



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

**A report on**

**Ysgol Gyfun Gymraeg Plasmawr**

**Pentrebane Road  
Fairwater  
CF5 3PZ**

**Date of inspection: January 2023**

**by**

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

**This report is also available in Welsh.**

## About Ysgol Gyfun Gymraeg Plasmawr

Name of provider	Ysgol Gyfun Gymraeg Plasmawr
Local authority	Cardiff Council
Language of the provider	Welsh
Type of school	Secondary
Religious character	
Number of pupils on roll	1155
Pupils of statutory school age	937
Number in sixth form	218
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Secondary is 20.2%)	12.1%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Secondary is 17.8%)	4.5%
Percentage of pupils who speak Welsh at home	46.5%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/01/2023
Date of previous Estyn inspection (if applicable)	01/10/2014
Start date of inspection	30/01/2023

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

Ysgol Gyfun Gymraeg Plasmawr is a close-knit community in which the school motto, '*Parch, Parodrwydd, Perthyn*' ('Be respectful, Be prepared, Belong'), is central to everything. The pastoral care and support the school provides for pupils is a notable strength. As a result, most pupils feel safe, are polite and are well behaved. Many develop to be mature citizens.

The sixth form plays a key role in school life. Sixth form students lead clubs for younger pupils and a number of forums that support pupils to develop their understanding of tolerance, equality and fairness. A notable example of this is the '*Newid Ffem*' group, where sixth form pupils support the school's younger girls in a variety of ways. Overall, sixth form pupils make strong progress in their academic studies.

The new headteacher has a clear vision for the school and, in a very short time, has identified the main strengths and areas for improvement. Leaders across the school provide high levels of support for staff and effective leadership in terms of provision for well-being and additional learning needs (ALN). Governors provide strong support and undertake their role as a critical friend appropriately. However, leadership of teaching and learning is not effective enough. Leaders do not evaluate the quality of teaching or provision for skills incisively enough, as they do not give enough consideration to the effect of provision on learning. As a result, they do not identify in sufficient detail the specific aspects that need to be improved in these areas. Leaders also do not hold those they lead sufficiently accountable for their work.

The school provides a balanced curriculum that is enriched by the valuable partnership with other Welsh-medium secondary schools in Cardiff. The school's work for the Curriculum for Wales is developing appropriately. It has worked suitably with parents, staff, pupils and primary schools in the cluster to create a clear vision that is based on ensuring pupil well-being, developing their values and providing learning experiences that build on previous learning.

Most teachers foster positive working relationships with their classes and, in a majority of lessons, pupils make secure progress in their subject knowledge. Many pupils have positive attitudes to learning. However, in a minority of lessons, the quality of teaching is not good enough and the quality of assessment and feedback for pupils is inconsistent. Overall, pupils develop their skills appropriately. However, provision for skills is not co-ordinated well enough, particularly provision to develop pupils' digital and numeracy skills across the curriculum.

There is a strong culture of safeguarding within the school, but a few health and safety issues were brought to the attention of the school during the inspection.

## **Recommendations**

- R1 Improve the quality of leadership in specific areas and ensure that leaders and staff are held accountable for their work.
- R2 Strengthen self-evaluation processes and ensure that provision is evaluated according to its effect on learning.
- R3 Improve the quality of teaching and feedback where they are not effective enough.
- R4 Strengthen provision to develop pupils' skills progressively.
- R5 Address the health and safety issues that were raised during the inspection.

## **What happens next**

The school will draw up an action plan to show how it will address the recommendations. Estyn will review the school's progress.

Estyn will invite the school to prepare case studies on its work in relation to well-being provision and the leadership role of sixth-form pupils, to be disseminated on Estyn's website.

## Main findings

### Learning

In a majority of lessons, pupils, including those with additional learning needs (ALN), make sound progress in their subject knowledge and understanding. They recall previous learning appropriately and apply it to new situations. In a few lessons, pupils make swift and strong progress, but in a minority of cases where teaching is not effective enough, pupils do not make sufficient progress.

Many pupils contribute sensibly to class or group discussions and a majority are enthusiastic in their responses. Many listen attentively and contribute in turn, but a minority turn to English when discussing with each other in the classroom. A majority have robust oracy skills and convey their ideas clearly, explaining and justifying their views with evidence. A minority give extended responses and convey their opinions maturely, for example when explaining why 12 minutes are the same as one fifth of an hour. Many pupils have sound vocabulary in Welsh and English and use subject terminology appropriately. However, a minority have limited vocabulary and find it difficult to express themselves in Welsh, using English words or phrases in the middle of sentences. In a minority of cases, the teacher does not ensure that pupils respond in sentences or ask them to extend their responses.

When reading, many pupils locate information confidently and extract information well to develop their subject understanding. They deal with a variety of reading texts suitably. Many are able to combine evidence from a range of sources to come to sensible conclusions, for example when evaluating interpretations of Lloyd George in history lessons. A majority of pupils analyse texts sensibly and read between the lines competently, for example when interpreting parts of the novel 'Heroes' in English. A few pupils analyse reading texts superficially and too mechanistically.

Many pupils organise their written work logically by using paragraphs correctly and constructing suitable sentences. A majority have sound vocabulary in Welsh and English and a few have rich, sophisticated vocabulary. However, a minority of pupils make regular spelling errors and a few make elementary and careless linguistic errors. A few do not always complete their work and the presentation of their work is untidy. A majority of pupils write suitably in a range of genres, for example when writing the monologue of a girl who works in a factory. A few adapt their writing skilfully for different purposes. For example, more able pupils show confidence and creativity when writing a paragraph to describe life in a dystopian world in their English lessons and use sophisticated terminology when writing.

A majority of pupils have a sound grasp of number concepts and use them confidently to make calculations. A minority have very strong number skills. For example, these pupils select the necessary information and use their understanding of a variety of number concepts when calculating the cost of a holiday abroad. However, pupils do not apply their number skills at a suitable level of challenge across the curriculum often enough. As a result, a minority of pupils are not confident when applying their numerical skills to new contexts. A minority of pupils also do not have a sound enough grasp of basic number concepts and have difficulty making mental calculations.

Many pupils develop their shape and measuring skills appropriately. They convert confidently between Fahrenheit and Celsius and, in their science lessons, they calculate the distance from a storm by knowing the speed of sound and the time between lightning and thunder. They calculate area and volume correctly and show a good understanding of composite measurements, such as velocity and population density. Many pupils have suitable data analysis skills. They draw graphs correctly and analyse data that is displayed in different forms to come to sensible conclusions. For example, in their humanities lessons, they calculate the average income per capita in different countries and interpret their results.

In their information technology lessons and in the few opportunities across the curriculum, pupils develop their digital skills appropriately. For example, they find error in codes in their computer science lessons and use more extended aspects of spreadsheets to create a geometric quiz in their mathematics lessons.

Many pupils have sound thinking skills. In their science lessons, pupils consider how the digestive system increases the surface area of food molecules so that enzymes can break them down more easily. In their drama lessons, pupils evaluate and analyse their performances successfully and suggest suitable improvements. Many demonstrate appropriate physical skills, for example when performing a handstand in gymnastics lessons. Overall, pupils develop their creative skills suitably. A few show exceptional creative skills in their technology and art work, for example when studying the methods of Salvador Dali and creating pieces inspired by his work. They use different media skilfully to convey interesting ideas.

Many sixth form pupils express their views skilfully and eloquently both orally and in writing and have polished and correct vocabulary. Overall, sixth form pupils make strong progress in their skills and subject knowledge. They recall previous knowledge and understanding strongly and apply this skilfully to new situations. For example, they are extremely intelligent and mature in their interpretations of the poems of William Blake or the life and poems of Dafydd ap Gwilym. Many show sound thinking skills, are able to think flexibly and challenge themselves and each other to extend their contributions and deepen their understanding.

### **Well-being and attitudes to learning**

Most pupils play a prominent and valuable part in the familial and supportive ethos at Plasmawr. They show a clear commitment to the school's values, namely 'Be respectful, Be prepared, Belong.'

Most pupils feel safe and enjoy school life. Many do not feel that they are bullied and feel that the school deals well with any cases. They are aware of the help and support available to them if they have any worries. As a result of assemblies and well-being lessons, many are aware of the importance of staying safe online.

Most pupils behave in a civilised manner around the school during break time, lunchtime and in the corridors. They are welcoming and polite, are willing to talk to visitors and behave well in lessons, showing respect and mature attitudes when listening to their teachers. A majority of pupils have mature social skills.

Many pupils show resilience when they face a challenge and they have good independent learning skills. They concentrate and persevere with their learning. In many cases, co-operation and interaction between pupils is very good, particularly in group work or in pairs, for example when discussing the main climate features of a monsoon in geography lessons. However, a minority turn to English when discussing in their lessons and show a lack of care towards the presentation of their work.

Many pupils participate in a rich range of extra-curricular activities. This includes musicals, choirs, a jamming club, jazz bands and sports such as dance, weightlifting and outdoor pursuits. They also enjoy attending residential courses and various trips that promote their learning, for example to Llangrannog and Glan-llyn residential centres, skiing and history trips and the Duke of Edinburgh Award.

A high proportion of pupils develop very valuable leadership skills through the 'School Senedd' and leadership groups. There is a strong emphasis within the school on participation groups, such as '*Merched Mentrus*', '*Bechgyn Bonheddig*', '*Balch*', '*Digon*' and the eco council. The work of the '*Newid Ffem*' pupil group is notable, as they work to improve the environment in the toilets by supervising them during break time and lunchtime and offering period products and advice to the school's younger girls. Nearly all of these groups are led enthusiastically by pupils, which is a powerful feature. This raises their peers' awareness of issues such as equality, rights, respecting diversity, inclusion and LGBTQ+ issues.

Sixth form pupils demonstrate extremely positive attitudes to learning. They work together maturely and productively in small groups and pairs. They are very friendly and eloquent and play a key part in supporting and implementing the familial ethos at Plasmawr. They communicate in a polished manner and play a prominent part in leading, promoting and holding activities, clubs and groups for their younger peers. They contribute fully to the life and community of the school and act as mentors and well-being coaches to their peers based on purposeful training. Most are enthusiastic about their studies and are proud to study through the medium of Welsh.

### **Teaching and learning experiences**

In most lessons, teachers create a homely atmosphere and there are beneficial working relationships between staff and pupils. In these lessons, useful practices have been established over time, which ensures that pupils settle to work quickly and maintain their concentration. Many teachers have sound subject knowledge and provide attractive resources. They give clear instructions and explain concepts effectively.

In a majority of lessons, teachers plan effectively for learning, think carefully about the progress they would like pupils to make and model their expectations. They ensure that activities are cohesive, build on each other and provide a suitable level of challenge for pupils. These teachers ensure a suitable balance between the time the teacher spends presenting and the time that is available for pupils to work independently or in small groups.

Many teachers are good language models who feed subject terminology to pupils and expand their vocabulary. However, a few teachers are not careful enough in their

use of language. They have a tendency to use English phrases or words in the middle of Welsh sentences.

In a few lessons, teaching is of an exceptional quality. In these lessons, teachers use their subject knowledge and knowledge of the pupils to challenge them to the best of their ability. They plan stimulating activities that build on each other logically and ensure that pupils make exceptional progress in their subject knowledge and skills. These teachers give lively presentations and explain complicated concepts skilfully, ensuring that pupils understand each step. They question pupils probingly and encourage them to find the answers independently. These teachers adapt teaching skilfully according to the progress made by pupils.

In a minority of lessons, there are shortcomings in teaching that limit the progress made by pupils. These shortcomings include a lack of challenge, repetitive tasks, worksheets or booklets that have not been planned carefully enough and therefore limit pupils, and presentations that are too lengthy and limit the time that pupils have to work. In these lessons, teachers do not model their expectations well enough.

In a few lessons, teachers do not plan carefully enough to guide pupils through challenging subject concepts sensibly and logically. These teachers do not address pupils' misconceptions in a timely enough manner.

Many teachers monitor pupils' progress closely by walking around the classroom. They provide useful oral feedback to help pupils to complete their work and address pupils' misconceptions in a timely manner. Many teachers question pupils skilfully to monitor how well they recall information. Where appropriate, teachers use assessment strategies that allow them to see the responses of all pupils and use this information to identify pupils' misconceptions. However, only in a minority of cases do teachers question pupils probingly to deepen their understanding and develop their oral skills.

Overall, the quality of feedback that pupils give on pupils' work is inconsistent. In a minority of best practice, teachers identify the strengths and areas for improvement in pupils' work. They provide specific advice on how pupils can develop their subject understanding further and how they can improve their literacy skills. These teachers provide valuable opportunities for pupils to improve their work and ensure that pupils respond purposefully to feedback. However, too often, the advice that teachers give is not diagnostic enough or they do not ensure that pupils act on feedback to improve their work.

The school provides a balanced and inclusive curriculum that meets the needs of nearly all pupils across the age range. A wide range of academic and vocational courses is provided in key stage 4 and the sixth form. The range of courses that are available in the sixth form has been expanded through effective co-operation with the two other Welsh-medium secondary schools in Cardiff. Through courses such as additional mathematics in Year 11 and extra-curricular provision, there are valuable opportunities to stretch more able pupils. For the most vulnerable pupils, the school works with external providers to provide a valuable alternative curriculum. Through this and the strong well-being support, there are very few cases of pupils being removed from the school role in key stage 4. The school works effectively to raise



pupils' ambition and support them to make decisions in line with their career aspirations.

Senior leaders have a clear vision for the Curriculum for Wales that has been produced jointly with stakeholders and is based firmly on promoting the school's values and ensuring that experiences bring learning to life for pupils. Staff work carefully with the primary schools in the cluster to ensure that the curriculum builds beneficially on pupils' previous learning.

This year, the school has planned appropriately to prioritise the development of pupils' oral and reading skills. Skills co-ordinators have begun to work suitably with departments to identify opportunities to develop literacy and numeracy. Overall, there are appropriate opportunities for pupils to apply their oral, reading and writing skills across the curriculum. In relevant subjects beyond mathematics, there are a few opportunities for pupils to apply their number skills at a basic level. However, there are not enough valuable opportunities for pupils to develop their numeracy skills at the appropriate level. To help pupils who need more support with literacy and numeracy, the school has a suitable programme of interventions. There are currently no purposeful opportunities outside the digital technology subject for pupils to develop their advanced digital skills across the curriculum. Overall, provision to develop pupils' skills is not developed cohesively across the curriculum to ensure appropriate progress in learning.

The school's arrangements in key stage 3 to develop pupils' emotional and social skills are comprehensive. In health and well-being lessons, daily reflections and weekly assemblies, pupils are given beneficial opportunities to consider and appreciate diversity. A strong feature of this is the way in which groups such as '*Merched Mentrus*', '*Balch*' and '*Digon*' do innovative work in promoting equality. These groups are led by pupils and are very active in developing understanding of tolerance based on religion, race, sexuality and women's rights.

There are appropriate schemes to promote Welshness and encourage the use of the Welsh language through various activities such as challenge days, '*Radio Plasmawr*' and the work of the '*Tafod*' group. However, staff do not always implement the principles of the school's Welshness scheme consistently enough.

Pupils' learning experiences are enriched through a wide range of extra-curricular activities, for example sports clubs and practises, artistic performances and cultural trips.

### **Care, support and guidance**

Ysgol Plasmawr is a caring and inclusive community that supports the emotional and social needs of pupils well. Ensuring pupils' well-being is a clear priority at the school. Staff in the 'Progress and Well-being Team' and the ALN department have comprehensive knowledge of pupils' needs and have succeeded in forging a close and supportive relationship with them. They work closely with each other to support the emotional, social and behavioural needs of specific pupils, ensuring that they are ready to learn and get the most from school life. The school has re-structured the 'Progress and Well-being Team' purposefully following the challenges faced after the lockdown period to better respond to pupils' needs. The role of the counsellor, the

attendance officer, the welfare and inclusion officer and the learning coaches make a valuable contribution to the success of well-being provision.

The school has strong pastoral systems. Clear communication between this team and the remainder of the staff means that staff are equipped purposefully to ensure a comprehensive knowledge of pupils. There is an effective system for tracking attendance. There are purposeful interventions to deal with absences.

The ALN team has a thorough understanding of the needs of pupils with ALN and provides them with specific, beneficial support. The school has prepared appropriately to meet the requirements of the Additional Learning Needs and Education Tribunal Act. Individual education plans provide detailed information about pupils' needs and include specific targets. There is a useful training programme of various strategies for teachers and assistants to support specific pupils in the classroom. The 'ALN Team' uses a number of sources to review its provision for individual pupils regularly and adapt according to the pupil's needs. The school has effective procedures to identify pupils' needs at an early stage through the strong pastoral transition process. For example, staff attend Year 5 and 6 reviews to forge a link with families and help pupils to settle.

The school responds positively to the requirements of different cohorts of pupils and tailors its provision carefully to meet their needs. In the 'ALN Support Hub', pupils of all ages work together effectively to develop their life skills successfully in a safe and stimulating environment. Pupils who attend the 'Well-being Class' receive purposeful support and feel safe. Here, pupils have access to varied and suitable provision to support them to deal with their emotions and cope with everyday life. For example, they are given responsibility for money and shop for ingredients before the catering lesson.

The 'Progress Area', in which the 'Progress and Well-being Team' is located, provides a haven for pupils and the refuge, care and support that are provided there promote their confidence and positive attitudes towards their work. The school provides a host of interventions, in addition to alternative approaches, such as music and art therapy, to improve pupils' emotional well-being. Here, pupils who are affected by socio-economic deprivation benefit from practical support, for example the opportunity to have breakfast in the mornings under the '*Brecwast Maeth*' scheme, to recycle subject textbooks and receive a second-hand school uniform, where necessary. The school works closely with various external agencies to provide high quality personal support for pupils. These include children's services, the nurse and the police liaison officer.

The school promotes pupils' spiritual, moral, social and cultural development well. This is done through assemblies, reflection sessions during registration periods and the comprehensive PSE programme.

Detailed arrangements to ensure the safety of pupils have led to a strong culture of safeguarding within the school. Staff and governors receive regular, beneficial training in this area and, as a result, they have a good understanding of their roles. There are robust arrangements for recording and referring safeguarding or child protection issues. Leaders use relevant information from various sources effectively to identify vulnerable pupils and ensure that they monitor the well-being of these

pupils carefully. However, health and safety issues were brought to the attention of the school during the inspection.

## **Leadership and management**

Since being appointed in January 2023, the new headteacher has communicated his vision clearly and sensibly to the school community. His aim is to create a school with a Welsh environment that is inclusive, safe, happy and caring and where pupils and staff can thrive and meet their full potential. Leaders place a strong emphasis on the well-being of pupils and staff. They provide them with high levels of support and promote a familial and caring culture.

The headteacher is supported firmly by the deputy headteacher. Although the senior management team work well together, responsibilities across the leadership team overlap. This causes confusion and prevents leaders from addressing and improving teaching and learning and holding people to account for their work.

Overall, middle leaders understand their roles in supporting and caring for pupils and promoting a culture of safeguarding. Arrangements for middle leaders to meet their area leaders to discuss relevant issues are appropriate and nearly all members of staff feel that they are valued and supported by leaders. Leaders and staff have a comprehensive programme of meetings to share information and discuss aspects of the school's work. However, meetings focus too much on operational issues at the expense of strategic planning. As a result, this limits the ability of leaders to ensure accountability.

The school's performance management systems are not effective enough. Objectives are not incisive enough and monitoring and evaluation arrangements are not robust enough. Arrangements have also not included observing full lessons during the last two years. This process does not have the detail and rigour needed to drive improvements in the classroom. As a result, leaders do not hold staff to account effectively enough for the provision they offer to pupils.

Leaders give suitable attention to national priorities. There is a strong emphasis on addressing the effect of poverty on pupils who are eligible for free school meals or pupils from low-income homes. Valuable training has been provided to help staff better understand the side effects of poverty and deprivation on pupils' attainment and well-being, and how to respond better to emotional and behavioural issues. Leaders have created additional new jobs to address well-being issues, such as a well-being and inclusion officer and learning coaches. On the whole, the school is preparing productively to implement the Curriculum for Wales. Strategic planning to develop pupils' Welshness and their appreciation of Welsh heritage is a part of the school's organisation, but leaders have not ensured that it is implemented consistently enough. Strategic leadership to develop skills has not been successful enough.

Leaders communicate effectively and forge a productive relationship with parents. They send regular letters to parents with updates about arrangements and the school's work. The school celebrates pupils' successes well through newsletters and posts on social media.

The school has a calendar of reasonably appropriate self-evaluation activities that include learning walks according to specific themes and opportunities for leaders to scrutinise pupils' work. Gradually, leaders are reintroducing the routine of full lesson observations. Leaders at all levels analyse performance data beneficially and use this to plan improvements to provision in their areas of responsibility. In a short period of time, the new headteacher has identified the school's main strengths and areas for improvement very quickly. Leaders have a strong grasp of the effect of the well-being support the school provides for pupils and they plan beneficially to strengthen this aspect of their work continuously. However, leaders at all levels do not evaluate teaching in light of its effect on the progress made by pupils. The system of conducting learning walks according to specific themes has also prevented leaders from gaining a complete picture of the strengths and areas for improvement. As a result of these shortcomings, leaders do not have the full evidence that they need to plan incisively for improvement.

The school provides a very wide range of opportunities for staff to develop their awareness of current issues that derive from research. Members of staff also share their expertise and experiences while trialling specific educational techniques in the weekly 'Breakfast Club'. There are also opportunities to attend courses that are relevant to them following the performance management process. The school also provides valuable opportunities for teachers to work with other departments and staff in other schools to develop the curriculum. However, because leaders are not completely clear about the specific weaknesses in provision, the professional learning programme is too generic.

Governors are very supportive of the school. There is a suitable structure of sub-committees and meetings to share information about the school's work. Governors are knowledgeable about a number of aspects of the school's work, including safeguarding and funding. However, they do not have a strong enough overview of their role in promoting healthy eating and drinking.

The headteacher, business manager and governors manage expenditure carefully. They make purposeful use of grants, including the Pupil Development Grant, to support the needs of pupils from disadvantaged backgrounds. However, they do not evaluate the effectiveness of this scheme rigorously enough.

## 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/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

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

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

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

## Copies of the report

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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