



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

A report on

Newbridge School

**Bridge Street
Newbridge
NP11 5FR**

Date of inspection: January 2024

by

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

This inspection was undertaken as part of pilot inspection arrangements. As a result, this report may be slightly different in format to other published reports for providers in the sector.

About Newbridge School

Name of provider	Newbridge School
Local authority	Caerphilly County Borough Council
Language of the provider	English
Religious character	N/A
Number of pupils on roll	1,038
Pupils of statutory school age	1,038
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 Secondary is 21.2%)	21.3%
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%)	11.3%
Percentage of pupils who speak Welsh at home	0.2%
Percentage of pupils with English as an additional language	2.1%
Date of headteacher appointment	01/09/2019
Date of previous Estyn inspection (if applicable)	16/03/2015
Start date of inspection	22/01/2024

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.

Summary

At Newbridge School, most pupils feel safe and free from bullying or harassment. They behave well in lessons and around the site and are proud ambassadors of their school. Staff are making secure progress towards meeting the high expectations of the school's motto: 'Inspire, Succeed, Excel'.

Pupils benefit from a range of worthwhile extra-curricular activities and educational visits. The school provides suitable opportunities for pupils to take on leadership roles and to influence decisions which affect them.

The pastoral team provides a wide range of valuable support to promote pupils' well-being and their personal and social development. The school has a sound culture of safeguarding and rigorous procedures to ensure pupils are safe and well cared for. The school's provision for pupils with additional learning needs is a strength. Although attendance remains below pre-pandemic levels, it is beginning to improve and the rate of attendance this year is higher than for the same period last year, especially for pupils eligible for free school meals. However, aspects of the school's well-being provision are not always coordinated strategically enough or led proactively enough to maximise their impact.

Overall, many pupils, including those with additional learning needs (ALN), make at least suitable progress in their knowledge, understanding and skills, and a few make strong progress. Many pupils develop their literacy and numeracy skills well in their English and mathematics lessons and, when given the opportunities to do so, apply these skills confidently across the curriculum. However, teachers do not reinforce consistently enough the need for accuracy in spelling, punctuation and grammar in all written tasks or provide enough opportunities for pupils to practise their advanced numeracy skills in subjects other than mathematics. The majority of pupils make appropriate progress in their Welsh reading and writing skills, but most do not develop their Welsh speaking skills well enough.

Positive, supportive relationships between teachers and pupils are a strong feature of the school. Many teachers use effective strategies to engage pupils' interest and help them learn. The majority of teachers provide an appropriate level of challenge and support for pupils, setting high expectations and giving assistance to meet these. The most skilful teachers know how much support to give and when to withdraw it so that pupils develop their independence and are not overly reliant on their teachers. All staff participate in worthwhile professional learning opportunities to meet their needs and the school's priorities.

The headteacher provides assured leadership and has a clear and ambitious vision for the school. He is well supported by senior leaders. Leaders at all levels evaluate the work of the school rigorously using a range of appropriate activities. However, these processes are not precise enough to ensure rapid progress towards improvement targets. While governors are experienced and enthusiastic supporters of the school, they do not challenge important aspects of the school's work robustly enough.

Recommendations

We have made three recommendations to help the school continue to improve:

- R1 Strengthen strategic planning to improve important aspects of the school's work, including the development of pupils' Welsh language skills, raising attendance and ensuring well-being support is joined up and proactive
- R2 Sharpen self-evaluation processes to ensure timely progress against specific targets
- R3 Develop the governing body's role as a critical friend of the school

What happens next

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

Main findings

Learning

Most pupils at Newbridge School are polite and friendly to each other, staff and visitors. They arrive punctually to their lessons, settle quickly and focus well on their school work. Most pupils respond willingly and confidently to their teachers' questions and engage enthusiastically in practical lessons. They behave well in class and around the school site.

Many pupils listen respectfully to their teachers and peers. They collaborate well with each other and engage appropriately in independent work. Many demonstrate resilience and the perseverance to complete work to the best of their ability.

A few pupils do not engage well enough with their learning or sustain their concentration all the way through their lessons. They struggle to work sensibly with other pupils. When working independently, these pupils go off task quickly. They are slow to start working and to make progress in their tasks. A minority of pupils do not show enough pride in the presentation of their school work and have untidy handwriting.

Overall, many pupils, including those with ALN, make at least suitable progress in their learning, and, where teaching is most effective, a few make strong progress. Many pupils recall well what they have learned previously and apply this knowledge successfully in new contexts. When teachers' expectations are too low or they do not plan learning precisely enough, a few pupils make limited progress and do not have a sound grasp of their prior learning.

Most pupils give brief but appropriate responses to teachers' questions, although a few older pupils are more reluctant to answer. When teachers question skilfully, probing understanding and encouraging pupils to develop their responses, a few pupils offer extended, insightful comments using relevant subject terminology accurately. Many pupils engage well in discussions with their peers and express their opinions clearly. In the best examples, they develop a deeper understanding of concepts through their conversations, for example when considering the physical and emotional impact of conditions on Jewish prisoners in Auschwitz in religious studies. A few pupils do not use subject-specific vocabulary well enough when talking in pairs or groups.

Most pupils skim and scan texts confidently to locate information. Many highlight relevant facts, statistics or ideas in suitably challenging texts, although a minority are not selective enough and sometimes highlight unnecessary information. Many pupils demonstrate their understanding of the author's meaning and intent by annotating texts appropriately, especially when supported to do so by their teachers. For example, pupils comment suitably on the impact of rhetorical devices in Martin Luther King's 'I have a dream' speech in English lessons. When they are given the opportunity, many pupils develop and practise advanced reading skills, such as inference, summary and synthesis, although a few pupils struggle to infer meaning and rely too much on literal meanings. A few pupils read aloud with suitable

expression and fluency but the opportunities to practise these skills across the curriculum are limited.

Many pupils write appropriately to explain their ideas, demonstrate understanding and respond to questions. For example, they describe clearly how they will cook low-cost meals that are visually attractive and use sustainably sourced foods in technology. With support, many pupils write analytically about specific aspects of complex texts suitably. When given the opportunity in relevant subjects, many pupils write at length, making good use of the prompts provided by their teachers to expand and deepen their ideas. A few pupils write with particular flair, using a broad range of sophisticated vocabulary and capturing the appropriate tone for the audience and purpose of the writing. However, a minority of pupils of all abilities make regular spelling and punctuation errors in their writing, including, sometimes, misspelling familiar words and not using capital letters or full stops to demarcate sentences. Teachers do not reinforce pupils' technical accuracy consistently enough across the curriculum.

Many pupils develop appropriate basic reading and writing skills in their Welsh lessons. For example, they express likes and dislikes and write simple personal descriptions. As they move through the school, a minority of pupils progress to using a range of tenses accurately and a few write extended pieces in Welsh, showing a good grasp of grammar. However, most pupils have weak speaking skills in Welsh. They repeat short phrases after the teacher but have limited capacity to speak independently or to put phrases together to make conversation. Although most pupils demonstrate reasonable recall of Welsh vocabulary, they do not make as much progress as they could in their Welsh language development over time, particularly in their oracy skills. In addition, the use of spoken Welsh across the school is not sufficiently developed.

Many pupils have sound number skills. They show a suitable understanding of the four operations and calculate accurately when using fractions and percentages. They have a sound understanding of measures and convert fluently between different metric units when carrying out calculations. Many pupils confidently calculate the median in a set of numbers. In relevant subjects across the curriculum, many pupils construct line graphs with correct scales and plot them accurately. They collect and record data appropriately. When given the opportunity, the majority of pupils analyse graphs suitably with support from their teachers, for example when predicting the impact of changing one factor on the rate of chemical reactions. In science, most pupils use number skills well when calculating the magnification of cell drawings or the kinetic energy of different masses being lifted at different speeds. However, there are too few opportunities for pupils to apply advanced numeracy skills outside of mathematics lessons. A few pupils have weak number skills and struggle to make calculations with the four operations, especially multiplication. A minority of younger pupils are unable to add decimals confidently.

Overall, pupils develop their digital skills suitably. Many pupils use the internet efficiently to find information; they distinguish well between what is accurate, relevant and impartial and what is biased. The development of pupils' digital skills occurs mainly in information communication technology (ICT) lessons, although a few curriculum leaders are exploring approaches to developing these skills in their subjects.

When given the opportunities to do so, pupils develop their thinking skills well, for example when creating solutions for the problems associated with delivering goods by drone technology. In geography lessons, many pupils write imaginative and interesting commentaries, including accurate statistics and facts, to accompany a short video on the challenges of commuting in Mumbai. They develop their creativity well through exploring personal themes in art and interpreting these in a variety of media. The majority of pupils respond creatively to stimulus material in drama, such as using a script to inspire an intriguing opening to a performance. However, across the curriculum, a minority of pupils are over-reliant on their teachers to suggest how they can include original or innovative ideas in their work. Most pupils understand the importance of developing their physical fitness. They engage enthusiastically in different challenges in physical education (PE) lessons and, in a few instances, show considerable resilience and determination to overcome barriers.

Teaching

Most teachers at Newbridge school foster positive, supportive relationships with their pupils. This helps to develop a productive working atmosphere in lessons. Most teachers have secure subject knowledge and engage pupils well in their learning. They have high expectations of pupils' engagement and many teachers make effective use of classroom management strategies to maintain pupils' focus when necessary.

Many teachers plan tasks and resources that build sequentially on previous learning to develop pupils' knowledge and skills appropriately. They provide clear instructions and explanations, are good language models and reinforce subject terminology well. These teachers use regular questioning to check pupils' understanding and recall. They circulate the classroom to monitor and assess pupils' progress, providing encouragement and helpful verbal feedback. The majority of teachers set a suitable level of challenge and provide the necessary support when challenge is high. They model the process of learning effectively to ensure pupils have a clear understanding of the task and the expected standard of work.

In a few cases, where teaching is most effective, teachers deliver their subject with an enthusiasm that engages and inspires their pupils. These teachers plan their lessons skilfully, with a clear focus on pupils' learning and progress. In these lessons, teachers provide detailed explanations and thorough modelling to develop pupils' understanding and make helpful links between difficult concepts. They use questioning expertly to probe and deepen pupils' understanding.

In a minority of lessons, teachers do not plan precisely enough for pupils' learning. They present tasks which do not focus well enough on developing pupils' understanding or do not provide enough opportunities for pupils to work independently. For example, teachers ask pupils to complete repetitive or simple tasks, provide too much support or over direct the learning. In general, these lessons do not always provide suitable challenge for all pupils. In a few lessons, teachers do not monitor pupils' progress well enough. They do not always identify pupils' misconceptions and consequently do not ensure pupils have a clear understanding before moving to the next task. A few teachers do not use classroom management strategies effectively. As a result, a few pupils do not engage with the lesson and

disrupt others' learning. A few teachers do not reinforce the use of correct subject terminology well enough.

In the majority of subjects, teachers provide helpful written feedback to show pupils how to improve their work. When given the opportunity, the majority of pupils respond to teachers' comments and a few make good improvements in their work. In general, however, there is too much variability in the quality and usefulness of feedback within and across subjects. Feedback is not always precise enough to show pupils how to improve their work.

Curriculum and skills provision

Leaders have a clear vision for Curriculum for Wales based on developing subject knowledge, understanding and skills, while reinforcing relevant links within areas of learning. They have mapped programmes of learning and cross-curricular themes appropriately. Leaders regularly review curriculum experiences through a range of quality assurance processes and with reference to recent research. As a result, they refine and improve the provision in a few relevant areas.

The school provides a suitable curriculum at Key Stage 4 which allows pupils a choice of a wide range of GCSE and vocational courses. All pupils study for a qualification in ICT. Leaders work appropriately with external providers to enhance the curriculum offer. There is a helpful process to support pupils in making their options choices. Leaders evaluate these processes annually and refine them in response to pupils' views.

The school provides beneficial transition arrangements for pupils joining and leaving. These include valuable tailored visits for pupils with specific needs.

Pupils benefit from access to a range of lunchtime and after-school activities, for example the Book Club, Criw Cymraeg and various creative and sporting clubs.

Cameo – Building a love of reading

At Newbridge school pupils develop their appreciation of reading through a pupil-led Book Club. Pupils from all year groups with different interests and backgrounds decide which books the group will read. The club is well attended by pupils and staff. Pupils share reading recommendations, influencing book choices and encouraging all to read a more diverse selection of books.

The school provides a suitable range of educational trips, such as visits to the National Museum of Wales and a local factory producing semi-conductors. Pupils have a few appropriate opportunities to develop their understanding of Welsh heritage and culture through participation in the school eisteddfod and exploring the history of the local area. Opportunities across the curriculum for pupils to develop their understanding of the history and experiences of Black, Asian and Minority Ethnic communities and LGBTQ+ people are underdeveloped.

The school's personal and social education programme (PSE) forms a valuable part of Curriculum for Wales. Sessions are delivered during termly 'drop-down' days and, where appropriate, leaders make beneficial use of external speakers, such as the Gwent Police. PSE sessions are planned to involve pupils in group discussion and

individual reflection using a range of stimulating resources, such as dummy pregnancy vests. Leaders carry out helpful pupil surveys, staff evaluations and an analysis of Schools Healthy Research Network data to make adaptations to the PSE provision to meet the needs of the current school population. However, the organisation of the PSE programme does not provide pupils with sufficient opportunities to develop a deeper understanding of moral and social issues and values. For example, the school does not make best use of its 30-minute daily registration time. Overall, the school develops pupils' spiritual, moral, social and cultural understanding suitably.

Teachers plan opportunities to develop pupils' literacy and numeracy skills sensibly within relevant subjects, allowing pupils to practise and apply their skills in authentic contexts. The skills co-ordinators work productively to support the planning, delivery and review of pupils' skills. They participate actively in work scrutiny and contribute well to supporting departments. The skills co-ordinators use their expertise to support skills developments across the school, such as enriching oracy tasks in geography and the level of challenge of digital tasks in drama. The school has taken a few steps to develop pupils' Welsh language skills. For example, it is working towards Siarter Iaith.

Care, support and well-being

Newbridge School is a caring and supportive community where pupils feel respected, listened to and treated fairly. Pupils are proud to be part of the school community, and this is reflected in their courtesy towards adults and visitors. In general, pupils are very well behaved around school and in lessons.

The school has a highly committed pastoral team. This includes senior leaders, progress leaders, well-being staff, a family engagement officer and learning support staff. Together, they provide a wide range of worthwhile support for pupils, although this is not always coordinated well enough to be as effective as possible. The pastoral team has a comprehensive knowledge of pupils' individual needs. This enables them to target support effectively. The work of the team is enhanced by a wide range of partnerships with external agencies and local authority services, including The Child and Adolescent Mental Health Service (CAMHS), the Youth Service and the school's Police Liaison Officer. This provision helps pupils to overcome barriers to learning and to enjoy school life.

The school has a sound culture of safeguarding and robust procedures to ensure that pupils are safe and well cared for. Staff are clear about their responsibilities and the process for keeping pupils safe. Senior leaders ensure that relevant safeguarding training is provided for all staff. Most pupils feel safe in school and feel free from bullying and harassment.

Staff understand the barriers facing pupils impacted negatively by poverty and the school has a range of appropriate provision to support these pupils. There are beneficial targeted well-being and learning interventions, as well as financial support to ensure that all pupils have the opportunity, for example to learn a musical instrument. One result of the school's work to support pupils eligible for free school meals is their good level of participation in pupil groups and extra-curricular activities.

School-based initiatives provide valuable support for pupils' emotional health and those who find themselves in challenging circumstances. This provision includes The Carers Collective, a project that supports young carers, and liaison with families. The well-being and inclusion areas make an important contribution to helping vulnerable pupils overcome challenges so that they remain engaged in learning. This support has had a valuable impact on reducing exclusions and improving engagement. Pupils speak positively about the help provided and value the ways in which the school meets their needs.

Between 2018-2019 and 2022-2023, the school's rate of attendance fell by a greater amount than that seen nationally. In the last academic year attendance was below that of similar schools and the rate of persistent absence was slightly higher than the national average. The attendance of pupils eligible for free school meals was similar to the national average.

Over the last two years, the school has begun to take useful steps to improve attendance. These include improving processes to monitor attendance and persistent absence, revising the system for rewarding good attendance, appointing a family engagement officer to work with targeted pupils and their families, and successfully supporting long-term absentees to return to school. This work is beginning to improve attendance and reduce persistent absence. In comparison with the autumn term 2022-2023, attendance this year has improved, especially for pupils eligible for free school meals, and persistent absence has declined.

Pupils with significant challenges which have prevented them from attending school are helped to re-engage with learning through a personalised, phased approach that ensures their well-being and prospects for the future are prioritised. The school provides targeted pupils in Year 11 with valuable opportunities to engage in post-16 courses that meet their interests and aspirations. As a result, these pupils progress into areas of learning and training that interest them.

The school's provision for pupils with ALN is strong. Staff use individual development plans, statements and person-centred planning processes effectively to ensure that pupils receive valuable support. In addition, the school has an effective system for sharing information about pupils with ALN.

The caring nature of the ALN team is a notable strength. Staff work closely with parents and a range of external specialists to meet the needs of the most vulnerable pupils well. As a result of this support, pupils with ALN thrive emotionally, participate well in school life and many make good progress in their learning.

The school has effective transition arrangements for meeting the needs of vulnerable pupils coming from primary schools. Leaders use the information gained to directly inform the thoughtful and tailored learning support curriculum for pupils in Years 7 and 8. Leaders work closely with a large number of primary schools to ensure that pupils are well-prepared for life in secondary school and that Newbridge School staff are well-informed of their needs.

Pupils have suitable opportunities to take on a variety of leadership roles that enable them to develop their confidence, engage in issues they are passionate about and develop new skills. They respond to this enthusiastically and value the opportunity to

influence the work of the school. For example, pupils enjoy suggesting ways of improving the use of the Welsh language in school and have developed a reward system for teachers who speak Welsh in lessons. Members of the school council are elected by pupils and play an active role on the governing body. Overall, pupils have meaningful opportunities to contribute to the decision-making process in school. For example, they have influenced a decision to extend extra-curricular sporting activities at lunch time.

The involvement in leadership roles provides opportunities for pupils to develop skills that can support them once they have left Newbridge School. For example, a few pupils who engage in the Sports Leaders programme gain qualifications that enable them to work in local authority leisure services after the age of 16.

Despite the strengths of the extensive support provided by the school, the overall strategic direction for well-being is not proactive enough to have the maximum positive impact. In addition, senior leaders and governors are not always sufficiently well informed about important aspects of the work.

Leading and improving

The headteacher provides assured leadership and has a clear and ambitious vision for the school. He is motivated by a strong desire for 'excellence in all that we do' and shares his aspirations unequivocally with staff and stakeholders. He is ably supported by two deputy headteachers and the rest of the senior leadership team.

Senior leaders promote the headteacher's vision and have a clear understanding of their roles and the strategic direction of the school. They work together effectively, and this ensures a strong team ethos. Although roles and responsibilities for leaders at all levels are distributed suitably, there is a lack of clarity over who has the overarching responsibility for leading and assuring the quality of some areas of the school's work, such as the provision for care, support and well-being.

Leadership has had a particularly strong impact on pupils' good behaviour in lessons and around school and their positive attitudes to learning. The school's response to national priorities is variable. For example, it has responded well to the requirements of the Additional Learning Needs Educational Tribunal (Wales) Act and has established secure child protection and safeguarding processes. In addition, leaders have ensured that staff receive valuable opportunities to collaborate, plan and implement Curriculum for Wales. However, the school's response to addressing other national priorities, such as developing pupils' Welsh language skills is at an early stage and the impact of a very few recent strategies in this area is limited.

Leaders at all levels support and challenge staff well. There are consistent and regular line management activities at all levels and staff value the support and guidance they receive from leaders. The headteacher manages underperformance robustly, sensitively and supportively. Performance management processes are clear and purposeful. Objectives link well to whole-school priorities and to individual staff's professional development needs.

Governors are highly supportive of the headteacher and are proud of the school's achievements and its role in the Newbridge community. However, they do not

contribute well enough to setting the strategic direction of the school and their role as critical friends is underdeveloped. The headteacher and business manager oversee the school's budget and resources carefully. They plan spending prudently, including the use of its Pupil Development Grant.

Overall, self-evaluation processes help leaders identify appropriate areas for improvement. However, these are often not defined precisely enough. Consequently, strategies for improvement and measures of success are not sharp enough, and as a result, improvement in a few areas is too slow.

Senior leaders have developed a suitable range of helpful and well-structured self-evaluation processes to gather first-hand evidence of learning and teaching. Heads of department evaluate their areas of responsibility conscientiously and thoroughly. They are supported well in this work by senior leaders through regular dialogue and joint self-evaluation activities. A particularly valuable feature of the self-evaluation process is the termly meetings that heads of department have with individual senior leaders to focus on learning, teaching and leadership. This approach supports the development of leadership skills and results in a helpful rolling record of reflection.

Recently, leaders have refined processes such as lesson observations and work scrutiny to improve the evaluation of learning. However, when evaluating the work of subject departments, leaders tend to be overly focused on performance data rather than on pupils' progress in lessons. In addition, the effectiveness of teaching is not measured well enough by its impact on learning. Although senior and middle leaders identify appropriate goals for improvement, for example to ensure that there is a high level of challenge in lessons, they do not make a strong enough connection between improving pupils' skills, knowledge and understanding, and developing the most effective teaching approaches to achieve this aim.

Pastoral leaders monitor their work carefully. However, although these leaders track the progress of individual pupils carefully, aspects of care, support and guidance are not planned or evaluated in a suitably interconnected way to allow leaders to consider improvements in the round. This means that leaders do not always consider the links between strategies well enough, for example those to improve attendance, alongside approaches to being a community focused school and the work to address the impact of poverty.

Senior leaders are beginning to develop a culture of professional learning at the school, with a strong focus on improving teaching and learning. Leaders provide staff at all levels with worthwhile opportunities to develop their practice. The professional learning programme is tailored carefully to respond to the school's priorities and individual needs. This includes providing suitable opportunities for staff to develop their leadership skills and to work with a range of partners to collaborate and share good practice.

Statutory compliance

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including use of the pupil development grant.

The school's arrangements for site security do not give any cause for concern.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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/carers 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, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and 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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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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Publication date: 25/03/2024