



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

A report on

Dylan Thomas Community School

**John Street
Cockett
SA2 0FR**

Date of inspection: February 2024

by

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

About Dylan Thomas Community School

Name of provider	Dylan Thomas Community School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Secondary
Religious character	*
Number of pupils on roll	641
Pupils of statutory school age	641
Number in sixth form	*
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%)	51.5%
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%)	39.6%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	3.9%
Date of headteacher appointment	03/07/2023
Date of previous Estyn inspection (if applicable)	07/04/2016
Start date of inspection	05/02/2024

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

Staff at Dylan Thomas Community School offer pupils consistently high-quality care support and guidance. The school has an inclusive, family feel and there are strong working relationships between pupils and staff. Pupils understand the school's rules well, and behaviour in lessons and around the school is generally good. Most pupils really enjoy coming to school and feel well-supported. Leaders ensure that all pupils, whatever their background have access to beneficial cultural and educational experiences.

Senior leaders are passionate about giving pupils the very best chances in life. They ensure that pupils receive beneficial opportunities to take part in a wide variety of cultural, sporting and academic experiences. A notable strength of the school is the way in which staff develop pupils' understanding of the Welsh language and Welsh culture. The school offers pupils a broad range of subject choices in Year 10 and Year 11. However, the school's work to develop its curriculum including ensuring continuity from Year 6 to Year 7 with its partner primary schools is in its infancy. Across the curriculum, staff do not ensure that pupils develop their literacy, particularly reading, and numeracy skills well enough.

In the majority of cases, teachers have suitably high expectations of what pupils can achieve. They plan engaging lessons that ensure pupils make secure progress. In a minority of cases, teachers do not have high enough expectations of pupils and plan lessons that keep them busy but do not ensure progress.

The school has two specialist teaching facilities (STFs), one for pupils with moderate and significant learning needs and a second for those who have autism. There is consistently high-quality teaching in the STFs. As a result, pupils in these facilities, make a great deal of progress in their social and academic skills.

Leaders at all levels carry out a wide range of self-evaluation activities. Planning for improvements in pupils' wellbeing has been successful. However, leaders do not evaluate the quality of teaching in light of its impact on pupils' progress closely enough. As a result, they do not have a precise enough understanding of the strengths and areas for improvement in teaching.

Recommendations

- R1 Strengthen the school's self-evaluation and improvement planning procedures, ensuring that leaders evaluate the quality of teaching by its impact on learning
- R2 Address the shortcomings in teaching identified in this report
- R3 Improve planning for curricular continuity between Year 6 and Year 7 and the progressive development of literacy and numeracy skills across subjects

What happens next

The school will draw up an action plan to address the recommendations from the inspection. Estyn will work with the local authority to review the school's progress.

Estyn will invite the school to prepare a case study on its work in relation to its innovative approach to developing pupils' understanding of the Welsh language and Welsh culture, for dissemination on Estyn's website.

Main evaluation

Learning

In a majority of lessons, pupils make secure progress in their knowledge and understanding. In a few cases, they make rapid progress as a result of inspirational teaching. Over time, the majority of pupils develop their ability to apply their learning to new situations well. However, a minority of pupils do not have a secure enough understanding of basic subject concepts. Pupils in the STFs make particularly strong progress in their knowledge, understanding and skills.

Most pupils listen attentively to their teachers and their peers. Many develop their general and subject-specific vocabulary suitably. In a minority of lessons, pupils make strong progress in their ability to discuss ideas and produce extended, well-reasoned verbal responses to questions. However, in the majority of lessons, pupils offer only brief, under-developed answers to their teachers' questions. This is often because of shortcomings in teachers' questioning.

Many pupils enter the school with under-developed reading skills. Overall, these pupils make rapid progress in their reading in intervention groups. In mainstream lessons, a majority of pupils read and understand basic texts appropriately. They identify relevant information from texts and create suitable summaries from a range of sources. A minority of pupils struggle to discern meaning from the texts they read. In general, pupils do not develop their reading in subjects across the curriculum well enough.

In general, pupils write at length suitably in many subjects across the curriculum, such as when they imagine working as a spy for Boudica during the Roman occupation of Britain in history lessons. A majority of pupils communicate their ideas coherently and organise their work into paragraphs appropriately. They use a suitable range of technical and general vocabulary in their writing. However, they make frequent errors in their spelling, grammar and punctuation. While a minority of pupils have a suitable sense of audience, the majority do not and, as a consequence, they make inappropriate language choices and their writing lacks the correct tone. A few more able pupils produce well-considered and engaging pieces of writing.

Many pupils have a suitable grasp of the four rules of number and are able to carry out simple mental mathematical calculations. They use formulae to calculate basic quantities and with support, they rearrange these formulae successfully. Many pupils

develop their ability to handle data effectively and understand how to calculate the mean, mode and range accurately. About a half of pupils are able to construct and plot line graphs successfully without support. The remainder struggle to do this and find it difficult to apply appropriate scales to their axes. When given the opportunity, a majority of older pupils apply their numeracy skills successfully, for example when using 'standard form' to represent the diameters of different microbes in their science lessons. However, pupils do not always develop their numeracy skills well in relevant subjects due to a lack of appropriate opportunities.

Most pupils are competent users of word-processing and presentation software. They use these skills beneficially in a wide range of subjects. In a minority of subjects, they develop more advanced skills well such as using spreadsheets to produce graphs and specific software to make short 'stop-frame' animations. In their science lessons, younger pupils develop valuable skills for example when writing a programme to transfer resistance from a thermistor into degrees Celsius.

In a minority of lessons, pupils develop their thinking skills well for example when working out the meaning of unfamiliar words in their Spanish lessons by examining cognates in Welsh and English. When given the opportunity, many pupils show strong creative skills such as when making designs for environmentally themed Tote bags in their Welsh Baccalaureate lessons.

In general, pupils develop their physical skills and fitness well in their physical education lessons, for example, when learning how to bounce the ball while running. They develop their fine motor skills well in practical lessons, such as when producing ceramic pieces in their art lessons.

In their Welsh lessons, many pupils make considerable progress in their ability to understand and communicate in Welsh. They develop as confident speakers and greet their teachers and visitors to the school in Welsh, with enthusiasm. They are able to translate sentences from English well and develop their grasp of the language beneficially in subjects across the curriculum, particularly in their physical education lessons.

Well-being and attitudes to learning

Pupils are proud to attend Dylan Thomas Community School and thrive in the inclusive, warm and welcoming environment. Most pupils contribute to the school's ethos by being Ready, Respectful and Safe and have a strong sense of belonging to the school community. Almost all pupils feel that their well-being and security is of the highest priority.

During break and lunchtimes, nearly all pupils behave well and respond to peers, staff and visitors politely. Many understand the purpose of rules, sanctions and rewards. Most pupils feel safe and recognise the positive impact that restorative approaches bring. They feel that staff are approachable and caring. Many feel that staff deal effectively with any incidences of bullying. Pupils develop well their ability to recognise any need to seek support and self-regulate for example when using the school's digital reward and wellbeing system.

In most lessons pupils behave well, they recognise the positive benefits of clear routines and of building relationships. Nearly all arrive at their classrooms promptly and are ready to learn. Most pupils take part enthusiastically in learning activities. Where opportunities allow, many pupils listen attentively to one another and work productively in groups. However, a few pupils disengage in these activities and display off-task behaviour. Most pupils display high levels of resilience and feel safe in taking risks. They answer questions willingly and feel supported by peers and their teachers. Nearly all pupils in the STFs have positive attitudes to learning and show interest in their work.

Many pupils learn how to make healthy choices and engage well with the range of extra-curricular activities offered to support their physical well-being. Most pupils think that the school celebrates diversity successfully and feel secure in discussing issues around the rights of children. Many pupils embrace Welsh culture enthusiastically, for example during 'Diwrnodau Shwmae', and use Welsh greetings confidently around the school. They celebrate the diverse nature of the school population through well-attended 'culture lessons' delivered by the pupils themselves. Where possible, pupils in the STFs benefit from participating in school clubs, and extra-curricular enrichment and a few take on leadership roles within the school.

The school council and its sub-committees has made a significant contribution to school life, for example, they have successfully campaigned for improved facilities on the yard. In addition, the school council secured improvements to the toilets that have further increased feelings of safety. Overall, pupils feel that leaders listen to their views and that their opinions are valued and acted upon.

Over the last three years, attendance rates have increased and are above those of similar schools. However, persistent absenteeism remains high and overall rates of attendance are below pre-pandemic levels.

Teaching and learning experiences

Nearly all teachers understand well the importance of establishing positive and purposeful working relationships with pupils. They create a calm, constructive learning environment that helps to engage pupils and support their progress.

In a few lessons where pupils make strong, rapid progress, teachers have particularly high expectations of what pupils of all abilities can achieve. Tasks are planned carefully to engage pupils and to encourage thinking, retrieval and reflection on prior learning. In these lessons, teachers use questioning skilfully to deepen and probe pupils' understanding. They harness their own passion for the subject to enthuse pupils and develop their sense of curiosity to encourage future learning. These teachers provide helpful opportunities for pupils to engage in independent thinking, extend their knowledge and develop new skills.

In the majority of lessons, pupils make at least secure progress. Teachers carefully plan sequences of activities that build suitably on pupils' prior knowledge and understanding. They provide clear explanations, including success criteria, and model good quality responses to support pupils' learning. Teachers ask questions that check pupils' progress and occasionally, use open questions to encourage them

to apply their subject knowledge in different contexts. This has a positive impact on pupils' development of their knowledge, understanding and skills.

In a minority of lessons, pupils do not make enough progress. Most commonly this is because teachers' expectations of what pupils can do are too low. These teachers tend to plan activities that keep pupils occupied but do not promote learning. Consequently, pupils are kept busy but are not challenged and do not develop enough independence in their learning. These teachers do not check pupils' progress and understanding well enough. Quite often, the pace of the lesson, either too fast or too slow, does not support pupils' learning and progress.

Teaching in the STFs is highly effective. Teachers use a wide variety of strategies that are matched carefully to pupils' individual needs. These include multi-sensory approaches and a variety of practical activities. This helps these pupils to make good progress, including in their social and communication skills.

In a few lessons, the use of Welsh and a focus on Welsh culture is exceptionally strong. This benefits pupils, not least in understanding what it means to be Welsh today.

During lessons, a majority of teachers circulate the room to establish pupils' understanding and progress, and to address any misconceptions in a timely manner. Around half of teachers provide written feedback that provides pupils with clear guidance on how to improve their work. In a few, very strong cases, teachers' incisive feedback focuses sharply on encouraging pupils to reflect on their learning, understand better how to tackle tasks and consequently improve their work. However, too many written comments from teachers are purely summative or effort related and teachers' marking for literacy is inconsistent and largely ineffective. In addition, there is no consistent expectation regarding pupils' response to teachers' feedback. As a consequence, pupils continue to make too many basic errors in their writing.

Reports to parents are clear and easy to understand. Interim reports contain useful information about pupils' progress and attitudes to learning, and individual targets for improvement are included in the full report. The school has robust systems for monitoring pupils' progress, and staff use this information sensibly to identify underperformance and put helpful interventions in place as required.

The school provides pupils with a broad and balanced curriculum, which includes an appropriate range of general and vocational courses in Key Stage 4, such as Public Services, Home Cooking and Countryside and the Environment. It has forged a range of beneficial partnerships with local business and external agencies to enhance the curriculum and provide valuable, authentic experiences for pupils.

A strength of the school is the way in which it tailors its curriculum to meet the diverse needs of its pupils. Staff have implemented a wide range of successful strategies to ensure that the provision is fully accessible to pupils who may be facing barriers to their learning. Specific pupils are offered a tailored curriculum, for example through the "Training, Inclusion, Development and Engagement" (TIDE) provision that is delivered in partnership with a local college. These initiatives have successfully increased levels of engagement for identified vulnerable pupils. A range

of useful partnerships with local business along with University Outreach programmes enhance the learning experiences of more able pupils. All pupils are provided with effective support and guidance through the school's careers and the world-of-work programme of study. In addition, the school offers a wide variety of worthwhile extra-curricular activities, which provide beneficial opportunities for pupils to socialise and develop wider skills outside the classroom.

The school is beginning to develop a vision for the Curriculum for Wales. However, there is too much variation in how different areas of learning are planning and implementing this. Teachers have reviewed and adapted schemes of learning for Years 7 and 8 appropriately to support the delivery of cross-cutting themes such as diversity and work-related learning. Staff have begun to collaborate with staff in partner primary schools, however, this work is at an early stage.

The school has valuable intervention programmes for pupils with low levels of literacy and numeracy. These generally support pupils' development of basic skills well. For example, in Year 7 and 8 the school offers enhanced nurture classes to support effectively pupils transitioning into the secondary phase with their basic skills and well-being needs.

Across the curriculum, pupils are provided with suitable opportunities to use their literacy skills, but these are limited in scope, particularly in relation to developing pupils' reading skills. In a few subjects, there are valuable opportunities to develop pupils' numeracy skills. However, in a few cases, where subjects should be offering rich opportunities and tasks to develop these skills, pupils are offered undemanding numeracy tasks that limit the progress that they make. Overall, areas of learning have not planned carefully enough for the progressive development of pupils' literacy and numeracy skills.

Opportunities for pupils to develop their digital skills have been mapped suitably across the curriculum and there are beneficial opportunities for pupils to practise their basic skills in a wide range of subjects. A few departments are developing well their provision for pupils to acquire higher order digital skills.

There is comprehensive planning and provision to promote positive attitudes to the Welsh language. For example, teachers in areas of learning and experience, have developed the theme of 'Cynefin' in schemes of learning. To promote and develop the use of the Welsh Language in Year 7 and Year 8, physical education lessons are delivered partially through the Welsh language. This is a notable feature. In Year 11, many pupils are entered for a GCSE qualification in Welsh, and achieve well.

The school promotes Welsh culture and heritage effectively. For example, pupils who are members of the school's 'Cryw Cymraeg' take a lead role in organising a number of whole-school initiatives. These include a weekly 'Welsh Wednesday' in registration periods and national celebration days such as 'Dydd Santes Dwynwen'. These initiatives provide pupils with valuable opportunities to practise speaking Welsh outside of Welsh lessons.

Pupils in all year groups benefit from a well-planned personal and social education (PSE) programme. It covers a range of relevant topics, such as healthy relationships

and keeping safe online, and is adapted in response to school and local data, such as the School Health Research Network surveys.

Pupils from across the school are provided with worthwhile support and guidance to help them to make informed choices about their aspirations and future careers. A comprehensive programme of support is provided to pupils transitioning into post-16 pathways.

Care, support and guidance

Supporting pupils' well-being and promoting equity and inclusion permeates all aspects of life at Dylan Thomas Community School. This is reflected in the school's values, 'Ready, Respectful, Safe'. Staff provide pupils with high levels of care, support and guidance and as a result, most pupils feel safe and valued and enjoy school life.

The school provides regular and valuable opportunities for pupils across the age range to develop personal and social skills. Provision for PSE is broad and relevant. Due emphasis is placed on developing pupils as respectful and moral individuals, for example when learning about the importance of diversity and through beneficial 'relationships and sexuality education' lessons. The school works successfully 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, with the 'Period Poverty' campaign. The school implements a helpful range of strategies to help pupils keep themselves safe when online and support them to make healthy lifestyle choices.

The support provided for the well-being of vulnerable pupils is a particular strength of the school. Leaders make effective use of relevant information from a variety of sources to identify vulnerable pupils and closely monitor their well-being. Staff support pupils well through the extensive pastoral structure and pupils know who to go to for help. The school's well-being check-in system helps staff to identify any barriers to learning and provide tailored support for pupils. In addition, there are valuable opportunities for parents to meet with other parents and staff to support their child's positive attitudes to learning.

There are a wide variety of leadership opportunities open to all pupils in the school. These include the School Council and other forums, including an LGBTQI+ group and the 'Black and Minority Ethnic' group, where pupils act as language ambassadors for parents for whom English is a second language. The school offers a range of beneficial extra-curricular opportunities such as the school choir, computer gaming, badminton and basketball.

The school promotes good attendance and works well with a range of partners to monitor and address poor attendance. Regular liaison with the local authority's education and well-being officer, in addition to the school's attendance officer, ensure a swift response to absences. The school has also developed successful strategies, including the 'Online School' and TIDE provisions, to support pupils who are anxious about attending school to reintegrate into lessons.

Staff know their pupils well and understand their challenges. The school has a well-understood behaviour management strategy based on restorative practice. This is

applied consistently and sensitively. In general, staff deal with any cases of bullying in a timely and effective manner.

The support for pupils with additional learning needs (ALN) is a strength of the school. Staff understand well the barriers to learning individual pupils may have, and provide helpful interventions for their academic and social needs. The school has robust arrangements to support pupils with ALN, including careful planning before pupils transfer to the school from their partner primary schools. There are also useful one-page profiles which identify important key information about how staff can best support them. Pupils' individual development plans include detailed targets and strategies to support them to make progress. The school provides a wide range of beneficial interventions to support pupils with weak literacy and numeracy skills. Valuable sessions are also provided to support pupils with any emotional or behavioural problems. There are helpful arrangements to support ALN pupils' transition to adulthood, including an ALN Careers Evening and work experience opportunities in the school's 'Big Bocs Bwyd' facility.

The school's STFs are nurturing and supportive environments that set high expectations of pupils. Staff know their pupils very well and utilise individual strategies to challenge each pupil appropriately. Pupils in these provisions receive highly effective care support and guidance that helps them embrace and accept themselves and others as valued individuals. This enables them to make good progress from their starting points. The specialist provisions work extensively with outside agencies which contributes to pupils' feelings of being safe and happy in school.

Senior leaders prioritise keeping pupils and staff safe. Safeguarding and child protection arrangements are robust and known to all. As a result, most pupils feel safe at school and are confident that staff will respond appropriately to any concerns they may have. There are robust arrangements for staff to identify and share concerns with senior leaders and the designated safeguarding person works effectively with statutory external agencies. Leaders use relevant information from various sources effectively to identify children at risk of harm and to support those who may have experienced significant harm. Arrangements for training staff and governors in safeguarding issues are consistent and robust, and this includes training on how to recognise signs of pupils becoming radicalised and how to refer these concerns.

Leadership and management

The headteacher provides clear strategic direction, rooted in a strong sense of moral purpose. The vision, 'to live, learn and achieve as a community' permeates the life and work of the school, and staff demonstrate a resolute commitment to improve the life chances of all pupils. The school provides a safe and welcoming environment where leaders ensure that all staff promote and support a strong culture of safeguarding. The valuable work undertaken by leaders to develop pupils' well-being and attitudes to learning has had a particularly positive impact. This has created a firm foundation for further improvement, however, leadership has not had an equally strong impact on learning and teaching.

The headteacher has recently restructured the senior team to ensure that the roles and responsibilities of senior leaders are clear and securely aligned to the school's priorities. Leaders at all levels work together collegiately to support the school's ambitions.

Middle leaders are enthusiastic about their work and have a broad understanding of their roles and responsibilities. They feel well supported by senior leaders, with whom they have positive working relationships. Line management meetings are focused suitably on the school's priorities. Leaders use these opportunities to discuss important aspects of the school's work, including developing teaching and pupils' progress. While there is a suitable focus on the school's priorities in these meetings, leaders do not set or follow up on actions securely enough. In addition, although the school is developing approaches to performance management that help staff identify pertinent personal goals, targets for improving performance are not based on a sufficiently rigorous evaluation of practice. As a result, it is difficult for leaders to hold individuals to account for improvements in their areas of responsibility.

Governors are highly supportive of the headteacher and are proud of the school community. However, they do not have a secure enough understanding of national priorities and this limits their ability to shape the strategic direction of the school, or to provide sufficient challenge as critical friends.

The headteacher has been particularly proactive in sourcing additional funding to support the development of the school and to support individual pupils, for example by providing educational bursaries. He has worked productively alongside the business manager to undertake an ambitious programme of renovation that has improved the environment of the school substantially. This investment is providing beneficial opportunities for pupils, for example in sports and vocational facilities. It is also helping the school develop as a community resource and supporting its aim to reduce the impact of poverty. The headteacher and business manager oversee the school's budget and resources carefully. They plan spending prudently, ensuring that spending is directed appropriately towards the school's priorities.

The Pupil Development Grant (PDG) is used well to address specific challenges faced by many pupils in the school. Evaluation of the impact of this funding considers suitably how it is used to support pupils and their families but does not consider the impact of actions on educational attainment well enough.

The school has a well-understood cycle of self-evaluation and improvement planning activities. Leaders use a range of self-evaluation processes and evidence to identify strengths and broad areas for improvement, including scrutiny of examination outcomes, standards reviews, work scrutiny, the monitoring of provision and monthly development checks. Leaders have evaluated the provision for care support and guidance closely and have planned successfully to develop this area of the school's work. However, leaders do not evaluate well enough the impact of teaching on pupils' progress in lessons. This is partly because many of the evaluation activities are overly focused on attitudes to learning and do not identify, with precision, areas for improvement within teaching.

Curriculum middle leaders carry out a wide range of suitable self-evaluation activities. However, this process does not result in accurate or rigorous evaluations, particularly

in relation to teaching and learning. While senior leaders monitor this work regularly, their quality assurance of this process is not consistently robust. This means that evidence which informs the school's self-evaluation is not sufficiently accurate or precise enough to provide reliable judgements about the quality of teaching and the progress of pupils in lessons.

School improvement priorities reflect the context and vision for the school well and pay appropriate attention to national priorities. Leaders recognise the importance of improving teaching and learning alongside developing pupils' well-being. Over time, effective improvement planning in care, support and guidance has been successful in establishing a calm and purposeful learning community where pupils are ready to learn and value the support provided by staff. However, whole school improvement planning lacks precision and monitoring strategies do not support leaders to evaluate the impact of planned actions robustly. Overall senior and middle leaders do not have a secure enough insight into strengths and areas for improvement in relation to the progress of pupils in lessons and the quality of teaching. This means that improvement planning does not focus precisely enough on improving important areas.

Leaders are developing a positive culture of professional learning informed by evidence and research and built on professional trust and collaboration. This is beginning to have an impact on wider school improvement through, for instance, approaches to improving teaching. The school is beginning to develop professional learning that supports collaboration and the sharing of effective practice, including through involvement in external networks and international visits. Staff have valuable opportunities to participate in a wide range of professional learning experiences such as a Masters qualification with a local university and enquiry projects arising from their personal interests. However, professional learning for leadership does not focus well enough on developing leaders' ability to evaluate teaching and learning.

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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