



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

A report on

Western Learning Federation Woodlands High School

**Vincent Road
Ely
CF5 5AQ**

Date of inspection: November 2022

by

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

This report is also available in Welsh.

About Western Learning Federation Woodlands High School

Name of provider	Western Learning Federation Woodlands High School
Local authority	Cardiff Council
Language of the provider	English
Type of school	Special
Religious character	*
Number of pupils on roll	141
Pupils of statutory school age	89
Number in nursery classes	*
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 maintained special schools is 44.7%)	62.5%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in maintained special schools is 100%)	100.0%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	09/01/2019
Date of previous Estyn inspection (if applicable)	
Start date of inspection	21/11/2022
<p>Woodlands High School provides day education for pupils from 11 to 19 years old. The majority of pupils are of statutory school age and around 40% are in post compulsory education. The additional learning needs of pupils are varied, and all pupils have a statement of special educational need. Approximately 44% of pupils have severe learning difficulties, a further fifth have physical and medical needs speech and a further fifth have communication and language difficulties. A few pupils are autistic or have a general learning difficulty. A very few pupils have</p>	

sensory impairments and profound and multiple learning difficulties. Overall, the needs of pupils are generally more complex than when the school was last inspected.

There are 15 classes at the school, and 21 full time equivalent teachers and 24 teaching assistants. Classes are organised by ability level ranging from progression step one to progression step three.

The school has been working with a local university to provide placements for PGCE students.

The school was last inspected in 2016 and placed in special measures. It was removed from this category in 2018. The head of school was appointed in January 2019 but was appointed as acting headteacher following the inspection in 2016.

Woodlands High School is due to move to new purpose build accommodation on the Fairwater education campus in 2026.

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

Woodlands High School is one of three special schools that form the Western Learning Federation. The federation was established in January 2018. The aim of the federation is to achieve economies of scale, develop close collaborative working across the schools for the benefit of both pupils and staff, and develop and improve leadership capacity, whilst maintaining the individual identity of each of the three schools. All three schools are served by one governing body and led by an executive headteacher, who was appointed in 2019.

Since the last inspection the school has continued with its improvement journey and is run by highly capable and effective leaders who are motivated in providing the best possible learning experiences for all pupils. The school continues to be affected by staffing shortages but manages these difficulties to the best of its ability. The school has a strong culture of support for pupils and provides particularly effective formal and informal well-being support for all staff.

Overall, Woodlands is very caring and nurturing school. Pupils develop their social skills very well and enjoy happy and respectful relationships with other pupils and staff. Staff understand and respond to the needs of pupils well. Nearly all pupils make suitable progress that is in line with their needs and ability. Staff have consistently high expectations of pupils' attitudes to learning and behaviour. Where teaching is most effective, staff are enthusiastic and plan well for the individual needs of pupils.

The school has developed a creative enquiry curriculum and pupils are engaged in curriculum planning. The school also supports pupils' understanding of different cultures and traditions well and provides beneficial opportunities for pupils to experience these. Pupils are provided with valuable opportunities to learn in the local community, for example through worthwhile opportunities to undertake work experience and intern placements with businesses.

These provide pupils with exciting opportunities to learn more about the world of work but more importantly pupils are valued by the host organisations for their dedication and commitment. This contributes very positively to pupils' self-esteem.

Overall, pupils at Woodlands are polite, pleasant and respectful of themselves and others.

Recommendations

- R1 Continue to develop pupils' skills, particularly in reading and Welsh
- R2 Strengthen tracking systems that clearly show pupils' progress over time
- R3 Evaluate the impact of the Western Learning Federation on Woodlands High School

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 two case studies on its work in relation to: 1 supporting pupils' attitudes to learning and the sharing of curriculum and learning experiences through dissemination events; and 2 developing a culture that supports staff well-being, for dissemination on Estyn's website.

Main evaluation

Learning

Nearly all pupils at Woodlands High School make suitable progress in line with their needs and ability during their time at school and develop into happy, confident and friendly young people, ready for the next stage in their learning.

Most pupils make strong development in their oracy skills over time. Many pupils speak with confidence and use a suitable range of subject specific vocabulary and ability-appropriate language.

Many pupils listen carefully to instruction and respond well to questions if they are able to. They listen respectfully to their peers' oral contributions. In listening and speaking tasks, many pupils make solid progress, such as when they listen carefully to their teacher reading a story and interact well by acting out some of the next steps in the story.

Older pupils develop strong and useful listening and speaking skills when they interview their peers about their hobbies and interests or discuss solutions to problems together. In these instances, pupils normally provide extended responses and offer valid reasons to support their views. However, across the school, a few pupils lack confidence when they respond to teachers' questioning and provide very brief responses although they are prompted and encouraged well.

The majority of pupils make sound development in reading skills over time. However, opportunities to develop pupils' reading are inconsistent within and across the progression steps. Where there are opportunities to do so, the majority of pupils sound out letter sounds, single words or short phrases successfully. Pupils are adept at linking pictures with familiar words, for example after listening to a story about the Gingerbread Man. Older pupils who can read independently, do so well. They read aloud with confidence and show a good level of understanding of what they are reading, such as when they read and discuss the book 'There's a Rang-Tan in my Bedroom'.

Overall, the majority of pupils make sound development in their writing skills. Most pupils in progression step one develop their fine motor skills well by participating in writing and prewriting activities, such as threading, tweezer and bead activities and when making marks and letter shapes with their hands in sand and rice. Other pupils, with weaker motor skills, develop their competence suitably over time. For example, pupils progress to shape formation and writing letters successfully with pens over time. Older pupils also improve their writing skills over time and in line with their ability, such as when they complete short sentences about characters from a book and when they prepare interview questions.

Overall, most pupils make suitable development in numeracy skills in line with their ability. Most pupils enjoy working with staff and their peers in real life situations. For example, they are confident when calculating the cost of items of food and drink in their class café. A minority of pupils make strong progress in their numeracy skills when they work in small groups, independently of the teacher or support staff such

as when they work together to run a shop and act as customers and shop owner. They select items, calculate the costs and use the correct number of coins to purchase them. Many older pupils who are able to do so work with increasing independence when they complete practical mathematics tasks. They consider possible solutions to problems and apply these successfully.

Where there are beneficial opportunities to do so, the majority of pupils, using a narrow range of digital applications, make suitable development in their digital skills. Many access familiar websites and digital applications using laptop computers and use tablets competently to write or to make audio and video recordings. A few use tablets successfully to record their answers during a class quiz.

Overall, pupils make limited progress in Welsh language skills during their time at school.

Many pupils develop strong and beneficial physical skills. For example, they make sound development in manual dexterity when cutting and chopping pieces of fruit to prepare a healthy breakfast and when they complete tasks using a variety of materials, such as dough, sand, rice, cardboard shapes and pegs. Where there are worthwhile opportunities for them to do so, pupils develop their physical skills well in purposeful class activities that are linked to their thematic work, for example when they emulate the life of woodland animals by acting out hibernation, hunting, running and eating as part of their thematic work on the autumn.

Across the school pupils generally develop their creative skills well. For example, they use a wide variety of percussion instruments to describe the sights and sounds of a firework display. Nearly all pupils enjoy singing and performing in the weekly music assembly. In addition, pupils reproduce art from books they are reading such as James and the Giant Peach and create paintings of pumpkins in celebration of harvest.

Many pupils who are able to do so make strong development in becoming independent as they move through the school. For example, they prepare a drink or a snack for themselves in class without support, and they manage their own personal care well and take on classroom duties. A few older pupils develop highly beneficial independence skills when they attend work placements in local hospitals, dogs home, museums and theatres.

Pupils gain a broad range of qualifications and accreditation, which are generally matched to their needs. There are well-considered plans to ensure that pupils follow courses that are better matched to their aspirations in the near future.

In the past two years, all pupils moved on to further education, training or work placements. This is a particular strength.

Well-being and attitudes to learning

Pupils' well-being and attitudes to learning are strong. Many pupils feel safe whilst attending the school and enjoy the wide range of learning activities that the school offers.

Most pupils make strong development in their social skills during their time at school. Many are affectionate and friendly with teachers and support staff, and work productively and positively with them in activities. Many pupils interact well with one another and are good friends with each other. They develop strong bonds when they work and play together. Most pupils are very well mannered and polite. They show a high level of consideration for their peers and are very caring towards each other. This is a strong feature. Many pupils are welcoming and friendly towards visitors and a few are very confident to approach visitors, introduce themselves and engage in worthwhile conversations.

Most pupils are pleasant and polite and are very welcoming and respectful towards visitors to their school. Pupils are confident to approach visitors and introduce themselves and are happy to answer questions confidently. The majority of pupils are proud to talk about their school and the positive impact it has had on them.

The relationships between pupils and staff are very strong and most pupils engage well with staff. This creates a safe and caring learning environment. As a result, many pupils take risks in their learning and develop their confidence and resilience.

Most pupils engage well with their peers and are tolerant of one another. Many pupils are kind and considerate and will help and support their peers when required for example when problem solving together such as spelling words during a literacy game. The mutual support and care that pupils show one another are a particular strength.

Opportunities for pupils to develop physical skills through the daily physical therapy sessions are a notable feature. The majority of pupils enjoy taking part in a wide range of physical activities. This supports pupils keeping active as part of a healthy lifestyle and developing good social skills. Most pupils actively take part in enrichment activities twice a day. This supports them engage positively in their learning at various times throughout the day. In addition, pupils practise dancing and develop good concentration when they play musical statues outside at the start of the school day. Most pupils participate well in a variety of physical activities, such as football and archery in the playground during breaks. Pupils play well with each other and learn to take turns, to win and lose and develop an understanding of how to help each other in games.

Pupils enjoy having the opportunity to share their views and opinions and are listened to well. The work of the school council has had a positive impact on a few areas of improving school provision, for example designing the playground area and being involved in the appointments of new staff. The work of the school council is communicated effectively with pupils across the school through flyers, leaflets and information boards around school. Other pupils have opportunities to share their ideas and make suggestions such as making improvements to outdoor learning provision. Pupils benefit from developing their understanding of a wide range of areas through their work in groups such as Criw Cymraeg and Eco Council.

Most pupils have good attitudes to learning and they enjoy school. Most pupils' behaviour is very good and they settle well and are attentive in individual and group situations. A majority of pupils are keen to communicate their experiences and their enjoyment of school life. Pupils are particularly proud of the work that they do and

express that they enjoy school and look forward to the activities. As a result, most pupils engage enthusiastically in a variety of learning activities. However, on a few occasions, pupils disengage and require significant support to get back on task.

The majority of pupils sustain high levels of concentration and focus well on a wide range of tasks. However, a few of pupils have difficulty sustaining their engagement so that they remain on task for appropriate periods of time. When pupils struggle with concentration, support staff work hard to re-engage the pupils back to the learning activity successfully.

Teaching and learning experiences

The school has designed a thorough and creative enquiry curriculum, where teachers have worked together to plan a comprehensive range of learning experiences that are generally well matched to pupils' interests and ability levels. There are beneficial opportunities to engage pupils in curriculum planning. Pupils vote for topics they want to learn about, for example plants versus animals.

Learning themes are planned in progression steps. This helps to ensure that teachers plan for and deliver a comprehensive range of activities that allow pupils to make appropriate progress.

Pupils are given appropriate opportunities to learn in the local community, for example a visit to local lakes to compare natural habitats as part of their plants versus habitats theme and participating in tag rugby at the city's professional rugby stadium.

The school makes purposeful use of their limited outdoor spaces to provide worthwhile opportunities to take learning outside the classroom, for example in archery numeracy sessions on the playground. However, the quality of the internal learning environment is too variable. A very few classes are not arranged or decorated in a way that creates a positive learning environment for pupils.

Older pupils are given valuable opportunities for work-related learning through the delivery of a stimulating vocational options programme. Each vocational option operates as a business co-operative and includes activities such as online sales, maintenance and a health spa. Within this programme, the school offers a range of appropriate accreditation and skills-based qualifications. In addition to this, the school provides meaningful opportunities for pupils to gain work experience placements in the local community, such as catering in a local primary school canteen and a teaching assistant placement at another school in the federation. The school has made very successful links with an external provider. This programme supports young people with learning disabilities to gain the skills and experience required to move into paid employment.

Overall, staff use of incidental Welsh is inconsistent. The school has however recently developed the Criw Cymraeg, where pupils are collaborating with staff to improve this provision. This includes encouraging the use of the Welsh language and promoting a positive Welsh ethos throughout the school. A few aspects of the culture and history of Wales are celebrated at the school through national events such as St David's Day, the annual eisteddfod and St Dwynwen's Day. The school also provides

pupils with purposeful learning activities to celebrate the culturally diverse nature of Wales. For example, following Ramadan, parents were invited into school to celebrate the festival of breaking of the fast, Eid-al-Fitr.

Many classrooms are stimulating learning environments, reflecting the needs of pupils and the learning that takes place within them.

Most teachers have consistently high expectations of pupils' behaviour and attitudes to learning. Most teachers foster positive and supportive working relationships with their class and ensure a calm, nurturing learning environment.

Where teaching is most effective staff are enthusiastic about the theme of learning that they are delivering. They demonstrate a strong understanding of the area of learning experience or skill that they are teaching. Staff plan and prepare a wide variety of activities that engage pupils well. They ensure that there is an appropriate pace and wide variety of learning opportunities, which are linked to progression steps and suitably meet individual pupil needs including challenge. Nearly all teachers use a variety of communication systems, including sign language and visual aids, to ensure that pupils understand what is being asked of them. Teachers and support staff adapt their questioning style to meet pupil levels of understanding, for example to engage learners in a discussion about healthy snacks and food to choose for a lunchbox. Where learning objectives are clear, pupil engagement and progress are strong. However, on the very few occasions where objectives are unclear and resources are not well matched to pupil needs, pupils are less engaged. In a very few lessons, pupils lose focus due to the inconsistent clarity from the teacher and the slow pace of lessons. In addition, on a very few occasions, expected lessons were not taught and planning was ad hoc.

Support staff generally know pupils well. They provide valuable and positive support to pupils, often using their initiative to proactively manage potentially challenging situations. They have very strong, nurturing relationships with pupils.

Most teachers provide useful verbal feedback and praise, in English and Welsh, supported where appropriate with sign. All teachers use a digital communication and assessment tool to record feedback as they are giving it to pupils, commenting on what they have achieved and how well they have done. However, feedback given does not always help pupils with their next steps in learning.

The school gathers a wide variety of information on pupil progression. Staff record detailed information, which they use effectively to monitor pupils' social, emotional and behavioural needs and development. Assessment of pupils' emotional needs is used well to inform next steps in pupil engagement and behaviour. However, the links between academic assessment informing planning and next the steps in pupils' learning are not always clearly evident.

Parents and carers are kept well informed about the progress their child is making in several ways. They value receiving information through a digital communication tool, have regular meetings and reviews and receive emails and phone calls from teachers and support staff. Staff prepare informative end of year reports to parents and carers and provide regular information on their child's progress and next steps in learning.

Care, support and guidance

Woodlands is a very caring and nurturing school. Nearly all staff understand and respond to pupils' additional learning and emotional needs well. They establish trusting working relationships and support pupils sensitively and calmly. Across the school, the consistent use of routines assists in creating an environment that is predictable for all pupils.

The school communicates with parents and carers effectively and recognises the strength of its relationship with them. It shares valuable school information in a variety of ways, for example through its social media platforms, verbal communication and published newsletters. In addition, the weekly café provides opportunities for parents and carers to meet with one another and communicate directly with school staff.

The school creates extensive opportunities for all pupils to develop their cultural awareness. For example, pupils celebrate Diwali, learn about the festival of lights and listen to the story of Rama and Sita. Pupils learning about European day of languages are given the opportunity to sample a selection of food including German meatballs and Swiss chocolate. As a result, pupils develop a beneficial awareness of the diversity within the world around them.

The purposeful emphasis on developing an appreciation of the natural world within the school horticulture and biophilia projects underpins education about sustainability meaningfully as well as promoting pupils' well-being effectively.

The school provides pupils suitable opportunities, through the school council, the healthy schools group and internet safety council, for pupils to take part in decision-making about important aspects of school life. As a result of choices made by the school council, the school has recently offered valuable opportunities for pupils to take part in creative and physical activities after school. However, it is too early to judge the impact of these.

The school has generally sound arrangements to monitor and track pupils' progress, including well-being, attendance and behaviour. These arrangements allow the school to identify successfully where pupils require additional support and intervention. Subsequent interventions may include therapeutic play, emotional literacy and gardening. These are available for pupils who have been identified as having the greatest need. However, the lack of capacity within the therapeutic team impacts on their ability to offer therapy to all.

The school collects and collates information on pupils from a range of sources, including parents and other professionals. This information is used to populate an array of individual plans such as individual education plans (IEPs), communication plans, sensory plans and personal care plans. Strategies are developed and staff are supported effectively in the delivery of these. Further, information is sought from pupils, parents, carers and teachers across a range of areas. This helps the school to provide teachers with robust information about the individual needs of the pupils at admission. However, whilst these documents contain very valuable information this is not always used effectively enough to inform teaching and planning for progress.

Woodlands has a comprehensive and beneficial transition programme for new pupils to the school, which supports them well in adapting to their new environment. This includes the creation of a virtual reality tour of the school, which can also be played as a game by potential pupils.

The school provides worthwhile information and guidance regarding options as pupils begin to consider their next steps. Close links with local colleges, workplaces and other agencies enrich the provision in this area and strengthen transition arrangements from the school. For example, the school has excellent links with a project that places pupils in meaningful work experience placements. The school works successfully with the project to ensure that the pupils' personalities, skills and interests are matched well to their placements. Pupils gain valuable experience in applying and being interviewed for placements. As a result, a very few pupils over the past two academic years have had successful internships in a local hospital, taking on roles within information services, catering and laboratory work. This project offers valuable vocational experiences and develops pupils' social skills and raises confidence levels successfully.

The school places a strong emphasis on ensuring that pupils are safe. It provides staff and pupils with relevant, appropriate information on how to keep themselves safe in all situations across the curriculum. The school's arrangements for the safe recruitment of staff are sound. All staff are aware of the safeguarding arrangements within the school.

Leadership and management

The head of school demonstrates clear leadership, clarity of thinking and resilience. Since being removed from special measures in 2018, the school has continued its improvement journey.

To meet the changing and increasingly complex needs of pupils, leaders have implemented a programme of wholesale change. There have been significant changes in the staff team with new colleagues joining the school in permanent leadership, teaching and teaching assistant roles. The traditional secondary school model where pupils move from class to class has been replaced. There are now smaller class sizes where pupils are generally taught by one teacher and pupils are grouped according to their ability as opposed to their age. The curriculum offer has been developed also. These arrangements are appropriate and contribute to generally high levels of pupil engagement in lessons and enjoyment in school.

All staff have clear roles and responsibilities and work effectively as a team. However, oversight of curriculum delivery and planning is not rigorous enough.

The school supports the well-being of all its staff very effectively. For example, email "shout outs" are used where staff publicly thank and congratulate others for their work and support. A guardian angel scheme is in operation where staff are assigned anonymously to a colleague. The guardian angel provides messages of support and encouragement and rewards their colleague with small gifts. Where appropriate, more formal support is offered, for example through coaching and mentoring provided by leaders to the input of a psychologist who, in addition to offering one to one support, runs reflective sessions for groups of staff.

The culture at Woodlands is one that focuses on the continued reflection, enquiry and evidence based professional learning to inform practice. This contributes well to the school's universal vision of "learning for living".

The improvement priorities at Woodlands are based on a generally secure understanding of the school's strengths and areas for improvement. Senior leaders and staff track progress diligently, not only in relation to actions undertaken but also in relation to the impact of those actions. The school has developed a successful culture of reflection and improvement. This is supported well by leaders to enhance provision and well-being.

Working with colleagues in the federation and beyond, including PGCE students at a local university, senior leaders from the school have shared their developing expertise in understanding and managing pupils' behaviour. Over time, staff have become acutely aware of triggers and pupils are supported in changing undesirable behaviours into more appropriate ones, for example engaging in messy play.

Both the school and the federation provide staff with a very useful range of professional learning opportunities. These link well to the priorities of the schools, individual staff members and federation. For example, because of the whole school approach to developing staff understanding of pupils' behaviours, there have been no restrictive physical interventions at the school over the past three years. The adopted approach has also contributed to the calm environment at the school.

Staff are provided with worthwhile opportunities to become associate leaders. They develop sound knowledge, understanding and skills of school leadership, which prepare them well for future leadership roles. More recently, leaders across the federation are supported to gain a deeper understanding of both their own and others leadership traits and characteristics.

Staff are both supported and encouraged to undertake enquiry projects. As a result of studying the extent to which pupils engage socially and their defence mechanisms, the school has introduced sessions, throughout the day, where pupils have choice in activities such as drawing, having time to themselves and watching relaxing videos. Pupils, over time, become better at regulating and understanding their emotions and are better prepared for learning.

Overall, arrangements to evaluate the impact of professional learning on teaching and learning are in the early stages of development.

The school makes appropriate use of the pupil development grant to support the emotional needs of identified pupils.

The school continues to be affected by staffing shortages but manages this to the best of its ability.

Over the past three years the Western Learning Federation has developed a generally clear vision supported by highly ambitious strategic aims. However, the federation does not always articulate stated actions with precision. At times they are jargonistic and unclear.

The federation and the executive headteacher are supported very well by a chair of governors and governing body who are highly invested in the vision for the federation and its schools. They are passionate and generally use their skills well in supporting and challenging the executive leadership team. However, not all governors are fully aware of the aims and priorities of the federation. In addition, a few are not sufficiently aware of spending decisions.

The governing body's duties extend across the three schools. Members of the governing body are advised suitably on the work of the three schools by the executive headteacher and the heads of school. Heads of school, where appropriate, present to governors on the work of their school and sit on the governing body in an observer capacity. In part due to the increase in responsibility of the governing body and restrictions following the pandemic, the extent to which governors visit each school informally, meet pupils and staff is infrequent and this limits their understanding of each of the three schools.

The executive headteacher has established a series of valuable systems and structures to ensure that the governing body make informed decisions. Systems and oversight of finances, for example, across the federation, are strong. However, core budget deficits are predicted for each of the schools. The federation has recently increased its leadership capacity and, as a result, the contribution that each school makes to funding the federation has increased, which further limits the resources available to the three schools. The long-term viability of the federation is unclear.

The professional learning offer for staff is enhanced by strong partnerships with external providers. In addition, the development of in-house trainers and collaboration across the federation in areas such as positive approaches to behaviour support training. This is having a positive impact on the work of schools. The professional learning offer for leaders has also been strengthened.

The federation has undertaken a thorough analysis of the funding it receives and has been successful in gaining an uplift in the core budgets for each of the schools. As a result of this activity, other special schools in the authority have benefited also.

The federation and the schools have strengthened links with a range of partners that provide highly valuable and essential services to both pupils and staff. For example, the federation has well-developed plans to commission services from the local health authority to extend provision, where appropriate, across the three schools.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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/carers 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, to listen to them read 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
- visit a broad sample of classes, 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 (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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