



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

**A report on**  
**Ebbw Fawr Learning Community**

**Lime Avenue**  
**Ebbw Vale**  
**Blaenau Gwent**  
**NP23 4GL**

**Date of inspection: November 2023**

**by**

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

**This inspection was undertaken as part of pilot inspection  
arrangements. As a result, this report may be slightly different in  
format to other published reports for providers in the sector.**

**This report is also available in Welsh**

## About Ebbw Fawr Learning Community

Name of provider	Ebbw Fawr Learning Community
Local authority	Blaenau Gwent
Language of the provider	English
Type of school	All age school
Religious character	Not applicable
Number of pupils on roll	1381
Pupils of statutory school age	1315
Number in nursery classes	40
Number in sixth form	Not applicable
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 All age schools is 21.6%)	28.1%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in All age schools is 11.0%)	11.4%
Percentage of pupils who speak Welsh at home	0.6%
Percentage of pupils with English as an additional language	1.4%
Date of headteacher appointment	01/09/2016
Date of previous Estyn inspection (if applicable)	08/02/2016
Start date of inspection	27/11/2023

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](https://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

Staff in Ebbw Fawr Learning Community are committed to the school's vision of creating a safe, secure and caring environment to ensure that pupils are 'learning to achieve together'. This vision is communicated clearly by the headteacher who is a strong role model that has high expectations of himself and others. Leaders work well with each other and succeed in creating an ethos across the school sites that encapsulates the 'Ebbw Fawr Way' of being 'Ready, Respectful and Safe'.

Promoting pupil well-being is central to the school's work and it has an extensive range of provision to support pupils in an inclusive and supportive environment. This contributes towards its pupils feeling safe in school and displaying a positive attitude towards their work and school life. A positive feature of the school is the numerous opportunities it provides for pupils to take on leadership roles.

Most teachers plan and adapt work that meets the needs of nearly all pupils. They engage pupils in their learning, provide valuable experiences that relate to their everyday lives and successfully remove barriers to learning. As a result, most pupils in primary phase and many pupils in the secondary phase, including those with additional learning needs (ALN) and those eligible for free school meals make at least suitable progress over time. Whilst there are good opportunities for pupils to develop their oracy and reading skills, they do not write at length often or purposefully enough.

Teachers promote positive behaviour well and there are robust arrangements to promote good attendance. The Ebbw Vale Engage ('EVE') programme ensures that a few pupils in danger of disengagement attend regularly and benefit from alternative off-site provision. Although attendance at the time of the inspection remains lower than before the pandemic it has improved significantly over the last few months. The learning resource base (LRB) successfully supports secondary pupils with a range of significant additional educational needs to make sound progress and attend school regularly.

Leaders mitigate the effect of poverty on pupils' attainment and well-being effectively. They monitor and evaluate the school's work carefully and implement changes effectively. They use the opinions of pupils and parents well to make improvements to provision, especially for pupils' well-being. However, when evaluating teaching, leaders do not always consider the impact on pupils' progress well enough

## Recommendations

We have made 2 recommendations to help the school continue to improve:

- R1 Sharpen self-evaluation processes to focus more specifically on the impact of teaching on learning
- R2 Provide more opportunities for pupils to develop their writing skills and write at length for authentic purposes

## What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to the impact of the whole school approach to remove barriers to learning, for dissemination on Estyn's website.

## Main evaluation

### Teaching and learning

Nearly all teachers and staff at Ebbw Fawr Learning Community know their pupils well and form positive working relationships with them. They have high expectations of pupil behaviour and overall, manage this well. As a result, most pupils are friendly, enthusiastic and well-behaved. Nearly all pupils treat each other with respect and work effectively in small groups, collaborating well with each other. They display a positive attitude towards their work and school life.

Many pupils start school with literacy and numeracy skills below the level expected for their age. In the primary phase, most pupils including those with ALN and those eligible for free school meals make secure progress in their learning from their individual starting points. In the secondary phase, many pupils make at least suitable progress, and a few make strong progress in lessons and over time.

Most teachers are good language models and create a calm and purposeful learning environment. They have a sound understanding of Curriculum for Wales and deliver appropriate learning experiences. Nearly all teachers have strong subject knowledge and embed classroom routines well. Most plan and adapt activities that meet the needs of nearly all pupils. They successfully remove barriers to learning to ensure that pupils make at least suitable progress.

Where teaching is most effective, teachers ensure that it promotes pupil independence, particularly for the youngest pupils. These teachers create stimulating learning environments and make creative use of resources. They plan activities that build well on each other and engage pupils' interest by relating learning activities to their everyday lives.

### Cameo – Creative use of resources

Most teachers in the primary-age classes make skilful use of resources to make their classrooms engaging environments with clear opportunities to develop pupil skills effectively. This includes making regular use of real-life stimuli. For example, pupils in Years 2 and 3 inspect and draw a real squid. Teachers use learning resources that celebrate diversity, for example pupils read the story 'Amazing Grace' and make rangoli patterns and Diva Lamps.

In many cases, teachers plan activities that have a clear purpose and promote the development of pupils' independence and their literacy and numeracy skills well. They give clear, concise instructions and use support staff effectively to meet individual needs. They provide appropriate verbal feedback and pose challenging questions to ensure understanding. Their useful written feedback encourages pupils to read their comments and use them to move their learning forward.

In a few cases in the secondary phase, teachers plan and deliver activities that do not sufficiently challenge pupils, leading to a slow pace of learning. They heavily scaffold activities, limiting pupils' creativity and independence.

Teachers in the LRB form strong, positive working relationships with pupils. They have established strong routines which help pupils stay on task and focus. These teachers provide opportunities for pupils to participate in a variety of meaningful activities. They plan and deliver a sequence of activities that build logically on one another and ensure that pupils develop their knowledge and understanding. Nearly all pupils in the LRB listen effectively to teachers and peers and respect each other's opinions. Many read and write appropriately using a suitable range of vocabulary and generally with accuracy.

The school's curriculum is broad and balanced, and successfully supports the school vision of enabling pupils to be aspirational and preparing them to be citizens of the future. It provides equitable access to pupils, including those with ALN, from low-income households and with English as an additional language. Leaders carefully adapt the curriculum to meet the needs of individuals and groups of pupils. For example, the Ebbw Vale Engage 'EVE' project enables pupils to benefit from useful work-based experience and supports pupils in danger of disengagement. In the learning resource base, a personalised curriculum develops pupils' skills for the next stage of learning effectively. Highly skilled staff deliver valuable life and social skills sessions to support pupils to develop conversations and make friends. This helps these pupils to achieve appropriate qualifications.

'Cwricwlwm Enfys', a framework developed with partner primary schools within its cluster to support the delivery of Curriculum for Wales, helps teachers plan skills development progressively. As a result, pupils on transition to the secondary phase from the primary phase benefit from a curriculum that progresses seamlessly. There is a suitable range of worthwhile opportunities for pupils to apply and develop their numeracy skills across the curriculum. Many pupils develop these skills well as they move through the school. Although the curriculum provides many beneficial opportunities to develop pupils' literacy skills, there are more limited opportunities for them to develop their extended writing.

The school supports pupils' personal, spiritual, moral and cultural awareness well through purposeful assemblies and personal and social education (PSE) sessions. The school makes sound use of external providers and charities to enrich this provision and to respond to current needs such as healthy eating, exercise and mental health.

The curriculum includes valuable opportunities to promote pupils' understanding of equality and diversity. For example, in religious values and ethics lessons, pupils

learn about discrimination and prejudice against Black, Asian and Minority Ethnic communities.

The school offers a broad and beneficial range of extra-curricular activities for pupils to develop their wider skills, including personal, physical, and creative skills. This includes the Duke of Edinburgh award, a healthy eating club, and woodland and theatre experiences. The school enhances pupils' learning well through school trips, visitors to school and partnership working. The school also ensures that the cost of activities is not a barrier to learning. For example, all pupils can access free musical instrument lessons. This includes regular whole-class sessions for all primary-aged pupils.

The school provides valuable opportunities for pupils to develop their appreciation and understanding of the Welsh language and culture through activities such as eisteddfodau, visits to the local area and the annual residential trip to Llangrannog. This helps most pupils make good progress in their Welsh language skills.

The curriculum includes worthwhile opportunities for pupils to learn about their local community and to develop an understanding of what it is like to grow up in modern-day Wales. For example, older pupils learn about the work of local people of interest such as Aneurin Bevan, Lady Rhondda and Keir Hardie.

Across the school, relationship and sex education (RSE) provision is a strength. Pupils benefit from a range of useful opportunities provided by key partners, both inside and outside of the classroom, for example through 'Wonder Wednesdays' and 'Table Talk Thursday' sessions.

A wide range of opportunities provide pupils with valuable experiences and information about careers and the world of work. For example, the Alumni project attracted over 50 ex-pupils to talk to pupils about their lives in the world of work and opportunities following their time in school. This provision is supported well by external partners, such as local businesses, who offer advice to pupils regarding apprenticeships and post-16 pathways.

### **A summary of pupils' development in literacy, numeracy, digital, Welsh and other skills:**

#### **Literacy**

The youngest pupils develop their speaking and listening skills quickly, learning new vocabulary successfully, for example when engaging effectively in role play as they make afternoon tea for visitors. Most older pupils in the primary phase listen attentively to staff and each other. They consider carefully their peers' ideas, contribute confidently to class discussions, and articulate their opinions successfully. This continues into the secondary phase where most pupils are eager to participate in discussions. Although a few secondary aged pupils develop their responses to questions in detail when asked, many only offer brief responses and teachers do not always challenge them to develop their answers.

Most younger pupils develop their early reading skills successfully. They have a good understanding of phonics and apply these skills well. As they move through the

school, many pupils have a good understanding of what they read and use skimming and scanning appropriately to find key information. Many older pupils in the primary phase are confident readers and develop their fluency and expression. They choose increasingly mature reading material that interests them, such as 'The Diary of Anne Frank'. They are beginning to read between the lines and show empathy with characters. Most secondary pupils locate specific facts accurately from information texts. The majority summarise main ideas and develop advanced reading skills such as analysis, inference, and synthesis suitably when given the opportunity to do so. However, a minority struggle to explain the significance of key ideas in texts independently.

Many of the youngest pupils develop their writing skills effectively, making their pens 'dance' up and down the paper. Many younger pupils begin to use their letters and sounds well when spelling unfamiliar words and extend their ideas into simple sentences. Most older pupils in the primary phase develop sound language skills and have a good understanding of figurative language, such as when they use onomatopoeia and personification. However, as they move through the school, pupils do not develop their ability to write for sustained periods or at length well enough. Many secondary aged pupils plan and structure their writing coherently. They vary their tone and vocabulary to suit purpose and audience. However, a minority have difficulty writing fluently using formal language. In addition, they make regular spelling, punctuation and grammatical errors. Although many older pupils in the primary phase take pride in the presentation of their work, a few pupils' handwriting and presentation skills are not developed well enough. A minority of secondary age pupils have weak handwriting and presentation skills which have a negative impact on their work.

## **Numeracy**

The focus on ensuring that pupils develop their conceptual understanding and numerical reasoning skills within their mathematics lessons is a strength. This includes a focus on connecting new learning to what pupils already know and moving between concrete, pictorial and abstract representations of concepts. Across the curriculum, there is a suitable range of worthwhile opportunities for pupils to apply and develop their numeracy skills. Despite their low starting points, many pupils develop their numeracy skills well as they move through the school.

In the primary phase, younger pupils show a good understanding of place value to one hundred. As they move through the primary phase, they build on their early number skills well. Many apply their maths skills appropriately such as when calculating the cost of materials to make salt dough for the class role play café. Many older pupils in the primary phase use their knowledge of number facts effectively and apply their skills suitably to solve problems. They use inverse operations well to check the validity of their answers.

In the secondary phase, many pupils develop their understanding of number well. They use the four rules of number confidently and convert between fractions, percentages, and decimals. In science, they successfully use and apply equations and formulae, such as that connecting current, voltage and resistance, to solve numerical problems. Many pupils have a suitable grasp of shape and measures. In their mathematics lessons, they convert between different measures and solve

problems involving the perimeter and area of a various shapes. The majority of pupils analyse data well, such as when they interpret graphs in geography to describe the correlation between the average income of a country and the life expectancy of its residents. A few pupils in the secondary sector have weak basic number skills. This hinders the development of their numeracy skills.

### **Digital skills**

The majority of primary phase pupils develop their digital skills suitably. Younger pupils use digital applications with increasing confidence such as when they use online maps to identify roads and areas that are familiar to them. As they move through the school, the majority of pupils make suitable progress in their ability to produce and refine their work digitally. Older pupils create presentations adding hyperlinks and transitions to enhance their work.

Many secondary phase pupils apply their digital skills well across the curriculum. They use specific software and platforms to produce presentations and analyse data. They work collaboratively on documents, produce and edit videos, embedding files in presentations.

### **Welsh language skills**

Many primary pupils develop their Welsh language skills suitably, using Welsh phrases and greetings with increasing confidence. Many older primary pupils respond to questions in the present tense appropriately, for example explaining who they are, how they feel and how old they are. They begin to extend their sentences in Welsh suitably.

Most secondary aged pupils contribute positively during language drilling exercises in Welsh lessons. They pronounce basic Welsh words accurately and are able to hold short conversations in Welsh in pairs or groups. Many are able to answer questions in Welsh using full sentences, although a few mis-pronounce Welsh words occasionally. Many read Welsh words, sentences and short paragraphs aloud in a confident manner.

Many secondary aged pupils produce short, accurate pieces of writing in Welsh. A minority structure extended paragraphs of writing in Welsh well. The majority of pupils are able to apply their knowledge of mutations accurately in their writing. However, a minority of pupils make careless errors in their Welsh written work.

### **Other skills**

Across the school most pupils develop their creative, musical and physical skills well through a range of lessons and activities. For example, pupils in the primary phase develop an understanding of rhythm and beat through their work on keyboards. Pupils develop their creative and imaginative skills successfully through a range of structured activities that support pupils to express themselves appropriately. For example, pupils in the secondary phase display strong performance skills and express themselves creatively through drama and dance. Many pupils demonstrate effective physical skills and show agility, poise and control in their actions.



## Care, support and well-being

Staff in Ebbw Fawr Learning Community are committed to the school's vision of creating a safe, secure and caring environment to ensure that pupils are 'learning to achieve together'. Promoting pupil well-being is central to the school's work and staff are sensitive to pupils' individual needs.

The school has an extensive range of tailored provisions that support pupils to improve their well-being in an inclusive environment. Every pupil is given the opportunity to nominate a 'go to person' in order to ensure that they have an adult they can turn to for support and guidance. Staff work with a broad range of external agencies to provide beneficial additional support for those pupils who need it.

The school has developed a strong culture of safeguarding. Staff and governors receive regular beneficial training in this area and have a good understanding of their roles in ensuring that pupils are happy and safe. Arrangements for referring safeguarding or child protection issues are detailed and robust. Leaders make beneficial use of a variety of relevant information to identify and carefully monitor the welfare of vulnerable pupils.

The school deals in a timely and effective manner with the very few cases of bullying that occur. A strong feature of the school's work in this area is the work of the anti-bullying ambassadors. These pupils work proactively to promote respect and hold anti-bullying advice clinics for their peers. Staff presence on corridors and at breaktimes provides pupils with reassurance. The school provides pupils with numerous ways to share any concerns that they have, including the school's self-referral app. As a result, most pupils feel that they are treated fairly and that they are safe at school.

Leaders monitor pupils' attendance closely to identify trends in the attendance of individual and specific groups of pupils. A notable strength of the school's work to improve attendance is the work of staff, including the family engagement officers, to build relationships with families, so that staff understand the barriers to pupils attending regularly. Pupils appreciate the rewards given for high levels of attendance, as well as positive engagement and good behaviour. Leaders evaluate the impact of attendance interventions regularly and adapt their approaches accordingly. The school's work in this area has led to substantial improvements in the rate of attendance of pupils, including those eligible for free school meals. In the primary phase, the attendance rate, including that of pupils eligible for free school meals, has improved substantially this year and is close to pre-pandemic levels. Despite recent improvements, the rate of attendance of pupils in the secondary phase is still below that seen before the pandemic.

In response to the increase in challenging behaviour seen following the pandemic, the school has recently revised its behaviour policy in conjunction with staff and pupils. This new policy is being applied consistently by staff. A key part of the behaviour strategy is the restorative conversations that are held to ensure that relationships are re-built following any incident. Leaders analyse data on pupils' behaviour thoroughly to identify pupils who require specialist support in the secondary phase. Pupils who have social and emotional behaviour difficulties are supported well through the school's alternative curriculum provision, 'EVE', which has

had a beneficial impact on these pupils' attendance, engagement, and behaviour. The implementation of these approaches has led to substantial improvements in pupils' behaviour with most pupils behaving well in lessons and around the school.

Pupils with ALN benefit from suitable provision and a nurturing and safe atmosphere. There are appropriate interventions in place to support pupils with weak literacy and numeracy skills. Pupils with ALN have useful one-page profiles which include key information about how staff can best support them. The school is developing its provision appropriately in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act.

In the learning resource base, there is a close and constructive relationship between staff and pupils. Staff know the pupils and their individual needs well and ensure those needs are met. Relevant members of staff working on the secondary campus are informed of the individual needs of the pupils from the base before they attend mainstream lessons, and all members of the school's staff receive autism awareness training.

An outstanding feature of the secondary phase is the way pupils influence the work of the school, for example through the numerous leadership groups. For example, leaders created an innovative "Spot it, Sort it" app following pupils' concern about feeling safe in school. Opinions voiced on this app resulted in leaders introducing a rule to walk on the left in corridors which has resulted in a calmer atmosphere.

### **Cameo – Leadership groups**

There are extensive opportunities for pupils to develop their leadership skills throughout the school. In total, around 400 pupils carry leadership or ambassador roles. The groups are inclusive and diverse. Pupils take great pride in being an ambassador and are visible and active at break and lunchtimes. They have developed valuable leadership skills in representing and advising their peers. For example, the children's rights and Ebbw Fawr Way ambassadors have linked the school's core values to pupils' rights and ensured that every thought for a week focuses on one of the United Nations rights of a child.

The school provides a varied and inclusive range of curricular and extra-curricular opportunities for pupils. The annual school production provides primary and secondary pupils with opportunities to work collaboratively, develop their creativity and increase their confidence. Staff inspire pupils in both phases to be physically active and healthy. The school offers cheerleading, handball and triathlon, in addition to more traditional sports.

The school provides a comprehensive post-16 transition programme which supports pupils to make informed choices about their future. Pupils in Year 10 run a 'Wonder Wednesday' platform where their peers can request knowledge about future career pathways. This has led to a wide variety of representatives from the world of work visiting the school to provide guidance for the pupils.

## Leading and improving

The headteacher has a clear vision for the school. He is a strong role model who has high expectations of himself and others. He is well supported by heads of school on both sites and the senior leadership team. Their roles and responsibilities are distributed appropriately. Together they take pride in promoting and embodying the school's core values which include kindness, prioritising the well-being of all, and 'going the extra mile'. Senior leaders are visible around the school sites. They contribute effectively to raising pupils' aspirations, for example by hosting a 'proud' stall on a regular basis where pupils are recognised for recent successes.

Leaders know their school well and have successfully implemented changes which have brought about improvements over time. For example, they have ensured pupils have a strong influence on the work of the school. A notable strength is the way senior leaders use pupil and parent surveys to identify and act upon areas for improvement in well-being.

### **Cameo – Improving provision as a result of pupil feedback**

Leaders analysed pupil questionnaires and found that after the pandemic the number of pupils worried about bullying had increased. The school launched its 'spot it, sort it' campaign. Pupils can report incidents to their 'go to person'. This is a staff member that they feel comfortable talking to. Alternatively, they can approach an anti-bullying ambassador during break times. In addition, pupils can access a bespoke app created by the school's information technology team in school or at home. They can use the app to request help for themselves or to flag a concern that someone else may benefit from support. The school promotes the app through attractive posters and information screens throughout the school. As a result, the most recent surveys analysed by the school have shown a decrease in pupil concerns. Recently, the campaign and supporting app have been developed further to encourage pupils to improve the school's provision in other ways, for example for pupils to refer themselves for counselling.

The school has a suitable calendar of quality assurance activities to help leaders gather evidence about strengths and areas for improvement in its provision. Senior leaders conduct worthwhile cross-phase self-evaluation activities to look at key areas such as literacy and attendance. Leaders evaluate the school's provision for pupils impacted by poverty robustly. In the secondary phase, senior and middle leaders use evidence from pupil voice activities and work scrutiny appropriately to evaluate aspects of their work such as Curriculum for Wales. Although senior leaders use lesson observations suitably to identify areas for development in teaching, middle leaders do not have sufficient opportunities to observe lessons to help them evaluate provision and learning within secondary departments. In the best examples, particularly in the primary phase, leaders evaluate the impact of provision on pupils' progress appropriately. Leaders are beginning to consider the impact of teaching on pupils' learning but this is not implemented consistently at all levels and across both phases.

Generally, middle leaders understand their roles suitably. Leaders have fostered a strong culture of collaboration between the primary phase and secondary subject

departments. Middle leaders benefit from regular link meetings with senior leaders which are focused suitably on teaching and learning.

Leaders ensure that national priorities are central to the school's work. For example, to tackle the impact of poverty on learning, they use the pupil development grant to fund transport home for pupils who attend extra-curricular clubs on the secondary site, which has resulted in higher participation rates. They help to tackle barriers that can hinder pupils from feeling part of the school community. For example, the school provides uniform banks and laundry facilities. Staff are relentless in securing that pupils can access all relevant learning experiences by working closely with agencies and families to understand and mitigate factors that may prevent pupils from participating.

Leaders successfully promote the Welsh language to ensure it has a high profile across the school. As a result of opportunities in lessons and extra-curricular activities, pupils have a positive attitude towards learning and using the language. In addition, leaders ensure valuable opportunities for staff to develop their own Welsh language skills.

The school provides a comprehensive range of worthwhile professional learning activities that are linked to whole-school and performance management priorities. Activities are focused on developing teaching and learning through small steps of improvement. This is particularly well established in the primary phase, where all classroom-based staff undertake enquiry-based research to develop their practice. Staff across both phases collaborate well with each other and with other schools to share good practice. The school also provides beneficial opportunities for staff to develop leadership skills. Overall, leaders invest a considerable amount of time, energy and resource into becoming an organisation committed to continuous improvement. This is a strength of the school.

Governors have a sound understanding of the school's vision, strengths and areas for improvement. They support and challenge the school well. They take part in useful activities that help them to further their understanding of specific aspects of the school's work, such as undertaking a learning walk to evaluate pupils' experiences during lunch times.

The headteacher, business manager and governors set the budget appropriately and monitor spending closely. They allocate funding, including grant funding, suitably to support the school's priorities, such as using the pupil development grant effectively to reduce the impact of poverty on well-being and achievement.

## **Statutory compliance**

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

The school has appropriate arrangements for promoting healthy eating and drinking.

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

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

## Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

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

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

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

## Appendix 1: Numbers – quantities and proportions

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

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

## Copies of the report

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

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

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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**This document has been translated by Trosol (English to Welsh).**