



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

A report on

**Ysgol Maes Garmon
Conway Street
Mold
CH7 1JB**

Date of inspection: December 2019

by

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

About Ysgol Maes Garmon

Ysgol Maes Garmon is a designated Welsh-medium secondary school for pupils from 11 to 18 years old. The school was last inspected in January 2013. In November 2016, the school became part of the formal 'Cwlwm' federation with Ysgol Gynradd Gymraeg Mornant, under one operational headteacher and one governing body. However, in September 2018, the role of operational headteacher of the federation was abolished and there was a return to the system of two separate headteachers within the federation arrangement. Ysgol Gynradd Mornant now has an acting headteacher, and the headteacher of Ysgol Maes Garmon has been in post since 2010. There is also one deputy headteacher, three assistant headteachers and an additional learning needs co-ordinator on Ysgol Maes Garmon's senior leadership team.

The school is situated in Mold and is maintained by Flintshire local authority. The school serves towns and villages across Flintshire. Ten point four per cent (10.4%) of pupils live in the 20% most disadvantaged areas in Wales.

There are 532 pupils on roll, including 67 in the sixth form. This is fewer than at the time of the last inspection, when there were 558 pupils, including 105 in the sixth form. Eight point eight per cent (8.8%) of pupils are eligible for free school meals, which is lower than the national percentage for secondary schools of 16.4%. Fourteen point eight per cent (14.8%) of pupils are on the school's special educational needs register, which is lower than the national percentage of 22.5%. Two point four per cent (2.4%) of pupils have a statement of special educational needs, which is similar to the national figure of 2.2%.

Twenty six per cent (26%) of pupils come from Welsh-speaking homes and 97% speak fluent Welsh. The school has "immersion" provision for a group of pupils in Years 7 and 8 who have transferred from English-medium primary schools, to enable them to be taught through the medium of Welsh in the main stream. Very few pupils come from ethnic minority backgrounds. No pupils speak English as an additional language.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Ysgol Maes Garmon is a close-knit, caring community, in which a strong emphasis is placed on supporting pupils to ensure that they develop as respectable citizens. The headteacher, staff and governors work effectively to ensure that pupils benefit from Welsh-medium education, beneficial support and broad learning experiences within the local community.

A majority of pupils make appropriate progress in their subject skills and literacy and numeracy skills. The very few pupils who are new to Welsh-medium education make strong progress in their linguistic ability through the immersion provision in Years 7 and 8.

Most pupils enjoy coming to school and behave respectfully towards teachers and their peers. They are extremely welcoming and polite towards visitors, and work well with teachers and other adults in the community.

Most teachers know their pupils well and foster a valuable working relationship with them. Arrangements for supporting pupils with special educational needs are an exceptional feature of the school's work. In a majority of lessons, teachers plan suitable tasks that develop pupils' subject, oracy and number skills appropriately. However, due to shortcomings in teaching, pupils, particularly those who are more able, do not make as much progress as they could.

Leaders understand their roles well and are wholly committed to the school. There are regular management meetings to discuss important aspects. Although leaders at all levels use data suitably to analyse pupils' performance, they do not give detailed and frequent enough consideration to pupils' standards in lessons and in their books, in order to evaluate the effect of their work.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

Recommendations

- R1 Improve standards in skills in key stage 4 and for pupils who are eligible for free school meals
- R2 Improve the quality of teaching
- R3 Strengthen provision for skills, particularly numeracy and ICT
- R4 Improve leadership at all levels, particularly leaders' ability to ensure high levels of accountability and their ability to evaluate the effect of provision correctly
- R5 Reduce the financial deficit

What happens next

The school will produce an action plan that shows how it will address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

Overall, a majority of pupils at Ysgol Maes Garmon make appropriate progress in their subject skills and their literacy and numeracy skills during their time at the school. However, a minority of pupils, particularly those who are more able, do not fulfil their potential.

In a very few lessons, many pupils make very strong progress in their subject skills and oracy. These pupils choose challenging tasks, contribute extensively to class discussions, and explain their views intelligently and eloquently. They make very sound development in their thinking skills. For example, in Welsh lessons, pupils provide a mature and intelligent explanation of how they are able to relate to the poet, Hywel Griffiths, in his sonnet, 'Ofn'. They work enthusiastically to consider powerful adjectives that describe people's feelings when facing frightening situations.

In many lessons, a majority of pupils make suitable progress in their subject knowledge. They recall previous work appropriately and, on the whole, build on their learning suitably by the end of the lesson. However, in a very few lessons, pupils make limited progress in their literacy and numeracy skills, and they do not make sound enough development in their thinking skills or when working independently.

The very few pupils who attend the immersion provision make strong progress in their Welsh linguistic skills. They build effectively on their vocabulary and understanding of syntax and grammatical rules. As a result, they develop the ability to communicate effectively quickly. For example, Year 8 immersion pupils speak confidently when discussing environmental issues, and make suitable use of subject-specific vocabulary.

In a few lessons, pupils make strong progress in oracy. In these lessons, they contribute effectively to class discussions, provide extended answers and explain their views clearly, by giving valid reasons for their opinions. For example, during registration, younger pupils discuss political manifestos and justify their views confidently and enthusiastically. In other lessons, a majority of pupils listen closely and respectfully to the teacher and their peers. On the whole, they respond appropriately to oral tasks, for example when discussing which country in sub-Saharan Africa is most developed and why in their geography lessons. However, there are too many cases where pupils give brief and superficial answers.

Overall, many pupils find facts, gather information and understand meaning successfully when reading an appropriate range of texts. In a very few cases, pupils make strong progress in their higher-order reading skills, such as identifying particular features in text, such as persuasion. In history lessons, pupils evaluate the usefulness of sources about Al Capone's career successfully. However, pupils across the range of ability do not make consistent enough progress in their higher-order reading skills, such as analysing, reasoning and coming to a conclusion.

In Welsh and English, a majority of pupils write fluently. They have an appropriate grasp of subject-specific vocabulary, for example 'ahimsa' and 'ailymgnawdoliad'

(reincarnation) in religious education lessons. A few more able pupils have rich vocabulary and express themselves clearly by using a good range of adjectives and idioms. For example, they create successful descriptions when portraying a bully, by making purposeful use of adjectives to create living pictures. However, many pupils across the range of ability make frequent spelling and grammatical errors in their written work. As a result of lack of opportunities in a few subjects, pupils do not make consistent enough progress in writing at length.

A majority of pupils develop their number skills appropriately in relevant subjects. They produce graphs correctly by using axes and keys suitably. They use the four number rules confidently, for example when calculating the number of particles in an atom in chemistry lessons and when solving how much exercise is needed to burn calories in physical education lessons. A majority of pupils develop data-handling skills suitably by drawing and interpreting climate graphs and calculating population density in geography lessons. However, many pupils' ability to use their number skills successfully in everyday situations is limited, for example when using the exchange rate from dollars to pounds.

A majority of pupils develop suitable information and communication technology (ICT) skills in a narrow range of subjects. For example, they create a database in order to analyse fitness tests in physical education and use apps to practise oral and written work in French. However, pupils do not develop their ICT skills increasingly across all subjects.

A majority of pupils develop their thinking and problem-solving skills suitably in a few subjects. For example, they make beneficial use of mind maps to develop their knowledge, such as when considering the features of volcanoes in geography lessons. In science lessons, pupils analyse facts by making purposeful use of a Venn diagram to summarise the features of cells.

Overall, pupils' performance at the end of key stage 4 is similar to that of pupils in similar schools in a majority of indicators. Although their performance has varied over time, boys' performance in the main indicators in 2019 was lower than that of boys in similar schools. The performance of pupils who are eligible for free school meals does not compare favourably with the performance of this group of pupils in similar schools. In 2019, performance in the skills challenge certificate was higher than that of similar schools.

The number of pupils who complete their sixth-form courses is high. Overall, sixth-form pupils make similar progress to pupils with similar starting points.

Wellbeing and attitudes to learning: Good

Most pupils take pride in the fact that they belong to the close-knit family and community of Ysgol Maes Garmon. They enjoy their experiences at school and treat their teachers and peers with worthy respect. They are extremely welcoming and polite towards visitors.

Most pupils feel safe at school and know whom to approach if they need support or advice. Many pupils feel that the school deals well with any rare cases of bullying or harassment.

Most pupils arrive at lessons punctually, settle quickly and apply themselves to tasks without fuss. Many show positive attitudes towards their work, and listen carefully and respectfully to their teachers and peers. They concentrate effectively and persevere with determination when faced with difficulties in their work. However, a few pupils lose focus or show a lack of motivation at times. On the whole, many pupils work appropriately in pairs or groups when given an opportunity to do so. A majority of pupils work independently successfully.

Most pupils have a sound understanding of how to stay healthy through diet and exercise. Many take advantage of a range of valuable sports and fitness activities enthusiastically, such as girls' cricket, cross-country running and swimming. High percentages of pupils participate enthusiastically in the wide variety of community and arts activities. For example, pupils contribute significantly to the annual Christmas concert in a church in Mold town centre, and organise a party and entertainment for elderly people in the area.

A significant number of pupils take part in a wide range of local activities. Many take pride in their community and volunteer to pick litter in the town as part of the 'Spring Clean' campaign. The whole school works on local history projects, which have a positive effect on local people. In doing so, they develop empathy and awareness of moral values. For example, pupils improve their understanding of the effects of war on individuals and the local community by questioning and socialising with veterans from the armed forces. Pupils also develop valuable social skills by coming to understand the detrimental effects of isolation on the older community.

A few pupils undertake leadership roles and responsibilities successfully, for example by contributing to the school forum and the eco committee. These groups have an appropriate effect on school life. For example, they have influenced the content of the behaviour support policy and supported the process of establishing a breakfast club. Pupils are also principled in campaigning to reduce the use of plastic in the canteen.

Many pupils develop successfully as ethical, knowledgeable and tolerant citizens. They make a valuable contribution to local and national charities, for example 'Awyr Las', the National Health Service charity in north Wales, and a local cancer charity. Sixth-form pupils show valuable emotional maturity and sensitivity by mentoring and supporting younger pupils in their voluntary role as 'Peer Listeners'. They provide beneficial help and support to Year 7 pupils in developing their life skills and social skills.

Teaching and learning experiences: Adequate and needs improvement

In the very few lessons in which pupils make excellent progress, teachers plan very effectively to ensure that pupils make very strong progress in their literacy and subject skills. They work energetically to introduce rich vocabulary and subject terminology, and they enable pupils to complete challenging and beneficial tasks successfully. They structure their lessons purposefully in order to build consistently on pupils' skills, knowledge and experience, and to ensure progress. In these lessons, teaching has a very suitable pace, which ensures robust participation from pupils.

In most lessons, teachers manage their classes effectively. They have a supportive and constructive working relationship with their pupils, and know them very well. They have a sound understanding of their subject. In many lessons, teachers provide purposeful resources that support learning. They deliver and direct clearly, and support pupils effectively as they complete tasks individually and in small groups.

In a minority of lessons, learning objectives focus clearly on developing pupils' knowledge, skills and understanding, and teachers use a variety of suitable methods to achieve this. These include direct teaching, and exercises that encourage working in pairs and groups successfully. They plan stimulating activities to promote thinking skills, and set initial 'Tasgau Tanio' (starter tasks) to stimulate learning.

In a minority of lessons, there are very few opportunities to develop higher-order reading skills and extended writing skills. In these lessons, teachers over-direct learning and set too many short, unchallenging tasks. As a result, they do not allow enough time for pupils to discuss and develop their ideas in enough detail, either orally or in writing. Teachers in these lessons have a tendency to talk too much and do not make enough use of pupils' work to model good work.

A few teachers use questioning skilfully to broaden pupils' understanding and encourage them to think further. However, too often, teachers ask short, closed questions, which only allow them to check pupils' understanding. Overall, many teachers provide beneficial comments on pupils' work. In the best cases, comments are purposeful and guide the pupil to make improvements. Pupils respond appropriately to these teachers' comments. In other examples, comments are too superficial or complimentary, and do not succeed in improving pupils' subsequent work robustly enough.

The school's curriculum is suitable and builds appropriately on pupils' experiences from key stage 2. Overall, the school provides an appropriate curriculum for pupils in key stage 4 and the sixth form. However, leaders do not evaluate the curriculum regularly enough to ensure that provision meets all pupils' needs and aspirations. For example, there are few opportunities to pursue occupational courses in key stage 4.

The school works closely with partner primary schools to organise suitable transition activities, which enrich pupils' learning experiences in a few subjects. Valuable activities are organised to ensure that pupils settle successfully at the school, such as annual residential trips to the Urdd centre at Llangrannog for pupils in Year 6 and Year 7. The school has beneficial links with local employers, such as Airbus, Toyota and Shotton Paper Mill, which have ensured successful learning pathways for pupils over a number of years.

The school provides highly effective immersion provision for pupils from English-medium primary schools who transfer to the school in Year 7. By providing inclusive and purposeful lessons, teachers ensure that non-Welsh-speaking pupils acquire the Welsh language successfully. By the time they reach Year 8 or 9, they all join mainstream classes and follow the curriculum completely through the medium of Welsh. This is an excellent feature.

One of the school's strengths is the provision of a wide range of valuable cultural opportunities that enrich pupils' learning experiences. This includes a comprehensive programme of beneficial sports and arts activities, for example Mandarin lessons, a popular history club, a classical music club and an art club. All pupils are given an opportunity to compete and perform in local and national Eisteddfodau, sports and music activities, and in choral competitions of a high standard, such as the Côr Cymru competition.

Local and foreign educational visits contribute effectively to the curriculum and pupils' experiences. For example, interesting foreign trips are organised to France and Italy by the modern foreign languages and history departments. Pupils are given valuable opportunities to gain the John Muir environmental award by undertaken voluntary work in the Bala area.

The school's arrangements to promote Welshness and nurture pupils' Welsh language skills are a strong feature. Valuable opportunities are ensured for pupils to use the Welsh language outside the classroom, through weekly activities in the school's branch of the Urdd and residential visits to the Urdd centres in Glan-llyn in Year 8 and Cardiff in Year 9.

On the whole, there are appropriate opportunities to develop pupils' literacy, numeracy and thinking skills in lessons and during registration periods. There are suitable opportunities for pupils to develop numeracy skills in a minority of relevant subjects across the curriculum. There is appropriate support for pupils with weak skills, for example through the "Mêts Darllen" (Reading Mates) scheme, and there are appropriate arrangements to evaluate the effect of these programmes. However, planning to develop pupils' literacy and numeracy skills increasingly across the curriculum has not been developed sufficiently, and provision is not coherent across the curriculum. For example, there are not enough opportunities across the curriculum for pupils to transfer their mathematical skills in a variety of contexts and solve everyday arithmetical problems. There are not enough opportunities to ensure that more able pupils make strong progress.

Provision to develop pupils' ICT skills is developing appropriately. Recently, leaders have begun to plan a suitable variety of opportunities jointly to develop pupils' ICT skills for many departments. However, there are not enough opportunities for pupils to make increasing progress in their ICT skills across the school.

Care, support and guidance: Good

Ysgol Maes Garmon is an extremely caring and close-knit community that provides a safe environment for its pupils. All of the school's staff uphold the importance of the Maes Garmon family ('teulu Maes Garmon').

Provision for pupils with special educational needs is one of the school's strengths. The school has effective procedures to identify pupils' needs at an early stage, and provide them with beneficial interventions. Care within the 'Hwb' centre ensures excellent support for the wellbeing, personal development and progress of vulnerable pupils. Support staff provide these pupils with valuable support in their lessons. The school responds positively to pupils' difficulties and tailors its provision purposefully to meet their needs. Individual education plans for pupils with special educational

needs are useful documents that include suitable strategies to meet their needs. The school tracks and reviews the progress of these learners against their targets effectively. The school works closely with a wide range of external agencies to provide valuable support for these pupils.

There is a comprehensive programme of effective interventions in order to support pupils with poor basic skills and those with emotional, behavioural or social needs. The school helps and supports the most vulnerable pupils highly successfully through the work of the heads of year, the pupil support officer and peer listeners from the sixth form. Leaders work highly effectively with a wide range of external agencies to support pupils. This includes the school nurse, the child and adolescent mental health service, the counselling service and child support organisations, such as Action for Children and Barnardos. As a result of this valuable support, nearly all pupils remain in school until the end of key stage 4 and move successfully to the next step. This is a strong feature.

The school has rigorous processes to track pupils' attendance, and leaders work effectively with parents and the welfare officer. As a result, the school maintains good attendance rates.

Recently, the school has strengthened its whole-school progress-tracking system. However, over time, the use of academic progress-tracking information has not been rigorous or incisive enough to ensure that the performance of pupils who are in danger of underachieving is identified correctly early enough. As a result, the school's processes have not had a positive enough effect on maintaining standards.

Overall, the school communicates appropriately with parents. They receive a 'Record of Progress' and report on pupils' work at the end of the year. Reports provide a clear picture of pupils' commitment, identify their strengths and provide appropriate targets in order to make further progress.

The school has positive arrangements to promote and develop pupils' ability to make sensible choices in terms of a healthy lifestyle. The school is committed to a school health research network scheme, which has led to useful improvement plans in the areas of drinking and substance misuse. The school's work with the NSPCC's protect and respect project develops the confidence and resilience of vulnerable pupils effectively.

There is a purposeful and rich timetable of lunchtime and after-school activities for pupils, including art clubs, a history club and an eco club. The school provides many activities to promote fitness and encourage pupils to make choices that have a positive effect on their wellbeing. These opportunities are open to everyone. The history club is a strong feature that provides invaluable opportunities for pupils to strengthen their awareness of the importance of researching the history of the local area. An example of this is a visit to important hubs in the history of the Mold riots, and listening to a presentation from a local historian.

The school supports pupils' moral and social development well through the registration periods, specific lessons and assemblies. However, arrangements to ensure beneficial opportunities for pupils to reflect meaningfully on their own beliefs and values, and those of others, are not robust enough. The school organises

suitable personal and social education days every term, by using the expertise of external agencies to present key information. These include beneficial sessions on cyberbullying, and racial and religious tolerance. The peer listeners' group provides opportunities for younger pupils to share experiences and concerns in relation to issues such as sexting, healthy relationships and self-image with pupils from the sixth form.

The school provides beneficial advice and guidance for pupils as they transition from one stage to the next, including guidance on course and career choices. The school makes productive use of links with local universities and employers. These links provide beneficial support to pupils, which helps them to prepare for further education and adult life.

The school's safeguarding arrangements meet requirements and are not a cause for concern.

Leadership and management: Adequate and needs improvement

As part of the leadership team within 'Ffederasiwn Cwlwm', the headteacher of Ysgol Maes Garmon has a clear vision that is based on maintaining a caring and inclusive secondary school within a familial and supportive Welsh environment. She is a wise leader and an eloquent communicator, who shares her vision robustly with staff, governors, pupils and parents. Her vision is embraced by nearly all members of staff and permeates all of the school's work. The headteacher is highly respected within the school community and her support for staff and pupils is unfailing. There is a strong sense of team spirit among all members of staff, and a strong aspiration to support pupils in order to ensure that they enjoy and benefit from Welsh-medium education and wider learning experiences. High expectations are set in terms of behaviour, attendance and participation in school life. As a result, leadership has had a positive effect on standards of wellbeing over time.

The roles and responsibilities of the headteacher and the senior leadership team are defined clearly and distributed appropriately, and lines of accountability are clear. There is a specific calendar and a structured agenda for meetings at all levels, and they focus suitably on important aspects, such as standards and the quality of provision. There are regular meetings between heads of department and their line managers, in addition to departmental meetings. Although responsibilities are identified in these meetings, action points and completion dates are not clear enough. As a result, this reduces leaders' ability to hold staff to account for their work.

Overall, leaders at all levels use data suitably to analyse pupils' performance. However, they do not give detailed and regular enough consideration to pupils' standards in lessons and in their books, in order to evaluate the effect of their work. They do not give enough attention to the performance of groups of pupils, such as boys, girls, pupils with special educational needs and those who are eligible for free school meals. As a result, leadership has not had a robust enough influence on a minority of performance indicators at the end of key stage 4 and in the sixth form, over time.

Most middle leaders know their departments well and ensure that they are given beneficial support. For example, newly appointed teachers, or newly qualified teachers, are given valuable support. Many departments work together effectively to plan lessons and resources jointly. However, there is not enough consistency in the way in which middle leaders hold their departments to account for their work.

The school has responded appropriately to national priorities, such as reducing the effects of poverty. This has had a positive influence on the attendance of pupils who are eligible for free school meals, over time, and on the valuable support for pupils with emotional, social and behavioural difficulties. However, the performance of pupils who are eligible for free school meals does not compare favourably with the performance of this group of pupils in other similar schools over time.

The governing body is very supportive of both schools within 'Ffederasiwn Cwlwm'. They act passionately to ensure Welsh-medium education in Flintshire. The role of governors as critical friends is developing suitably.

The school has an appropriate programme of quality assurance activities. Leaders at all levels gather suitable evidence, including lesson observations, scrutiny of pupils' work, and performance data. These processes ensure that leaders have valid evidence of standards and the quality of teaching and assessment within their departments. However, leaders' use of this information, and the quality of evaluation, are too varied. A majority of leaders do not have a sound enough grasp of strengths in teaching and areas for improvement. In a majority of cases, their observations are superficial and focus too much on compliance with policies and guidelines, rather than the effect of teaching on pupils' progress, standards and skills.

The school seeks the views of groups of pupils on teaching and learning, occasionally, but this aspect has not been developed in full. The school does not seek parents' views often enough when planning for improvement.

The whole-school improvement plan includes suitable priorities that focus on raising standards, improving education, developing the new curriculum, and leadership. Departmental improvement plans reflect the school's priorities appropriately and include valid actions. However, actions do not include measurable and clear targets. This limits the ability of leaders and stakeholders to evaluate progress.

The school ensures that staff at all levels are given valuable opportunities to develop professionally. Leaders provide useful opportunities, through in-service training sessions and learning community meetings, to share good practice in teaching and learning. This is beginning to have a positive effect on classroom practices. Careful support is given to teachers who need to improve their practice.

The school has appropriate performance management arrangements for teaching staff. Suitable targets are set which respond to the school's priorities, departmental priorities and personal learning needs. However, targets are not challenging or specific enough to enable leaders to evaluate performance. There is not a clear enough link between performance management targets and professional learning and raising standards. On the whole, the school deals appropriately with staff underperformance.

The business manager and headteacher monitor expenditure in detail. Governors also ensure that funding is used appropriately. Since 2014, the school has recorded a significant financial deficit. The school has implemented a deficit reduction scheme, which is licensed appropriately by the county.

Although the school's ability to undertake extensive refurbishment is limited, the buildings are in good condition. The school uses its pupil development grant purposefully to improve the attendance and participation of pupils who are eligible for free school meals.

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, 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 the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- 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' wellbeing, 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)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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