



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

A report on
Whitchurch High School

Penlline Road
Whitchurch
Cardiff
Cardiff
CF14 2XJ

Date of inspection: December 2023

by

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

This report is also available in Welsh

About Whitchurch High School

Name of provider	Whitchurch High School
Local authority	Cardiff Council
Language of the provider	English
Type of school	Secondary
Religious character	
Number of pupils on roll	2450
Pupils of statutory school age	2013
Number in sixth form	436
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 21.2%)	17.4%
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 14.8%)	6.6%
Percentage of pupils who speak Welsh at home	0.2%
Percentage of pupils with English as an additional language	3.4%
Date of headteacher appointment	01/09/2023
Date of previous Estyn inspection (if applicable)	04/01/2016
Start date of inspection	04/12/2023

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

a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Whitchurch High School is a caring and inclusive community where pupils feel safe, and staff feel valued. Although a large school, staff regard pupils as individuals. The school tailors its care, support and guidance effectively and provides a wide range of courses and pathways that meet the needs of nearly all. Support for pupils' well-being and the provision for pupils with additional learning needs (ALN) are significant strengths. Pupils who attend the local authority specialist base, Ty Calon, enjoy school, make strong progress and achieve well.

The recently appointed headteacher, and his senior leadership team are leading the school purposefully through a period of change. While retaining the well-established good practice in many areas of the school's work, senior leaders are enhancing and developing structures and processes to ensure that the curriculum and teaching meets the needs and ambitions of pupils. The school is taking a research-informed approach to these developments, ensuring that the Curriculum for Wales is implemented with care and consideration and that teachers are supported to develop their practice with plentiful professional learning opportunities. However, this work, and recently implemented strategies, for example, to plan for the progressive development of pupils' skills in literacy and numeracy, are at an early stage of development.

Where teaching is strong, many pupils make good progress. These teachers have very good subject knowledge and are skilful in planning successful learning experiences. In a minority of instances, although teachers ensure that pupils make reasonable progress to develop the skills they need to achieve their qualifications, they do not always challenge them well enough to extend their thinking or deepen their learning. Leaders are committed to school improvement and are refining arrangements for evaluating the quality of learning and teaching. However, these processes do not always focus sharply enough on the impact of provision on pupil progress.

Senior leaders work with a strong moral purpose and have developed a range of worthwhile strategies to support pupils and families affected by poverty. This is beginning to have a positive impact on the attendance and achievement of these pupils.

The school is working with the local authority to address a few health and safety concerns discussed during the inspection.

Recommendations

- R1 Continue to work with the local authority to address the health and safety concerns discussed during the inspection week
- R2 Sharpen self-evaluation processes and planning for improvement to focus precisely on the areas that require improvement

- R3 Improve the quality of teaching and use of assessment to meet the needs of all pupils
- R4 Strengthen the provision for and co-ordination of the progressive development of pupils' skills

What happens next

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will work with the local authority to review the school's progress.

Main evaluation

Learning

Many pupils make at least suitable progress in their learning. In lessons where teaching is most effective, many pupils make good progress, particularly when developing their subject-specific knowledge and understanding. A few make strong progress. In a minority of cases, pupils do not make sufficient progress. Often, this is because of shortcomings in teachers' planning. Overall, a majority of pupils do not make sufficient progress in developing their literacy and numeracy skills in subjects across the curriculum. Generally, this is because teachers focus too heavily on preparing pupils for examinations rather than developing their ability to apply their skills, knowledge and understanding in a range of suitable contexts. A majority of pupils make effective and relevant links to prior learning and apply these to new contexts appropriately. For example, in mathematics, pupils use their knowledge of simplifying expressions to help them solve equations, or in English, pupils discuss the relevance of characters' behaviour in literary texts.

In lessons, many pupils listen attentively to their teachers. For example, in modern foreign languages, pupils pay close attention when translating French sentences read aloud by their teacher into English. A majority of pupils are confident and enthusiastic contributors to class discussion. Many pupils express their ideas verbally and give reasons for their answers, such as when discussing gender stereotyping and linking this to the stories of Ariadne and Theseus in Greek mythology. Many develop a wide range of subject-specific vocabulary, for example when providing valuable and precise verbal feedback to one another about their musical performances. However, a few pupils are reluctant to speak in lessons and a minority provide only brief undeveloped responses to teachers' questions.

Many pupils are confident when reading aloud to the class and can do so with appropriate emphasis and expression. Many undertake basic reading activities such as skimming and scanning competently, and they locate and extract facts from a variety of texts successfully. In a few cases, pupils assimilate information from a range of texts to write short paragraphs efficiently and skilfully. They recall information and structure their ideas well, for example, in art when drawing together

the key features of the life and work of Georgia O’Keeffe into a succinct and informative summary. However, in a minority of lessons, pupils struggle to engage with texts. Overall, a majority of pupils do not use a sufficient range of reading strategies to support their learning.

Where teachers provide appropriate support, many pupils write for a variety of purposes and audiences, and generally structure their writing suitably. A few enrich the content and effectiveness of their writing by adopting various techniques and stylistic features that they have encountered in their reading. In a few subjects, pupils’ extended writing is too focused on including information at the expense of applying or refining their writing skills, such as constructing a well-reasoned argument. Across all subjects, a minority of pupils repeatedly make frequent basic errors in their spelling, punctuation and grammar. This includes not using capital letters at the beginning of a sentence or when writing place names. Often this is left uncorrected by teachers.

Many pupils have secure basic number skills. They use the four rules of number confidently and accurately, for instance when working with fractions and when they calculate income tax. Many apply these skills in a range of learning experiences suitably, for example, when estimating the amount of ingredients in a package and comparing this to the amount specified in a recipe. A majority of pupils draw graphs suitably, using correct conventions. When given the opportunity, they describe and analyse their graphs accurately using relevant data to support their explanations well, such as when they analyse velocity time graphs in science. However, too often pupils present poorly drawn graphs, and do not take enough care plotting points or labelling axes. A few pupils apply their skills well in authentic contexts when solving problems. However, in general, pupils do not develop or apply their numeracy skills progressively across the curriculum.

Many pupils employ a suitable range of digital skills well in a variety of relevant contexts. In computing lessons, pupils develop their knowledge of coding and programming successfully. Older pupils make pertinent choices when using software to enhance their work, for example when manipulating digital photographs to communicate meaning, or selecting applications to create original compositions in music.

When given opportunities, many pupils develop their creative skills confidently. In art, drama and music for example, they develop a wide range of increasingly sophisticated approaches to design, make and perform with skill and imagination. Where skilful teaching encourages pupils to develop their thinking, many demonstrate effective problem-solving or make creative links. For example, in Welsh they consider connections with other languages to consolidate their learning, or in science they predict how enzymes impact the flow rate of pectin.

Many pupils develop their physical skills well in sport and fitness lessons, for example, when practising body control and balance to create sequences of movement in gymnastics. In a suitable range of subjects, pupils refine their fine motor skills, for example when practising the careful handling of apparatus during experiments.

In Welsh lessons, many pupils demonstrate accuracy when pronouncing new vocabulary and most hold short conversations in Welsh in pairs or groups. Many pupils' written Welsh is generally of a good standard for their age and ability, although a minority make careless errors. A minority of pupils structure extended paragraphs in Welsh effectively, for example when Year 10 write opinion pieces on the importance of opportunities to learn Welsh.

Most pupils in the local authority specialist classes (LASC), Tŷ Calon, make strong progress in line with their individual targets. They develop their literacy, numeracy, creative and life skills very well in a range of authentic contexts. They work successfully towards achieving relevant qualifications.

In the sixth form, many pupils make very good progress in their skills, knowledge and understanding. Overall, they are interested in and committed to their chosen courses and apply themselves well to their studies. They communicate clearly and with maturity both verbally and in writing. Many express their ideas articulately, for example in English lessons when discussing their thoughts on 'The Handmaid's Tale' and how the author may have been influenced by other texts.

Well-being and attitudes to learning

Many pupils at Whitchurch High School enjoy school. Most feel respected and forge positive working relationships with staff and pupils alike. They feel safe and valued as individuals. Most pupils speak highly of the support they receive from their teachers and progress teams and are confident in seeking help if they have any concerns.

Pupils appreciate the wide range of inclusive opportunities they have to take on leadership roles and responsibilities. Through membership of the six school improvement groups, pupils have started to become involved in all aspects of school improvement.

The majority of pupils feel that the school listens to their views, for example when developing the vision for the curriculum. Pupils have a positive impact on school developments, notably the establishment of the new rewards' system.

Through their involvement in a wide range of charitable work, such as the donation station, pupils develop well as ethical citizens. Pupils' participation rates are high in a wide range of extra-curricular opportunities that help them become healthy, confident individuals, in particular girls' football, youth choir and a drama club have become increasingly popular.

In lessons, most pupils behave well and show respect towards their teachers and peers. They engage readily in learning with their peers and, when given the opportunity, many work independently. Pupils' ability to work with persistence and resilience in a few subjects such as physical education and design and technology is a strength. Many pupils are confident to talk about their work and progress. When given opportunities to work in small groups and in pairs, most pupils communicate effectively with their peers and listen to one another carefully. A majority of pupils show pride in their work which is well presented.

When moving around the school, nearly all pupils interact respectfully with staff, peers and visitors. They behave well at break and lunchtimes and are courteous to staff. Many pupils are eager to engage with their studies and most arrive promptly to lessons.

Most pupils have positive attitudes to learning. Their enthusiasm for learning Welsh is particularly notable. Most pupils are supportive of each other and interact in a considerate and mature manner. Pupils' behaviour in Tŷ Calon is exemplary, and they speak warmly about how much they love coming to school.

Pupils' enjoyment of school is reflected in their attendance. Between the academic years 2018-2019 and 2022-2023, the school's rate of attendance fell by a smaller amount than that seen nationally. Last year it was well above that of similar schools, although it remains below pre-pandemic levels. The attendance of pupils eligible for free school meals is above the national average and the gap between boys' and girls' attendance is minimal.

Teaching and learning experiences

Nearly all teachers have positive working relationships with their pupils, they know their pupils well and establish a caring working environment. Most teachers have secure subject knowledge and support pupils well to develop their use of subject terminology.

The majority of teachers plan a range of appropriate activities which engage pupils suitably and build on previous learning. They provide an appropriate level of challenge and model work well to ensure that pupils understand the requirements of the task and the expected standard of work. Many teachers provide clear instructions and explanations.

A few teachers with excellent subject knowledge enthuse pupils and contextualise learning well. They plan their lessons with a clear focus on what pupils need to learn and adapt their lessons skilfully to suit different pupils' needs. These teachers engage pupils effectively through a variety of activities including intriguing introductions to the lesson, clear links to prior learning and proficient modelling. In these lessons, activities and resources are used effectively to enhance and extend pupils' learning. These teachers ensure pupils work independently and provide useful structures to support them to do so.

In a minority of lessons, teachers do not always consider pupils' learning well enough when planning activities. In these instances, teachers provide only limited opportunities to develop pupils' skills, or plan tasks which limit pupils' independent learning and thinking. For example, they provide overly structured worksheets, ask pupils to complete repetitive activities or require them to copy from the board. These teachers do not always consider the needs of pupils with different abilities. They do not provide sufficient challenge or the necessary support to ensure that all pupils make the expected progress or deepen their knowledge and understanding. In general, they do not have high enough expectations of what pupils can achieve. A few teachers do not use classroom management strategies effectively, for example, they do not always challenge pupils when they are off task, or they allow pupils to talk whilst they are speaking.

Most teachers make regular use of suitable questioning techniques to check pupils' knowledge and understanding. They circulate the class encouraging pupils to work, providing reassurance, and developing their confidence. A minority of teachers use questioning techniques skilfully to probe pupils' understanding, and in the best examples they address pupils' misconceptions well. A minority of teachers make effective use of strategies such as mini whiteboards to monitor pupils' progress and understanding.

A minority of teachers provide helpful written feedback which identifies clearly how pupils can improve their work. They pose useful questions for pupils to respond to or give them further questions to practise or improve their understanding. In a few instances, teachers provide pupils with valuable opportunities to improve their work. However, too often, teachers are overly generous in their praise.

In Tŷ Calon, teachers and support staff develop warm and caring relationships with pupils. They provide a wide range of purposeful experiences which are highly effective in preparing pupils for their next steps in learning.

The school has designed a strong vision and a set of principles for developing Curriculum for Wales through 'The Progression of Alex', which illustrates its aims for a Whitchurch High School pupil. This provides a valuable structure, looking at a pupil's progress journey through the new curriculum up to 2029. The school has consulted with key stakeholders, including pupils, staff, parents and carers during its curriculum design process. However, there has been limited work done with partner primary schools to share this vision and in developing the continuum of pupils' skills. The school has taken a strong, research-led approach, testing different models of cross-curricular working and has evaluated the strengths of their approaches before implementing the curriculum from September 2023.

Leaders have recently taken a more strategic approach to plan the progression of skills across the curriculum. The work to support pupils' oracy skills is having a positive impact within subjects such as physical education, drama, music and art. However, provision to develop pupils' skills across the curriculum, particularly in literacy and numeracy is underdeveloped.

There is a suitable approach to developing pupils' appreciation of Welsh culture through a variety of activities, including celebrating Shwmae Day and Dydd Miwsig Cymru and preparing for the Bronze Siarter Iaith Award. Overall, outside of Welsh lessons, opportunities to use and promote the use of Welsh are limited.

The school provides a well-balanced and inclusive curriculum that meets the needs of nearly all pupils across all key stages. All pupils are provided with comprehensive support and guidance to make informed decisions on their future studies and pathways, supported by school staff, local employers and academic institutions. The support and opportunities they provide for sixth form pupils who are applying for their next steps in education, employment and training is a notable strength. The school offers a wide range of academic courses in Key Stage 4 and the sixth form, and is developing its provision of a broader range of vocational courses to meet the needs of all pupils suitably. The school has widened the curriculum offer at post-16 through successful partnership with two other Cardiff secondary schools. For the most vulnerable pupils at Key Stage 4, the school works successfully with external

providers to provide a valuable alternative curriculum. There is a strong and worthwhile array of extra-curricular and sporting opportunities. These include sports clubs, a rights respecting club, the young playwrights' festival, membership of the chamber choir and knitting club.

The school has recently reviewed and relaunched its 'Relationship, well-being and health' provision. This beneficial well-being programme has been carefully designed to create an age-appropriate curriculum. This is delivered successfully to all pupils during a well-being lesson and pupils are directed to consider weekly themes during reflection time at the end of each school day. The school has trained all tutors to deliver the programme and has recently created teams to ensure continuity and positive experiences for the pupils. Across the curriculum, pupils also have worthwhile opportunities to learn about the history and experiences of Black, Asian and Minority Ethnic communities. Furthermore, they develop their understanding of equality and diversity well through a range of valuable opportunities such as the 'Rights Respecting' and LGBTQ+ clubs.

Care, support and guidance

Underpinned by a warm and caring ethos, Whitchurch High School provides a high level of care, support and guidance for its pupils and staff. As a result, most pupils feel safe, and staff feel valued. The school fosters an inclusive ethos based on positive relationships and respect. All members of the school community take pride in the part they play in the life of the school.

The school provides comprehensive support for all pupils' emotional, physical, and mental health needs and well-being. The support provided for the well-being of vulnerable pupils is a particular strength. Leaders make effective use of relevant information from a variety of sources to identify vulnerable pupils and monitor their well-being closely. For example, they work effectively with Operation Encompass, a safeguarding partnership with the police, to provide helpful support for pupils who have been exposed to domestic violence at home. All pupils understand who to go to should they need assistance and receive valuable care through the extensive pastoral structure. The school well-being check-in system helps staff to identify any barriers to learning and provide helpful support for individuals and groups of pupils. This helps them to take a full part in school life and impacts positively on their well-being. The school provides valuable opportunities for parents to meet with other parents and staff to broaden their strategies to support their child's positive mental health and well-being.

The school works closely with a wide range of partners to support the safety and well-being of its pupils and to support them with their personal development. For example, a local bank delivers money management lessons to equip pupils with skills that are relevant to their current situation and engender habits that they can use later in life. The school implements a helpful range of strategies to help pupils keep themselves safe when online, and when making healthy lifestyle choices.

The well-being and reflection programmes are well designed, and pupils receive helpful support with the development of their social, moral, spiritual, and cultural understanding. For example, in the well-being programme, pupils explore topics such as honesty, empathy and justice, and the school provides valuable daily reflection

time for pupils to consider current issues within the community, Wales and the wider world.

Pupils' views are canvassed widely and as a result, pupils have a positive impact on aspects of the support and guidance offered by the school, such as identifying pertinent topics to explore within the wellbeing programme. This ensures that pupils benefit from learning about topics most relevant to their age group and those causing them most concern.

Along with membership of the school forum and school improvement groups, there are a wide variety of leadership opportunities open to all pupils in the school. For example, pupils participate in peer mentoring and the rights respecting steering group, and act as refugee and language ambassadors.

The school promotes good attendance and works well with a range of partners to monitor and address poor attendance. It has developed successful strategies to support pupils who are anxious about attending school to reintegrate into lessons and in some cases, they visit families in their homes. Well-coordinated and valuable careers guidance helps both pupils and parents explore future career choices. Guidance for pupils with additional learning needs (ALN) is bespoke and parents and pupils value the support from the ALN careers advisor during their annual reviews.

Overall, the support for pupils with ALN is a notable strength of the school. Staff understand the individual needs of these pupils well, and ensure that they benefit from interventions to support them academically and socially. The school offers valuable arrangements to support pupils to transition to adulthood, training, and work, for example, staff work closely with the local health board to offer pupils with ALN a meaningful pathway into employment. The school has developed its provision appropriately in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act. Pupils with ALN have useful one-page profiles which identify important key information about how staff can best support them. Pupils' individual development plans are effective and include detailed targets and actions to support them to make progress. Staff in, Ty Calon, know pupils well and respond adeptly to each pupils' individual needs. They monitor closely the progress of pupils against their targets and provide them with sensitive and valuable feedback. As a result, pupils receive nurturing support and advice when needed.

The school investigates promptly any alleged incidents of bullying. It keeps detailed records and delivers restorative approaches effectively to support the pupils involved. The school's arrangements for recording and referring safeguarding matters are robust. It provides relevant and regular safeguarding training for all its staff, including training on how to recognise signs of pupils becoming radicalised, and how to refer any concerns. As a result, staff and governors have a good understanding of their roles in safeguarding pupils. Child protection arrangements are understood well by nearly all staff and there are clear and robust processes in place to identify children at risk of harm and to support those who may have experienced significant harm.

The school is working with the local authority to address issues of health and safety discussed during the inspection week.

Leadership and management

The headteacher has only been in post for one term though previously he was a member of the senior leadership team, most of whom have been in place for several years. He has, over time, developed a clear vision for the school that encompasses providing all pupils with the best learning opportunities alongside ensuring their well-being. During this period of transition, he is beginning to share this vision appropriately and is supported ably by his senior leadership team. Leaders at all levels work well to promote the school's safeguarding culture and keep pupils safe, though they have not been as successful in improving the quality of teaching, including establishing a clear, coordinated approach to the progressive development of pupils' skills.

Over time, roles and responsibilities within the senior leadership team had become inequitable and the school has recently restructured senior leadership to support its ambition. Senior leaders understand the school's current priorities well and how their roles can contribute to them. The school is also in the second year of a restructuring of teaching and learning responsibilities which has included the creation of faculties to support the implementation of curriculum for Wales.

Curriculum and assistant progress leaders appreciate the support and challenge provided by their faculty leaders, progress leaders and the senior team. There is a comprehensive programme of meetings for senior and middle leaders to share information and discuss aspects of the school's work. While these meetings consider the needs of pupils, they do not focus well enough on learning and teaching. Most middle leaders articulate clearly their vision and preparation for curriculum for Wales. However, overall, they are not sufficiently clear about how to evaluate and drive improvement in teaching and learning in their areas of responsibility.

The school is evolving its approach to self-evaluation and planning for improvement. Leaders identify suitable key questions from the school's improvement plan to guide evaluation activities. For example, pastoral leaders focus valuably on questions which help them gather evidence about pupils' wellbeing and how to support pupils from low-income households. These questions are beginning to impact positively on important areas in the school's provision for care, support and guidance.

Senior leaders have established worthwhile school improvement groups (SIGs) to allow staff and pupils to consider aspects of the school's work and to contribute to evaluation processes. However, it is too early to see the impact of this work. Both senior and middle leaders use an appropriate range of quality assurance processes such as learning walks, pupil and staff surveys and work scrutiny to gather first hand evidence. Overall, leaders at all levels do not evaluate the impact of teaching on pupils' learning and progress well enough. As a result, leaders do not identify precisely those aspects which require improvement, particularly in teaching and in pupils' skills.

Performance management arrangements are suitably robust and understood by staff. This management of staff performance is linked appropriately to the school's professional learning programme and has helped to develop some aspects of provision. There are valuable processes to support the well-being of staff. Their views are canvassed widely, and they appreciate the way they are listened to. The

school has developed a range of worthwhile opportunities for staff to contribute to the working practices of the school through the SIGs and a variety of beneficial well-being initiatives.

Professional learning is given an appropriately high profile in the school to support improvements in important aspects of its work and is focused suitably on teaching and learning. Collaboration with a range of partners, including cluster primary schools, North Cardiff secondary schools and the regional consortium, to share and further develop professional practice is a particular strength. There is a clear focus on the use of evidence-based strategies, which teachers select and adapt to suit the needs of their subjects and pupils. Staff value opportunities to engage in training related to their career progression through their performance management and feel that professional learning encourages them to be innovative. The school is a lead school for Initial Teacher Education in the Cardiff Partnership, and this is having a positive impact on professional learning in the school, particularly in developing teachers' research practice. However, leaders do not monitor and evaluate the impact of professional learning thoroughly enough.

The headteacher, business manager and governing body have a secure oversight of the school's finances and make sound judgements to ensure the school's improvement priorities are funded suitably. The business manager monitors expenditure carefully and manages the use of grant funding well.

The school is taking a strategic and effective approach to tackling the impact of poverty on attainment. Senior leaders have a secure understanding of the challenge faced by the local community and are beginning to establish a culture in school where all teachers understand their role in this work. The school uses the funding from the Pupil Development Grant to support a range of worthwhile initiatives that are beginning to have a positive impact on the achievement and attendance of pupils affected by poverty.

Governors are loyal supporters of the school. The governing body has a sound grasp of its responsibilities including ensuring appropriate arrangements for healthy eating and drinking and has established an appropriate committee structure to organise its work. Governors are increasingly well-informed and provide appropriate scrutiny of financial, curriculum and staffing matters. They value the opportunity to link with faculties and these arrangements help them to develop their understanding of the school's work.

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 (<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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