



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

**A report on**

**Cefn Hengoed Community School**

**Caldicot Road  
Winch Wen  
SA1 7HX**

**Date of inspection: October 2023**

**by**

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

## About Cefn Hengoed Community School

Name of provider	Cefn Hengoed 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	868
Pupils of statutory school age	868
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 20.2%)	33.0%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Secondary is 17.8%)	47.4%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	2.2%
Date of headteacher appointment	01/09/2017
Date of previous Estyn inspection (if applicable)	01/10/2015
Start date of inspection	09/10/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

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

## Overview

Leaders at Cefn Hengoed Community School have successfully created a strong culture of consistently high expectations which is underpinned by a mutually supportive and caring ethos. This, along with effective teaching and learning experiences, ensures that many pupils make strong progress in their learning.

The sense of belonging and care that permeates the school is palpable. Most pupils feel safe when at school and thrive in a community where they feel accepted and are nurtured to achieve and be their very best. Staff throughout the school create an extremely positive learning environment where nearly all pupils display exemplary behaviour and high levels of respect for one another, staff and visitors. Most pupils have positive attitudes to learning and are keen to take part in classroom discussions and tasks that improve their learning.

In many lessons, effective and engaging teaching ensures that pupils make strong progress in developing their knowledge, understanding and skills. In these lessons, teachers capture pupils' interest successfully, build well on their previous learning and encourage them to have high aspirations for their future.

The provision to support the progressive development of pupils' skills is a notable strength of the school. It is well planned and co-ordinated to ensure that pupils have helpful opportunities to consolidate and improve their literacy, numeracy, Welsh, digital and thinking skills. In addition, a broad and balanced curriculum stimulates pupils' interest and ensures that they have access to a wide range of learning experiences, including extra-curricular activities that support their progress and well-being effectively. The school has taken a sensible and measured approach to developing their Curriculum for Wales. Through helpful trialling and regular evaluation, leaders have ensured that pupils in Years 7 and 8 have access to an effective curriculum that builds well on their learning.

Leaders and staff create an effective safeguarding culture where most pupils feel safe and free from bullying. Staff tackle any instances of poor behaviour or bullying sensitively and creatively to support pupils to improve their future behaviour. This, along with the school's work to celebrate diversity, has created an inclusive culture where pupils feel valued as part of the school community.

Pupils with additional learning needs, including those who attend the specialist teaching facility (STF), benefit from effective support. They make good progress in relation to their targets and are integrated fully into the school community.

Leaders have demonstrated a strong ability to bring about change and improvement in many areas. This includes securing effective teaching and in addressing the impact of poverty on pupils' progress and well-being. Although a few areas require further improvement, leaders at all levels have brought about substantial improvements in pupils' attendance since the pandemic and have developed their school as a centre of the community they serve. This is a particularly effective aspect of the school's work. Leaders at all levels regularly evaluate and improve aspects of their work, and senior leaders have enabled middle leaders to become the key drivers of improvement.

## Recommendations

- R1 Refine improvement processes and planning to include the few areas for further development identified in this inspection

## What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to the provision for the progressive development of pupils' skills and the work to tackle the impact of poverty on pupils' attainment and well-being, for dissemination on Estyn's website.

## Main evaluation

### Learning

In lessons, many pupils make strong progress in developing their knowledge, understanding and skills. They recall prior learning well and apply this in increasingly challenging contexts. In a few lessons, pupils make particularly good progress, when, for example, they use their prior learning independently to calculate the areas of sectors and the lengths of arcs. In a few lessons, where pupils are not challenged sufficiently, they do not make as much progress as they could. Overall, pupils with additional learning needs, including those who attend the Specialist Teaching Facility (STF) and those eligible for free school meals or from low-income households, make good progress from their starting points.

Most pupils listen attentively to their teachers and peers. They follow instructions promptly and are keen to respond to teachers' questions and to contribute positively towards class discussions. Many pupils speak clearly using a suitably broad vocabulary, including subject specific terminology to express their views and explain their thinking. A few pupils offer only brief responses to teachers' questions or use informal language when providing a formal response.

Many pupils read with fluency and demonstrate a secure understanding of a range of texts. They locate relevant information well and use this to inform their spoken and written responses. A majority of pupils develop sound inference and deduction skills, including when they consider how choices influence the audience in media studies. These pupils summarise and synthesise information well, when, for instance, in geography they collect information from a range of sources to evaluate the best way to reduce drug use or crime.

In many cases, pupils produce writing that is structured well and technically secure. They use a broad range of vocabulary that helps them to engage the reader and

share their ideas coherently. These pupils regularly write well at length for a range of audiences and purposes in different subjects. They consider their language choices effectively to express their thoughts and opinions clearly. A minority of pupils make basic errors in their spelling, punctuation and grammar and a few do not develop their independent writing well enough, mainly because they are provided with too much support.

Many pupils develop their numeracy skills well. They have a generally secure grasp of number concepts. For example, they work confidently to calculate percentages and different salaries after deducting income tax. The majority of pupils have a firm grasp of shapes and measures and draw and analyse a suitable range of graphs well. In a few cases pupils demonstrate exceptional numeracy skills, for example when they confidently rearrange algebraic equations to solve different problems in a range of contexts.

Pupils develop their digital skills successfully for a broad range of purposes across the curriculum. They use a range of software confidently when, for example, using spreadsheets to represent and analyse data, and software to design animations to educate their peers about sustainability. In general, pupils have sound physical skills and develop their fine motor skills successfully. Examples include when they practise pivoting in netball or when controlling a mouse to add shade to make images appear more realistic in graphics.

Many pupils develop their thinking skills well, for example when inferring how well a reaction is progressing in science or when considering the impact of the 'Crow Laws' during their religion, values and ethics lessons. A few pupils demonstrate high levels of thinking and provide well considered responses to teachers' questions.

In Welsh lessons, many pupils make strong progress. They listen well and speak using a broad range of Welsh vocabulary. These pupils express their opinions confidently and offer extended verbal responses to teachers' questions. A notable feature is the positive attitudes to learning pupils demonstrate when using Welsh throughout the school. In a few cases, pupils make exceptional progress in developing their Welsh language skills.

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

Pupils are proud to attend Cefn Hengoed Community School and thrive as part of an inclusive, warm and welcoming environment. Most pupils take responsibility for contributing to the positive and caring ethos that the school creates. They are true to the school's aims, which are to be ready, respectful, resilient and safe. This contributes to most pupils feeling safe and valued as part of the school community. They feel that the school looks after their well-being in an exemplary manner.

Most pupils feel that all staff are approachable and keep them safe and free from bullying. They say that they know who to turn to for support. Pupils feel that the school deals swiftly, effectively and sensitively with the rare incidents of bullying. Most pupils say that there are high levels of mutual respect and trust between all members of the school community and that the school's restorative practices are effective in building and maintaining positive relationships.

Generally, pupils' behaviour in lessons and around the school is exemplary. They respect the school's very high expectations, and most feel that staff are quick to intervene and deal effectively with any instances of poor behaviour. Most pupils say that they are treated fairly and that they are encouraged to respect others, such as through the personal and social education (PSE) programme, form tutor time and assemblies. As a result, nearly all pupils are respectful, polite and courteous to staff, visitors and their peers.

Most pupils feel that the school celebrates diversity successfully. They enjoy regular opportunities to discuss moral issues such as conflict, prejudice and the negative impacts of social media. They demonstrate high levels of awareness about healthy choices and engage well with the range of positive activities that encourage them to reflect purposefully on their physical and mental health.

Most pupils have positive attitudes towards their learning. They are motivated, show interest and settle quickly to their work. Most listen attentively, engage well in group activities and take pride in their work. Many pupils work well independently, and the majority demonstrate high levels of resilience. They make effective use of teacher and peer feedback to improve their own learning. Most older pupils have high aspirations for what they can achieve and recognise the importance of good attendance. Pupils' attendance, including attendance rates for those eligible for free school meals, has improved notably over the last year.

Most pupils share their views regularly on aspects of school life through pupil voice questionnaires, well-being slips and 'have your say Fridays'. A few pupils, including those in the STF, are year representatives on the school council. They have influenced many aspects of school life including leading changes in the school uniform, enhancing the number of lunch time clubs, and introducing benches in the school yards. Pupils from all groups are keen to take on responsibilities within the school. For example, older pupils volunteer to support the transition of Year 7 pupils as peer mentors whilst also completing a peer mentoring qualification.

There are high levels of participation in a wide range of extra-curricular activities. Pupils participate enthusiastically in lunch time and after school clubs such as badminton club, skill stars and the newly formed 'Clwb Hwyl'. Pupils embrace the Welsh culture enthusiastically through celebrating Diwrnodau 'Shwmae' and 'Miwsig Cymru', and are very proud of the fact that bilingualism is a notable strength in their school.

## **Teaching and learning experiences**

In a few lessons, pupils benefit from inspirational teaching and make particularly strong progress in their knowledge, understanding and skills. In these lessons, teachers have very high expectations of themselves and their pupils, and plan carefully to maximise pupils' learning. They inspire pupils to be the best they can be and encourage them to develop as effective independent learners. As pupils become increasingly confident with the concepts being studied, these teachers increase the level of challenge, moving on promptly and successfully. They monitor pupils' progress closely and adjust the pace and direction of the lesson skilfully in line with the pace and depth of pupils' learning.

Nearly all teachers at Cefn Hengoed Community School make effective and sensitive use of behaviour management strategies when required. They foster positive working relationships with pupils, which helps to create a safe environment where pupils are willing to take appropriate risks in their learning and make valuable connections between their knowledge, understanding and skills in different subjects across the curriculum.

In most lessons, teachers demonstrate strong, up-to-date subject knowledge, provide good language models and focus effectively on pupils' accurate use of subject specific vocabulary. The positive enthusiasm they exude has a direct influence on pupils' attitudes to the subject. Clear teacher explanations support pupils to improve their understanding and engage quickly with the tasks set. In most lessons, teachers have high expectations of what pupils can achieve, ensure an appropriate level of challenge, and use other staff where required, to support pupils well in their learning. In many lessons, teachers use praise judiciously, which helps pupils to gain confidence in their own ability. The pace of teaching is matched closely to pupils' progress, and teachers provide helpful resources and activities that build well on prior learning. In these lessons, teachers model complicated concepts well, which helps pupils to make good progress.

In most lessons assessment procedures are well established, understood by pupils, and used sensibly by teachers. As a result, pupils receive helpful advice on how to improve their work and this generally leads to worthwhile improvements. In these lessons, teachers use questioning techniques well to check prior knowledge and ensure pupils are ready to move on to the next stage in their learning. Furthermore, in a majority of lessons, teachers use questioning effectively to probe and deepen understanding and to develop pupils' verbal responses.

In a few lessons where teaching is not as effective, pupils do not develop their independent learning skills or make as much progress as they could. In these lessons, teachers do not challenge pupils, particularly the more able, well enough and the pace of learning is too slow. They provide activities that are overly structured and that do not build sequentially on pupils' learning. Moreover, in these lessons teachers often accept brief underdeveloped verbal responses and do not probe pupils' understanding well enough.

Nearly all teachers and other staff in the STF communicate high expectations of pupils and provide appropriate challenge. They deliver stimulating lessons tailored where possible to the interests of pupils. Teachers' questioning is probing and encourages pupils to deepen their understanding and make inferences about their work. In a few instances, teachers in different subjects use worksheets that limit pupils' responses and reduce the opportunities for them to write at suitable length.

The school collects a comprehensive range of information related to pupils' abilities, their engagement, and their progress. This is analysed and discussed regularly to celebrate success and to identify pupils who need additional support. Parents and carers receive helpful interim and end of year reports on the progress of their children. In general, these reports contain useful information on what pupils are doing well and what they need to do to improve.

The vision for the curriculum at Cefn Hengoed Community School is aligned closely to its teaching and learning priorities, including a strong focus on creating resilient learners. The curriculum is broad and balanced and provides pupils with a suitable breadth and depth of learning across all areas of learning and experience that builds well on their prior learning. This contributes to the good progress that many pupils make from their starting points.

Planning for pupils to develop their skills across the curriculum is particularly strong. Teachers provide purposeful and engaging opportunities for the progressive development of pupils' literacy, numeracy, thinking and digital skills. Examples include pupils synthesising information from a range of data sources in geography, studying transects in biology and using formulae in spreadsheets to calculate molecular mass of different compounds. Pupils with weaker literacy and numeracy skills benefit from appropriate interventions and there is worthwhile alternative provision for a small number of pupils with social, emotional and behavioural difficulties.

The school has high expectations for the development of all pupils' Welsh language skills and provides stimulating opportunities for pupils to learn about their Welsh culture and heritage. This is often through well-planned opportunities, such as comparing the similarities between the Welsh national anthem and the Breton national anthem 'Bro gozh ma zhadou'. The school encourage pupils to use their Welsh skills regularly. As a result, many pupils use everyday Welsh confidently without being prompted. The effective provision for celebrating pupils' culture and heritage means that they feel empowered to learn their national language and to celebrate their culture and identify.

The school implemented their Curriculum for Wales from September 2023, having planned and experimented since 2018. Through regular evaluation and refinement, they have ensured that pupils benefit from a range of stimulating, challenging and well-coordinated learning experiences.

The curriculum is enriched with a range of additional visits and events and many of these make use of the local area successfully, such as science and geography visits to areas of outstanding natural beauty. This extra-curricular provision enhances pupils' sense of belonging, 'Cynefin', as well as supporting their progress inside the classroom. In addition, pupils benefit from a wide range of extra-curricular provision that supports their learning, for example the parent and child homework club.

The school offers a broad range of academic and vocational options at Key Stage 4 and pupils receive suitable guidance, including independent careers advice, to enable them to select the most appropriate options choices. Visits from ex-pupils and local companies to discuss a variety of careers are helpful in providing pupils with advice and raising their aspirations. Furthermore, pupils receive appropriate support when making post-16 decisions and the school provides effective and supportive guidance to enable them to take their next steps.

Generally, pupils benefit from a well-planned PSE programme, which includes a range of external expertise, such as the school nurse team. There is a significant focus throughout the PSE curriculum on protected characteristics and as a result pupils have a clear awareness of equality and diversity. In addition, pupils have



suitable opportunities to focus on black and minority ethnic history and experiences, as well as those of LGBTQ+ people.

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

At Cefn Hengoed Community School, the provision for care, support and guidance has an exceptionally positive effect on pupils' well-being and progress. The school has strong links with its community, for example the school run well-attended community events focused on aspects of safeguarding. Staff use their knowledge of pupils and the community to ensure that they provide highlight effective and individual support for pupils. The ethos of high expectations, coupled with genuine care, creates a happy, harmonious and productive school community.

When pupils need support, the pastoral team seeks to understand why and puts in place beneficial interventions. Staff have an effective graduated response to poor behaviour and their restorative approach helps to change pupils' future behaviour, so that exclusions remain low. Leaders and staff promote regularly the importance of good attendance and respond effectively to poor attendance. As a result, attendance of all pupils, including those eligible for free school meals, has improved markedly over the last year. The school's learning coaches create an environment in which pupils at risk of poor attendance feel comfortable to return to learning.

Provision for pupils with additional learning needs is well led and co-,ordinated, enabling most of these pupils to make good progress towards their individual targets. There is effective on-site provision to support pupils with autistic spectrum condition that meets their individual needs successfully. The STF provides a nurturing and supportive environment in which pupils make strong progress from their starting points. Pupils who attend this facility are integrated fully into school life and develop their confidence and self-worth successfully.

The PSE curriculum makes good use of external experts and is adapted suitably to meet pupils' needs, for example following well-being surveys and intelligence from the police about issues within the local community. Staff provide pupils with strong support at points of transition between each phase of their education. They work with pupils on college applications and have agreed with the local colleges that admission interviews are held at the school. The beneficial Cefn Hengoed Alternative Curriculum Education (CHACE) provision for older pupils at risk of exclusion supports them to gain worthwhile qualifications.

The school provides important opportunities for pupils to develop their leadership skills, such as older pupils who are trained to mentor younger pupils. There is a wide range of extra-curricular activities, such as music, film and games clubs, some of which are aimed particularly at pupils with additional learning needs. The school provides pupils who stay behind for after-school activities, such as sports, drama and revision sessions, with a free bus pass home if needed. Staff provide worthwhile opportunities for pupils to develop performance skills through regular school productions, concerts and eisteddfodau.

Staff use pupil voice as an important element in evaluating pastoral and academic provision. The school council has its own development priorities, which are part of the school's planning for improvement. The use of well-being slips and the monthly

'have your say Friday' encourages pupils to make their opinions known. Notable changes as a result of pupil voice include aspects of the PE and music curricula, the increase in lunch time clubs and the use of crockery in the canteen to promote sustainability.

The school works well with a comprehensive range of external agencies to provide high levels of valuable support for pupils' social, emotional and mental health. Overall, staff promote pupils' social, cultural, moral and spiritual development very effectively through a wide variety of activities and the values, which permeate the school.

All staff contribute suitably to the positive safeguarding culture. They are trained and updated appropriately on safeguarding issues, making valuable use of external support. Staff understand how and when to report concerns to leaders and the well-being team. The school has secure arrangements for safeguarding pupils, including prompt reactions to non-attendance and absence from lessons. Staff deal swiftly with any incidents of bullying, providing tailored support programmes for individuals, which help them to understand and address any inappropriate behaviours. The designated safeguarding team works effectively with statutory external agencies in child protection matters.

Staff and pupils have a shared understanding of how to keep everyone safe. Pupils feel confident that they can address their concerns with any member of staff and suitable actions will be taken. Staff are highly visible throughout the school, giving pupils a sense of reassurance and safety. This creates an atmosphere of support and care for all pupils. This is an important strength of the school.

### **Leadership and management**

The headteacher provides consistently strong leadership and inspires trust in his staff. He is supported well by the senior leadership team and together they have created a vision based on ensuring that there are no barriers to pupils' success. This is captured in the school's motto 'If You Believe It, You Can Achieve It – Credwch a Gwnewch'. Collaboration with a range of stakeholders is a strong feature of the schools work.

The headteacher and senior leaders model positive behaviours effectively and have instilled a culture of high expectations throughout the school. Staff feel that they are appreciated and empowered to carry out their roles. This has led to a strong team ethos and has created a beneficial culture of continuous professional development and improvement.

Leaders' work in addressing national priorities is highly effective. The school's planning for Curriculum for Wales is progressing well and the whole-school approach to developing pupils' Welsh language skills is having a substantial impact. Leaders' focus on the development of pupils' skills across subjects is exceptional and has led to strong provision for the development of pupils' literacy, numeracy, thinking and digital skills.

The extremely high expectations of leaders and staff at all levels is at the heart of the school's work in reducing the effects of poverty on educational attainment. This

includes ensuring that the school is central to the community, pupils' successes are celebrated regularly and there is a strong focus on raising their aspirations. Grant funding, including the Pupil Development Grant, is used effectively to support the well-being and progress of pupils who are eligible for free school meals and those from low-income households. This is having a positive impact on the aspirations and outcomes of these pupils.

There are strong lines of accountability and line management arrangements are rigorous. Discussions in meetings focus well on pupils' well-being and learning, as well as aspects of teaching and provision. Leaders provide a good balance between support and challenge. These arrangements contribute strongly to leaders' drive to create a reflective culture where staff take responsibility for their work, their professional learning and the outcomes of their pupils. Any underperformance is challenged robustly.

The school has a clear and well-structured calendar of activities to gain first-hand evidence about the quality of teaching and learning. This includes full lesson observations, learning walks, scrutiny of pupils' work and canvassing pupils' and parents' opinions. Senior leaders conduct regular departmental reviews and rigorous analyses of data. The rapid re-establishment of self-evaluation after pandemic measures ceased underscores leaders' commitment to maintaining high standards. Leaders set out clear expectations for quality in various key aspects, such as the level of challenge, activities that promote skill development, feedback mechanisms, and the inclusion of worthwhile tasks.

The work and impact of middle leaders is a notable feature. They understand their roles well and inspire those they lead to get the very best out of pupils. They have extremely high expectations and hold themselves and those that they manage to account for their work. Middle leaders engage helpfully with other schools in a peer learning and evaluation process. They visit other schools to evaluate their provision and host reciprocal visits. This practice offers fresh perspectives and helps identify strengths and areas for improvement. Subject leaders respond to recent findings from lesson observations, work scrutiny and other evaluations, by creating useful short-term improvement plans. These plans are 'live' documents that ensure that departments tackle swiftly any aspects identified as requiring improvement.

As a result of the school's robust quality assurance activities, leaders have a sound understanding of many of the strengths in teaching and learning. Leaders have a strong track record of maintaining high standards in behaviour, attendance, and the quality of teaching. However, they do not always evaluate the quality of the school's provision in light of its impact on pupils' learning or their well-being closely enough. As a result, their understanding of a few areas for improvement is not always sufficiently precise or, in a few cases, it makes it difficult for leaders to be certain which strategies are the most effective.

Arrangements for performance management are robust and are aligned closely with the school's priorities for improvement. These involve useful opportunities for discussions around staff professional development and the learning opportunities that are required to enable them to succeed. Objectives are measurable and the process is carried out in a supportive manner.

Professional learning is a notable strength. Leaders plan professional learning strategically to support the school's priorities and the needs of individuals as they strive to improve their leadership skills and everyday practice. A particular strength of this programme is the opportunity for staff to shadow leadership roles. This helps the school with succession planning so that provision continues seamlessly if any members of staff leave their post or are promoted. Staff share good practice regularly and are involved in useful working groups to research, trial and discuss potential improvements to practice. The school's professional learning offer has had a substantial impact on the well-being of pupils, the quality and consistency of teaching, the Welsh language skills of staff, and the work of associate staff.

Leaders foster a strong sense of trust with parents. Parents are kept very well informed on their child's progress and other aspects of school life through a variety of channels such as social media, text, the school app and website, and phone calls home to celebrate pupils' successes.

The headteacher, business manager and governors monitor the school's finances rigorously to ensure that all spending is aligned closely with its development priorities. Governors are highly committed to the school and are well informed by the headteacher and other leaders on the school's work. They have a suitable understanding of the school's main strengths, and their role in promoting healthy eating and drinking, although their understanding of areas for improvement is less well developed. They provide leaders with appropriate levels of challenge, particularly with regards to recruitment and financial matters.

## 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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