



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

A report on

Ysgol Nantgwyn

**Llewellyn Street
Penygraig
Rhondda Cynon Taf
CF40 1HQ**

Date of inspection: April 2023

by

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

About Ysgol Nantgwyn

Name of provider	Ysgol Nantgwyn
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	English
Type of school	All Age
Religious character	*
Number of pupils on roll	1070
Pupils of statutory school age	979
Number in nursery classes	49
Number in sixth form	N/A
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in All age schools is 21.6%)	33.6%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in All age schools is 12.7%)	2.0%
Percentage of pupils who speak Welsh at home	0.6%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/11/2022
Date of previous Estyn inspection (if applicable)	
Start date of inspection	24/04/2023
This is Ysgol Nantgwyn's first inspection.	

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

Ysgol Nantgwyn provides strong care, support and guidance where pupils and families are supported to reduce any barriers to their learning. Most pupils feel cared for and valued, and this contributes notably to their confidence and positive attitudes to school. The newly reformed behaviour system ensures that pupils are rewarded for their good behaviour and that any issues around behaviour are addressed in a timely manner. As a result, the behaviour of nearly all pupils of primary age is consistently good and many secondary aged pupils behave well.

Staff work tirelessly to improve the attendance of pupils ensuring they engage with all aspects of school life. While attendance has improved slightly from last year, attendance levels, especially those of specific groups of pupils remain too low. The school supports pupils with additional learning needs (ALN), well with a range of purposeful provision that ensure they make progress from their starting points at the school.

Teachers and support staff throughout the school create and maintain positive working relationships with pupils. This is a notable feature of the school's provision. Teaching is effective in many instances across the school. As a result, many pupils make at least suitable progress in developing their knowledge and understanding as they move through the school with a minority making strong progress. However, overall, the impact of teachers' feedback is variable. In a minority of cases, teachers' feedback does not provide useful enough advice about developing pupils' learning further and these pupils continue to make the same errors.

The school provides a broad, balanced and relevant curriculum that meets the needs of nearly all pupils. Overall, teachers provide suitable opportunities for pupils to apply their literacy skills in work across the curriculum but opportunities to develop numeracy are less developed in subjects other than mathematics.

The headteacher and leaders set a positive tone for the school's work. They nurture a team ethos and promote collaboration across the school effectively. They place the well-being of pupils, staff, and the community at the heart of the school's work. They work diligently to improve key aspects of the school's provision. Generally, evaluation work ensures that leaders at all levels have an accurate overall picture of the school's strengths and areas for improvement. However, this work does not always focus sharply enough on issues relating to pupils' progress in learning. Leaders are developing a culture of professional reflection and of continuous improvement. This is supporting a sense of teamwork and a shared sense of purpose.

Recommendations

- R1 Ensure that teachers' assessment and feedback are consistently effective and lead to improvements in the quality of pupils' work
- R2 Improve attendance, especially that of specific groups of pupils

R3 Sharpen evaluation and improvement processes so that they focus on the impact of the school's provision on pupils' learning

R4 Continue to strengthen opportunities for pupils to develop their numeracy skills in relevant areas across the curriculum

What happens next

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

Main evaluation

Learning

On entry to the nursery and reception class, many pupils' speech and language skills are at or below the level expected. As they move through the school, they make at least suitable progress and a minority make strong progress in improving their skills, knowledge and understanding. A few pupils make more limited progress. This is generally linked to their poor attitudes and lack of willingness to engage with their learning. Most pupils with additional learning needs (ALN), including those in the learning support class (LSC) make at least suitable progress from their starting points. They make the strongest progress in the development of their literacy and personal and social skills.

From an early age, pupils speak appropriately to share thoughts based on their experiences, for example to explain how they think tadpoles will develop and grow. Most listen to and follow instructions well. Many pupils in Years 3 and 4 use their oracy skills well to present their views or to explain the meaning of key topic words, for example to explain the meaning of segregation, assassination, and discrimination.

Many pupils of secondary age listen well to the teacher and peers. When speaking, they share ideas and give valid arguments with supporting reasons. A majority of pupils discuss their work articulately, for example when explaining how a finished piece of artwork portrays the five stages of grief. A few pupils provide perceptive opinions about current affairs, for example when discussing different reasons for a recent commercial space launch. However, a few pupils offer only brief responses to the teacher's questions. Generally, pupils are making suitable progress in their ability to communicate in Welsh. However, they lack confidence when communicating orally in Welsh and, at times, they struggle with their pronunciation of key words.

At a very early age, pupils select stories independently from the book corner and discuss why they might like to choose a specific book. Older primary aged pupils read independently, confidently and with fluency. They identify adjectives within text and suggest sensible alternatives. They decode unfamiliar words effectively, use their voices purposefully and are beginning to use punctuation to inform their expression whilst reading aloud. Many pupils can explain successfully what they

have read about different characters in their class reader, for instance the differences in the appearance of Mr and Mrs Twit. Most Year 6 pupils use their reading skills well to analyse a piece of unfamiliar text such as an extract from the memoir 'Shoe Dog'.

Many secondary aged pupils apply their reading skills well in lessons. They analyse pieces of text effectively, drawing out various features of the writing such as key facts, thoughts and feelings, and positive and negative features of the event. A few summarise complex texts successfully. The majority of pupils synthesise information well from a range of sources. For example, in humanities lessons, pupils successfully gather evidence to compare the differences in the treatment of diseases in medieval and modern-day Britain.

Most of the youngest pupils recognise that marks convey meaning and engage positively in a variety of mark making activities. They refine these skills as they move through reception class where they begin to form letters and words accurately. As they progress through the lower school, many pupils use their writing skills well in their topic work, for instance to evaluate different elements of identity and their influence. By Year 6, many pupils make appropriate progress in developing and using their writing skills and more able pupils develop a good understanding of the purpose of their writing, for example when writing a descriptive piece about a setting from a class novel. They use a broad range of engaging, descriptive vocabulary, spell accurately, vary sentence structure and show a good stamina for writing. However, standards of written presentation are not strong enough.

Many pupils of secondary age write pieces of text with a good degree of accuracy in relation to spelling and punctuation. They also write suitable sentences to provide answers to focused questions. More able pupils use subject terminology with accuracy and write successfully for different purposes and audiences and can write at length when describing and evaluating their work. For example, they use emotive language for a diary extract and a social media post for a person who is suffering from the Black Death. A minority of pupils make many basic errors in spelling and grammar and do not take enough care and pride in their work. A few pupils do not structure their writing appropriately or organise their work into paragraphs and subheadings where appropriate.

Many pupils develop their numeracy skills suitably from an early age. They make good progress developing an understanding of shape and position. A majority explore new problems enthusiastically. For example, Year 2 pupils measure and analyse the amount of rainfall over a period of time. Many Year 5 pupils draw graphs accurately and create digital pie charts to compare the number of casualties in different global conflicts. They use co-ordinates in four quadrants skilfully to find the location of different conflicts on a world map. Most Year 6 pupils apply their knowledge of multiplication and division successfully, for example when they calculate areas of compound shapes.

As pupils move through the secondary phase, they generally make good progress in their mathematical skills. When given the opportunity, they apply these skills appropriately in relevant subjects other than mathematics. Most pupils of secondary age make simple calculations using equations. Many pupils apply four rules of number successfully to solve problems, for example to calculate the water bottle that is best value for money. They display data in tables of their design and work out

averages successfully. Across the school, pupils' ability to plot, draw and analyse graphs is less developed and their work is often inaccurate.

Many pupils develop and use digital skills appropriately. For example, younger pupils present a pictorial story, label parts of a plant and sort materials. Year 6 pupils record news reports applying an appropriate background on a green screen. Many pupils of secondary age create on-line surveys successfully and present the survey results in spreadsheets.

Pupils develop their other skills appropriately as they move through the school. For example, they show creativity in their expressive art lessons when making garments using material and substances. In Year 6, many combine sketched self-portraits with colourful collages featuring newspaper cuttings and paint to create striking artwork. Most pupils are physically active within sessions and at play times. For example, they engage enthusiastically in physical education lessons and when working with large equipment in the outdoor to build shelters. Younger pupils use their thinking skills well when given the opportunity, for example to sort natural and man-made objects, as part of an initial discussion about the Creation.

Well-being and attitudes to learning

Pupils' standards of well-being are a clear strength. There is a strong sense among pupils of being part of the school community. Across the school, nearly all pupils have very strong working relationships with adults and with each other. There are high levels of mutual respect and trust between nearly all members of the school due to the relentless focus on well-being. Nearly all pupils feel cared for and valued, and this contributes notably to pupils' confidence and their positive attitude to school. As a result, pupils are polite and courteous to staff, peers, and visitors to the school.

Most pupils feel safe in school and say they are free from physical and verbal abuse. If they have any problems, they know who to turn to for support. Nearly all pupils have a strong understanding of how to stay safe online and younger pupils understand the dangers of engaging with strangers digitally and recognise the importance of keeping passwords safe.

Many pupils are developing well as ethical, informed citizens, who show empathy and compassion for others and recognise the importance of their rights, and the rights of others. They talk knowledgeably about the United Nations Convention on the Rights of the Child and enjoy opportunities to discuss conflict and diversity during religion, values and ethics lessons, reflection activities and 'Caru Dysgu' lessons.

Many pupils value the opportunities offered to them to participate in a wide range of extra-curricular activities available during and after school. There are high levels of regular participation in activities, which include the Duke of Edinburgh Award, 'All-Stars' sports club and a music club. Although there are opportunities for pupils to participate in leadership roles, many feel that the school does not canvas their opinions or act upon their views well enough.

Nearly all pupils of primary age and many secondary aged pupils behave well. They show respect towards the teacher and their peers and settle down to their tasks swiftly. Overall, the behaviour of older pupils has improved recently with a reduction

in the number of pupils excluded from attending. They have been influential in shaping the new behaviour management system at the school and now respond well to it. However, a few pupils do not show suitable behaviour in class.

Across the school, pupils work well together in pairs and small groups. The consistently positive collaboration between pupils during learning activities is a notable feature. In the lower school, for example, pupils collaborate well when solving mathematics problems or when building houses for the three little pigs. In the upper school, pupils discuss maturely in small groups, for example when considering the process of polymerisation in their chemistry lesson.

Many primary aged pupils are ambitious and embrace challenge in their learning experiences when working in classes or in the outdoors. They are keen to progress and describe purposefully how the pathway points motivate them and instil in them a sense of aspiration. Most of these pupils enjoy their time at school. Many secondary aged pupils show positive attitudes towards their activities and show appropriate perseverance to complete tasks. A few pupils lack resilience in lessons. They struggle to maintain their concentration for extended periods and are averse to giving their best. As a result, they do not make as much progress as they might.

Most pupils listen to and respond well to verbal feedback from adults. However, their response to written feedback is less effective. This is due to variability in the quality of feedback provided. Pupils do not always know what they have done well and what steps they could take to improve their work.

Whilst whole-school attendance has improved slightly compared with last year, the attendance of a few specific groups of pupils is notably lower than that of their peers.

Teaching and learning experiences

Teachers and support staff throughout the school create and maintain positive working relationships with pupils. This is a strong feature of the school's provision. They manage pupils' behaviour well, intervening sensitively and effectively when incidents of low-level disruption occur.

Most teachers demonstrate sound subject knowledge, and model language appropriately. They plan and deliver sequences of lessons that promote progress effectively. The principles that underpin foundation learning are used well by teachers in the lower school. The provision for nursery and reception pupils includes an appropriate balance of child and adult guided activity. In the best examples, staff skilfully identify teachable moments as pupils explore and play. In many sessions across the school, teachers provide clear instructions at the start, and introduce tasks in a manner that engages pupils well. They use an appropriate range of teaching methods to keep pupils focused. They ensure that there is a suitable pace to the learning.

Many teachers ask purposeful questions in lessons. They encourage pupils to extend their responses, or to reframe answers. In the most effective cases, they ask probing questions and provide pupils with enough time to consider their responses and to answer. They check that pupils have understood instructions prior to pupils starting a task. Teachers demonstrate a passion for their subject or communicate with a sense

of enthusiasm that inspires all the pupils. They ensure that activities in lessons meet the needs of all the pupils. For example, they use subtle techniques to adapt the tasks for pupils working at different levels. However, a very few sessions include undemanding tasks that do not challenge pupils sufficiently or the pace of learning is too slow. In these sessions, a few pupils become restless or disengaged. Overall, teachers' expectations regarding the presentation of pupils' work are not high enough.

Across the school, teachers provide pupils with suitable verbal feedback. Most circulate the class beneficially during sessions, providing pupils with appropriate encouragement and assistance. Overall, the impact of teachers' feedback is variable. In the strongest examples, pupils enrich the content and quality of their work in light of feedback. For example, in English lessons, Year 8 pupils use more mature expression when refining the opening paragraph of a horror story. In a minority of cases where teachers' feedback is less useful, pupils continue to repeat common punctuation and spelling errors, and they receive insufficient advice about developing their work further. Teachers track pupil progress suitably across the school. They refer consistently to the school's 'pathway points' assessment system during sessions, although the impact is inconsistent. In the best examples, they engage in meaningful discussion to help pupils understand how their tasks link with the pathway points and what they need to do to work towards the next stage.

Overall, teachers provide suitable opportunities for pupils to apply their literacy skills in work across the curriculum. For example, pupils in Year 5 and Year 6 write extended pieces in their topic books on a regular basis. On the whole, teachers do not provide enough meaningful opportunities for pupils to apply their numeracy skills in relevant subjects other than mathematics. They provide pupils with appropriate opportunities to develop digital skills across the school. However, there are very few opportunities for pupils to develop their Welsh language skills outside designated Welsh lessons.

The school provides a broad, balanced and relevant curriculum that meets the needs of nearly all pupils. The school has clear processes to implement, develop, review, and amend provision for Curriculum for Wales. Teachers of nursery pupils through to Year 8 plan stimulating themes referred to as 'Caru Dysgu' effectively. They provide beneficial opportunities for pupils to influence what and how they learn. Teachers provide purposeful opportunities for the youngest pupils to learn in the outdoors. For example, pupils experiment with shaving foam that they use as cement to build houses for the three little pigs. Pupils of all ages benefit from opportunities to learn a modern foreign language.

The school's curriculum for older pupils provides valuable opportunities for them to develop knowledge and skills in a broad range of subjects. This includes courses such as accredited qualifications in hair and beauty, engineering and psychology. Learning experiences meet nearly all pupils' individual needs and the school makes beneficial adaptations to the curriculum where appropriate. For example, specific groups of pupils access gardening sessions, sports leadership opportunities and practical construction sessions run by the school and in conjunction with the local authority youth engagement and participation service (YEPS). In a few instances, the provision for small groups of pupils with emotional, behavioural, and social needs does not focus strongly enough on helping them to develop their skills.

Through well-being sessions, staff deliver effective personal and social education, which promotes healthy lifestyle choices across the school. As a result, pupils discuss themes such as substance misuse and euthanasia in a mature and responsible fashion.

The school enriches the curriculum with a wide range of activities that take place after school and during lunch times. These activities include a piano club, lacrosse club and skateboarding. Staff also enrich the curriculum by holding specific themed weeks such as a successful STEM week that raises the profile of the subjects and fires pupils' enthusiasm. Staff provide valuable support for older pupils when considering the next steps in their learning and future careers, including making effective connections with a nearby school with a sixth form and offering valuable advice through Careers Wales.

Teachers identify valuable opportunities for pupils to develop an understanding of Welsh culture and language in their work across the curriculum. For example, pupils in Year 6 create colourful drawings of the local community inspired by the artist Martyn Evans. In Year 8, pupils discuss old photographs of mining families setting off on holiday in the 1980s, as part of their work on 'postcards'. Pupils receive beneficial extra-curricular opportunities to celebrate Welsh culture, for example by competing in the school Eisteddfod and attending Cymru national football team matches.

Teachers make effective use of the local area to enhance pupils' learning. For example, pupils benefit from opportunities to visit the Royal Mint whilst learning about enterprise and visit the Senedd whilst learning about the theme of 'Change'. Staff plan appropriate opportunities for pupils to learn about the diverse nature of Wales and the wider world.

Care, support and guidance

Ysgol Nantgwyn is a very caring and inclusive community, which places the emotional well-being of pupils at the heart of everything it does. Staff deliver effective individualised support for pupils through a comprehensive and well-organised system. Pupils who receive this support feel valued and accepted. For example, all pupils have access to the 'Safe Haven' for advice and support and are well supported by the specialised staff on a wide range of safeguarding issues. The school uses a range of information to identify pupils' needs. They monitor, evaluate and adapt the effectiveness of their provision to support pupils' individual needs. For example, the solar bench project in collaboration with YEPS has provided a valuable learning experience for pupils who have challenges around engaging with their learning.

Pupils with additional learning needs (ALN) receive suitable and individualised support from a caring and nurturing team of staff. The additional learning needs co-ordinator (ALNCO), along with other members of the team, reviews their provision regularly and adapts it according to the individual needs of the pupils. For example, additional literacy provision supports pupils who have difficulties in the acquisition of basic literacy skills well. The ALN team has made suitable progress with transitioning to the new ALNET, and they effectively apply a person-centred approach to all their work. They involve pupils, parents and outside agencies effectively to plan pupils' next steps in learning. Staff track and monitor the progress of pupils with ALN

suitably. They know their pupils well and use this information purposefully to ensure that additional provision is tailored to meet the needs of these pupils.

Staff at the Learning Support Class (LSC) provide pupils with support that is carefully matched to their needs. Staff listen carefully to pupils' views and take them into account in both daily and longer-term planning. Teachers are provided with useful one-page profiles of pupils and a wider suite of supporting information including effective strategies. As a result, staff know the LSC pupils and their families very well. The class provides a safe place for the pupils at various points in the week, and staff are always on hand to welcome pupils throughout the day who are unable to remain in their mainstream class. This supports pupils to stay in school and helps prevent class-based issues from escalating. As a result, attendance of LSC pupils is high and exclusions this year are low.

The school's support for pupils and their families to reduce the impact of poverty on educational attainment and well-being is a notable strength of the school. Staff carefully identify pupil and family needs and adopt a range of supportive and sustainable strategies to improve their attainment and well-being. For example, the school works effectively with external partners to provide pupils with cooking skills that produce healthy meals for the 'Nantgwyn Pantry' where pupils and their families can donate and receive food and household essentials.

Provision for pupils' moral and spiritual development is suitable. Whole-school assemblies, form time sessions and work in well-being lessons enable pupils to have opportunities to consider and reflect on a range of moral values such as diversity, respect, and equity for all.

The school is beginning to provide suitable opportunities for pupils to influence the life of the school. For example, they contributed to evaluating and changing lunchtime activities and influencing the revised behavioural policy. The pupil leadership group is beginning to share their views with the governing body.

The school promotes good attendance well and adopts a range of strategies to monitor and address poor attendance. For example, staff track attendance effectively and support families beneficially to address the issues around poor attendance. However, the attendance of a few small groups of pupils remains lower than that of their peers.

The new school behaviour system is used effectively by staff and well understood by pupils. The system addresses behavioural issues in a suitable restorative manner and promotes good behaviour through a beneficial rewards system.

The school successfully upholds a strong culture of safeguarding that permeates all its work. The school's processes and systems for ensuring pupils' well-being and safety are robust and comprehensive. A large safeguarding team works closely together to ensure that any concern is dealt with swiftly and effectively. It works well with external agencies to co-ordinate responses to any concerns. All staff receive the appropriate training for safeguarding pupils and on preventing radicalisation. Staff at all levels understand their roles and importance in keeping pupils safe and know how to raise concerns with designated persons in the school. Pupils know who to turn to if

they require support and staff regularly check on the well-being of pupils known to be vulnerable.

Leadership and management

The headteacher provides assured and constructive leadership. She has developed a team of staff that work collaboratively to address the school priorities and meet the needs of the school community. Staff are beginning to thrive within this positive culture and contribute with increasing confidence to school improvement work.

In general, the senior leadership team has a clear understanding of their roles and responsibilities. They provide effective support for the headteacher. Together, they identify and address improvement priorities appropriately. They focus much of their energy on addressing the issues that matter most. These include improving behaviour, attendance, developing teaching and learning, and providing effective support for pupils' well-being.

Leaders gather a wide range of information to evaluate its current position. They consider and use the views of pupils appropriately, for example to improve the behaviour management system at the school. Generally, evaluation work ensures that leaders at all levels have an accurate overall picture of the school's strengths and areas for development. Middle leaders support the strategic direction of the school's work appropriately. They use monitoring information to make suitable adaptations to whole school strategy. However, when monitoring the effectiveness of provision at the school, leaders do not always evaluate sharply enough the impact that teaching has on pupil progress. Over time, there has been a tendency to try to address too many improvement priorities at the same time. In a few instances, targets for improvement have not been clear enough.

Leaders have developed and are beginning to embed a culture of professional reflection and of continuous improvement. This is supporting a strong sense of teamwork and a shared sense of purpose. A thoughtful and varied range of professional learning activities contribute well to the school's improvement process. These include opportunities for whole staff collaboration to improve aspects of teaching and learning, for example to develop a shared understanding of the needs of pupils across the school. The school's role as a lead school for initial teacher education provides valuable opportunities for staff to develop their coaching and mentoring skills. There are suitable arrangements to manage the performance of staff. These support school improvement appropriately.

Leaders focus appropriately on addressing national priorities. Work to create a curriculum that reflects the ethos of Curriculum for Wales whilst meeting the needs of the pupils is developing well. The school has taken a range of purposeful steps to mitigate the impact of poverty and improve the attainment and well-being of pupils who face social disadvantage, for example by offering targeted support for pupils and their families. Staff show a determined commitment to help pupils who are in need, for instance by raising money and working with the local community to sustain the Nantgwyn pantry and to fund educational visits. Leaders also ensure a strong culture of safeguarding across the school. They are beginning to focus on raising the profile of the Welsh language and culture and the implementation of ALNET.

Governors are proud of the school and have a broad awareness of aspects of the schools' priorities. For example, they fully support the school's work on reducing the impact of poverty on pupils' progress and experiences and ensuring that the school promotes healthy eating and drinking. Their work as a critical friend is at an earlier stage of development.

Since her appointment, the headteacher alongside the finance manager and governors have worked industriously to ensure that the budget is stable, and that spending is reviewed carefully and planned responsibly. The school makes purposeful use of funding such as the Pupil Development Grant to support the well-being and achievement of pupils eligible for free school meals. However, over time, leaders have not evaluated the effectiveness of the use of this grant robustly enough.

The headteacher and other leaders communicate effectively and build productive relationships with parents. This includes regular updates on school guidance and procedures. The school celebrates pupils' successes well through, for example, a newsletter on the school's website and posts on social media. Additional strategic partnerships, for example with YEPS, are beneficial in providing extra learning opportunities for pupils.

Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

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

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

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

Copies of the report

Copies of this report are available from the school and from the Estyn website (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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