

Many pupils respond to teachers' questions and share their thinking suitably during whole-class and small group discussions. They listen attentively and a few summarise their understanding well. The majority of pupils demonstrate a worthwhile range of speaking skills. For example, they use persuasive language well when planning speeches about healthy living in their English lessons. These pupils use an

appropriate range of vocabulary to convey their ideas clearly. In their drama lessons, many pupils speak well in role, showing a good understanding of the subtext and empathy with the characters. A very few more able pupils are particularly articulate and provide well-developed responses. However, in a minority of cases, pupils provide brief responses often because teachers' questions limit the opportunities for them to develop their answers or that teachers' expectations are too low.

When given the opportunity, many pupils read aloud with suitable expression and understanding. Many pupils skim and scan text appropriately to locate and extract important information. However, a minority of pupils do not include sufficient detail when summarising what they have read and as a result they struggle to form conclusions. A few pupils use inference particularly effectively when interpreting images or when analysing historical sources. For example, in history lessons pupils use sources well to determine whether an author supports Elizabeth I's changes to religion. More able pupils demonstrate good understanding and appreciation of challenging literary texts, selecting relevant quotations to support their ideas. For example, they explain and justify their views of the writer's messages in 'An Inspector Calls'.

Across the curriculum, many pupils write with suitable accuracy, structure, and vocabulary. When given the opportunity in a few different subject areas, they write at length effectively, for example to narrate a story or to analyse poetry in their English lessons. They use a broad range of vocabulary, subject terminology and a variety of stylistic devices. The majority of pupils demonstrate a good level of technical accuracy and a few more able pupils write with sophistication and flair. However, a minority of pupils make regular spelling, punctuation and grammar errors. In addition, a minority do not take enough care with their handwriting and when presenting their work. In a few cases, pupils' writing is over-reliant on model answers or over-scaffolding, which limits their ability to write independently.

In mathematics, many pupils use calculators effectively, for example when working out squares and square roots of numbers. Many accurately calculate simple fractions of amounts without a calculator. Many older pupils manipulate indices well and apply this understanding successfully when writing numbers in standard form. A few more able pupils work successfully with algebraic concepts when factorising harder quadratics and solving simultaneous equations. Overall, pupils apply their prior learning to different contexts suitably in mathematics. They use a range of mathematical equipment accurately to solve problems and to draw charts and diagrams to represent data. In other relevant subjects across the curriculum, pupils' data handling and graph work varies in accuracy and quality. They rarely interpret graphs to any depth to draw purposeful conclusions, which is often due to a lack of opportunity to do so.

In digital technology lessons, many pupils develop their digital skills suitably using a range of software, for example when editing photo images. However, in other relevant subjects across the curriculum pupils' digital skills are underdeveloped. Many pupils develop their creative skills effectively across the curriculum. In their music lessons, they use their imagination well to create rap compositions. In art, pupils study and apply the 'Dada' style when blending Welsh idioms with images they create of mythological creatures. In their physical education lessons, many pupils

participate enthusiastically and develop their physical skills well, for example when improving their athletics techniques.

When given the opportunity, a majority of pupils develop their thinking skills well such as in mathematics when they consider whether Pythagoras' theorem can be applied in different contexts. In religious studies, many pupils display curiosity as they explore the differences between practices in different religions. However, in other subjects across the curriculum, when pupils are required to think independently a minority over-rely on teachers' support.

In their Welsh lessons, the majority of pupils pronounce Welsh words clearly and correctly. A few older pupils use the past and present tense confidently and have a suitable understanding of mutations. They organise their writing into paragraphs using idioms accurately. However, pupils rarely use Welsh outside their Welsh lessons and this contributes to a minority struggling with recall and pronunciation.

Well-being and attitudes to learning

Many pupils are proud of the welcoming and inclusive nature of their school, which is underpinned by respect. They embrace fully the core values and appreciate the way they are reflected within the daily life of the school, for example in the rewards system linked to the Catholic ethos.

Most pupils display confidence and warmth in their interactions with others, including visitors. They willingly discuss their opinions on various aspects of school life and are appreciative of the increasing opportunities to share their views, particularly around their experiences. Pupils enjoy participating in the school council. They are developing the awareness of the wider pupil population about the impact of their work, for example through the use of 'You said, we did' signs around the school. However, pupils in the sixth form feel their priorities and concerns are not always considered carefully enough.

Most pupils feel safe in school. They know who to turn to if they have any concerns and they feel their teachers care about them. Pupils know where to go for emotional and well-being support and most feel that staff deal effectively with the few instances of bullying.

In lessons and around the school, most pupils behave well. They are friendly, courteous and respectful, entering classrooms punctually and settling quickly. Many pupils, including those with ALN and weaker skills, engage well in their learning, maintaining concentration and staying on task during lessons. When given the opportunity, many pupils collaborate effectively in small groups and most listen respectfully to their peers and teachers. However, a few pupils do not listen well enough or lose focus, resulting in them making less progress than they should. Similarly, a few pupils make little effort and are passive in lessons. A very few lack resilience when faced with more challenging tasks.

Although a majority of pupils take care with their handwriting and presentation, a minority present their work untidily and do not always complete tasks. When provided with suitable feedback, a majority of pupils respond appropriately to improve their work, for example by correcting spelling errors or redrafting a section of writing.

Overall, pupils feel that the school promotes healthy eating and drinking effectively, for example through signage, the prominent placement of healthy foods in the canteen and the choices available to them. However, many pupils feel that breaktimes and lunchtimes are too short, which limits their opportunities to socialise and participate in physical exercise.

Whilst in general pupils enjoy participating in extra-curricular activities and a minority participate in these regularly, many pupils say that they would like to be provided with a broader range of such activities.

Between the academic years 2018-2019 and 2022-2023, the school's rate of attendance fell by less than that seen nationally. Last year, attendance, including for those pupils eligible for free school meals, was above that of similar schools. The rate of persistent absence is lower than the national average. Whole-school attendance and that of pupils who are eligible for free school meals is slightly lower than it was at this time last year, based on unverified school data. The difference between the attendance of those pupils who are eligible for free school meals and those who are not is slightly wider than at the same time last year.

Teaching and learning experiences

Most teachers establish positive and purposeful relationships with pupils to support their learning. They know their pupils well and maintain caring learning environments. Many teachers have well-established routines for the start of lessons. They explain the learning intentions clearly and use frequent questioning to check that pupils understand. These teachers are good language models and ensure that pupils know what they must do. They have good subject knowledge and use praise judiciously to encourage learning. A minority of teachers are particularly enthusiastic and share their passion for their subject. They provide clear explanations of concepts, model expectations for learning well and provide useful verbal feedback on how to improve.

In a few cases where teaching is strong, teachers have high expectations of what pupils can achieve. They plan demanding tasks that build on pupils' prior learning to secure good progress in knowledge and skills. These teachers engage pupils effectively through a variety of activities, including stimulating starters, with clear links to prior learning and proficient modelling. These teachers use questioning effectively to develop understanding and adapt the lesson to suit the learning. They monitor learning effectively and are confident to pause tasks and address misconceptions. In these classrooms, teachers reinforce the use of good subject-specific vocabulary and regularly challenge pupils to be independent in their thinking.

In a significant minority of lessons where teaching is less effective, teachers' expectations of what pupils can achieve are too low. They do not always carefully plan opportunities for pupils to develop their knowledge and skills progressively. These teachers provide repetitive or undemanding tasks that lack challenge and do not support the development of pupils with weaker skills. All too often these teachers do not use questioning well enough to develop learning and they accept brief verbal responses. Consequently, pupils in these lessons do not make enough progress.

In a few cases, teachers do not address pupils' misconceptions well enough and, in a very few instances, contribute to these misconceptions. These teachers over-direct

the learning and give overly long explanations or instructions. In these lessons, pupils are given only limited verbal feedback.

In the majority of cases when written feedback is effective, teachers give clear advice on how to improve, address errors in spelling, punctuation and grammar, and pose additional questions to extend learning. In the best cases, pupils respond well to this feedback, acting on advice and demonstrating progress. In the minority of cases where written feedback is less effective, teachers do not give clear advice on how to improve and pupils do not respond well enough.

The school offers a broad and balanced curriculum that caters well for the needs of nearly all pupils. It collaborates effectively with external partners to extend the curriculum. This provides pupils with a wide range of general and vocational courses in Key Stage 4 and the Sixth Form such as hospitality and catering, theatre studies, and health and social care. The school's vision for the Curriculum for Wales is built on its Catholic mission and values, as well as the four purposes of the curriculum. The school has worked closely with primary feeder schools to develop a shared vision and to plan a curriculum that builds suitably on pupils' prior learning, taking their views into account. The wide range of trips and visits offered to all pupils, such as visits to universities, theatres, and local employers, enriches pupils' curricular experience well.

The personal and social education programme is beneficial and responsive to the needs of the pupils and the local context of the school. Leaders refine the programme suitably in response to current local matters and pupil voice. For example, there is now a greater focus on mental health education, as a result of requests by pupils. Additionally, the school provides a comprehensive programme of relationship and sexuality education, which is designed carefully to reflect mandatory curriculum requirements and concepts rooted in the Catholic values. The school supports pupils' spiritual and moral development beneficially, with tolerance and respect being integral to the school's mission statement and daily life.

Pupils benefit from suitable opportunities to learn about different cultures and celebrate diversity, including the history and experiences of Black, Asian, and Minority Ethnic communities. They also have suitable opportunities to develop their appreciation of their Welsh heritage and culture, for example through humanities lessons in Year 7, where they study their 'cynefin' and its link to their sense of identity. However, the school is not fulfilling its statutory requirements for a very few pupils in Years 8 and 9 regarding the opportunity to study Welsh. Overall, the promotion of the Welsh language and opportunities for pupils and staff to use it outside of Welsh lessons are underdeveloped.

In general, pupils get worthwhile support and guidance to make informed choices about their aspirations and future careers. The school works closely with external experts, alumni, and business providers to undertake pupil mock interviews and provide opportunities for pupils to understand the world of work and explore their options for the next stage of their lives.

The school has adopted a team approach to start developing the provision for the progressive development of pupils' skills across the curriculum. However, the approach to planning, evaluating, and improving the development of pupils' literacy,

numeracy, and digital skills is not strategic or effective enough. Whilst the school has recently established a helpful nurture provision to support Year 7 pupils with weaker skills, the support for other pupils with weaker skills is limited. Pupils have limited opportunities to develop literacy and numeracy skills across the curriculum and the overall quality of these opportunities is too variable. The provision for the development of pupils' digital skills is underdeveloped across the curriculum.

Care, support and guidance

St. Richard Gwyn Catholic High School is a welcoming and inclusive community where most pupils settle well, whether they join the school at the start of Year 7 or at a later point. Senior leaders have created a strong culture of mutual respect across the school resulting in most pupils being courteous.

The school supports the progress of pupils with ALN appropriately. There is a clear focus on developing universal provision to meet the needs of all pupils. The school provides worthwhile tailored learning support for pupils with ALN. For example, leaders have established a nurture group in Year 7 to develop pupils' basic skills and support their personal development to prepare them for joining mainstream provision from Year 8. These pupils make good progress in developing their knowledge and skills. However, wider provision for pupils who might benefit from further support with their literacy or numeracy skills is limited.

The school has developed its ALN provision appropriately in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act. Staff take a person-centred approach to statutory review meetings and leaders are developing this as a whole-school strategy by all pupils producing one-page profiles. However, evaluation of the impact of this approach is at an early stage. Provision to support the transition of pupils with ALN from primary school is a notable strength. A beneficial six-week enhanced transition programme allows these pupils to gain familiarity with the school and their peers.

The school provides helpful support to pupils with ALN through a range of proactive and reactive plans. The school produces Individual Development Plans for pupils with ALN, which highlight specific difficulties in learning. However, staff do not always set targets that are precise and measurable enough or provide clear details of the pupils' additional learning provision. The school provides pupils with ALN with helpful guidance and support in planning education routes for post-16 learning, involving the careers adviser and representatives from a local college.

Across the school, staff use a wide range of worthwhile strategies to promote good behaviour. Pastoral leaders analyse a comprehensive range of data effectively to plan targeted support for individual pupils. The school monitors suitably the attendance and progress of the very few pupils who access alternative provision to ensure good engagement.

The school provides a wide range of beneficial interventions for pupils with social, emotional and behavioural difficulties. These include opportunities for pupils to self-regulate their emotions or speak to trusted adults about the challenges they face. In the 'Learning Base', staff provide pupils with helpful learning and emotional support. In addition, staff use restorative approaches sensitively to improve pupils' behaviour

and resolve conflict. The school works closely with external agencies to access further expert support when necessary.

The school nurtures pupils' spiritual and moral development well through its values which permeate much of its work. Teachers also promote pupils' social and cultural development suitably, including through the school's personal, social and health education programme and the many enrichment activities on offer. Staff provide pupils with valuable support and guidance at important transition points throughout their time at the school. This includes helpful information about careers and the world of work. The school makes suitable provision across the curriculum to develop pupils' awareness and understanding of their own identity, culture and heritage. Teachers provide appropriate opportunities for pupils to learn about diversity, rights and responsibilities.

The school provides a few worthwhile opportunities for pupils to develop leadership skills, for example by taking part in committees such as the eco representatives, school council and chaplaincy roles. Whilst these committees enable pupils to have their voices heard by school leaders, there are too few opportunities for pupils to improve their leadership skills.

Staff organise a variety of engaging extra-curricular activities and experiences, particularly sports clubs and subject revision sessions. There is a flourishing Duke of Edinburgh programme that enables pupils to progress from Bronze to Gold Awards.

The school has a positive ethos based on its core values with safeguarding at its heart. The safeguarding team is highly committed and ensures that processes to keep pupils safe are robust and consistent. Leaders have developed a strong culture of safeguarding throughout the school and, as a result, most pupils feel safe. All staff and governors are aware of their responsibilities to safeguard pupils and undertake relevant training regularly at the appropriate level. Leaders are responsive to emerging needs. For example, they initiated a 'circle of safety' process because a minority of pupils were uncertain about who to turn to if they had a concern. Consequently, pupils have identified trusted adults to talk to if the need arises. A few pupils have taken the initiative to start a Discrimination Free St Richard Gwyn group, which helps to promote respect across the school.

Leadership and management

The headteacher is a passionate and assured leader. She promotes strongly a welcoming and inclusive ethos, based on the school's Catholic values. Her vision and sense of moral purpose is shared by leaders and staff who work together to provide opportunities for all pupils to 'Dysgu â'n Gilydd yng Nghrist / Learn together in Christ'.

The headteacher and her senior leaders have developed a strong ethos of collaboration. Teachers within areas of learning and experience meet regularly to discuss their curriculum, share resources and moderate assessments. As a result, there is a strong sense of teamwork amongst leaders and staff. However, these teams do not always have the necessary impact on improving aspects such as the progressive development of pupils' skills or the quality of teaching.

Roles and responsibilities within the senior leadership team are well understood and distributed sensibly. The headteacher models effectively the qualities of honesty and openness as key features within a professional relationship. As a result, leaders are beginning to develop to be more effective in challenging and supporting each other productively.

Leaders pay suitable attention to addressing particular national priorities such as ALN reform and Curriculum for Wales. These aspects are developing appropriately. Leadership has impacted positively on the culture of safeguarding and has led to strong pastoral care for pupils' well-being. The school is beginning to develop its provision to tackle the impact of poverty on pupils eligible for free school meals, focusing on promoting the well-being of these pupils and ensuring that they have equitable access to experiences. However, leadership has not secured improvements in some important areas of the school's work, including the provision for the progressive development of pupils' skills, the quality of teaching and provision for the development of pupils' Welsh language skills.

In general, middle leaders have a suitable understanding of their roles and many know their areas of responsibility well. They value regular link meetings with senior leaders where they discuss common agenda points such as departmental improvement plans, reflections following the completion of assessments and aspects of teaching. These meetings include a suitable balance between challenge and support, which is helping middle leaders to develop within their roles. However, meetings do not always focus well enough on how teaching impacts on learning.

Senior leaders have developed a suitable strategic approach to self-evaluation and improvement planning, with clear and logical actions to deliver the school's priorities. Leaders at all levels analyse a broad range of attainment and well-being data closely and create purposeful action plans that support pupils to make progress. The school's quality assurance calendar includes a broad range of worthwhile opportunities for leaders, at all levels, to gather first-hand evidence through lesson observations, listening to pupils' feedback and work scrutiny. They use their findings to inform whole-school and departmental improvement priorities. However, these priorities are not always sufficiently precise. In addition, leaders' evaluations are often descriptive and overly generous. They tend to focus on compliance instead of the impact that teaching has on pupils' progress. As a result, leaders have not identified, or secured improvement in, important aspects of teaching and learning, such as the progressive development of pupils' skills. Overall, the school has not made sufficient progress to address areas for improvement from the last inspection.

The school has sound arrangements for the performance management of staff. Objectives align appropriately with the school's improvement priorities and in the best examples, are both precise and measurable. Progress is monitored regularly through beneficial meetings where staff have useful opportunities to discuss their professional learning needs with leaders. In a few cases, the headteacher deals with any instances of underperformance robustly. However, this is yet to have enough impact in a few cases where teaching remains below expectation.

The school's programme of professional learning focuses appropriately on improving some aspects of teaching, building positive working relationships between pupils and staff and addressing national priorities such as the implementation of Curriculum for

Wales. However, activities are not always targeted to address the precise areas of the school's work that need the most urgent improvement and leaders do not evaluate the impact of professional learning well enough. Senior leaders provide most middle leaders with valuable support to develop their leadership skills, for example through mentoring, conducting joint quality assurance activities and offering beneficial opportunities to access leadership training.

The headteacher and governing body manage the school budget well. They analyse and prioritise spending carefully to support the school's areas for improvement. The spending of grant funding, including the Pupil Development Grant, is planned carefully and in general, evaluated suitably. The governing body ensures that the school has appropriate arrangements to promote healthy eating and drinking.

Governors have a sound understanding of their responsibilities and support and challenge senior leaders suitably. The governing body has undertaken a useful audit of members' skills and a beneficial self-evaluation of their own work. As a result, they have refined their structures and processes to develop their contribution to the work of the school. For example, individual governors are linked beneficially to priorities within the school improvement plan and visit the school regularly to gather first-hand information to report on aspects of the school's work in meetings. In addition, governors use the range of information provided by senior leaders to question and challenge developments. As a result, governors have strengthened their role as critical friends of the school.

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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