



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

A report on

**Ysgol Brynrefail
Llanrug
Caernarfon
Gwynedd
LL55 4AD**

Date of inspection: February 2020

by

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

About Ysgol Brynrefail

Ysgol Brynrefail is a naturally bilingual comprehensive school for 11-18-year-old pupils. It is situated in the village of Llanrug, on the road between Caernarfon and Llanberis, and is maintained by Gwynedd local authority. Many pupils come from the villages on Llanrug, Bethel, Llanberis and the surrounding rural area.

There are 745 pupils on roll, including 115 in the sixth form. This is slightly lower than at the time of the last inspection in November 2012, when there were 778 pupils at the school. Nine point four per cent (9.4%) of pupils are eligible for free school meals, which is lower than the national percentage for secondary schools of 16.4%. Twenty one point seven per cent (21.7%) of pupils are on the school's special educational needs register, which is similar to the national percentage of 22.6%. One point four per cent (1.4%) of pupils have a statement of special educational needs, which is slightly lower than the national figure of 2.2%.

Eighty six per cent (86%) of pupils come from Welsh-speaking homes, and 98% are fluent in the Welsh language. There are no children who speak English as an additional language. Very few pupils come from ethnic minority backgrounds.

The senior leadership team includes the headteacher, two deputy headteachers and two assistant headteachers. The headteacher was appointed in April 2018.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Ysgol Brynrefail is a highly caring, inclusive and Welsh community. The headteacher provides inspiring leadership. Together with the senior management team, she has shared the vision of aiming for excellence, 'gyda'n gilydd am y copa' ("together to the summit"), successfully with staff, governors and pupils. The school has a strong ethos of teamwork, in which all members of staff take full responsibility for improving their teaching and caring practices. This ensures that pupils are given the best possible experiences of school life.

Pupils at Ysgol Brynrefail are proud members of the school community who take pride in their Welshness. Most behave excellently and show very positive attitudes towards their work. Sixth-form pupils play a full part in school life and undertake prominent leadership roles.

A positive feature is the constructive working relationship between staff and pupils. Teachers are very caring and prepare interesting lessons, which ensures that many pupils make secure progress in their skills and subject knowledge.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Excellent

Recommendations

R1 Improve pupils' higher-order literacy, numeracy and information technology skills

R2 Improve teaching in a few cases

What happens next

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

Estyn will invite the school to prepare a case study on its work.

Main findings

Standards: Good

In many lessons, pupils, including those with special educational needs, make secure progress in developing their skills and subject knowledge. They recall information and apply it effectively to new situations. A few pupils make very strong progress, for example in developing their knowledge of the effect of the viewing angle, shadow and toning of three-dimensional shapes in art lessons.

Pupils' oral skills are a strength. Most listen carefully and respectfully to each other and their teachers. They are eloquent and confident Welsh speakers who use idioms and humour when communicating. Many pupils respond at length orally, using subject terminology purposefully. For example, they explain clearly how to find the co-ordinates of a turning point by completing a square in mathematics lessons. Many pupils play an active part in group work and contribute successfully. In a few cases, pupils mix-up Welsh and English when communicating orally.

Most pupils read confidently in order to locate facts. Many show a good understanding of what they read, both in Welsh and English. They are able to summarise information by gathering the main facts successfully. They interpret and analyse literacy texts effectively, including when studying Charlie Chaplin's speech, 'The Great Dictator', in English lessons. A few pupils analyse texts sensitively and observantly, for example when discussing the poem 'Hen Daid' in their Welsh lessons. When they are given an opportunity to do so, a minority of pupils are able to consider the reliability of sources effectively, for example when using sources about Owain Glyndŵr in their humanities lessons.

Many pupils write effectively and at length. They have rich vocabulary and natural Welsh syntax. They show a good understanding of the audience and purpose of their writing. Examples include writing an essay about the lives of miners in history, and producing a speech about racism in religious education. A minority of pupils write eloquently and elegantly, and use a subtle and sophisticated style, for example when writing a short story, 'Cyfrinach', in Welsh lessons. A few pupils make basic spelling and grammatical errors and, at times, their oral and written expression is clumsy in English.

Many pupils have a sound grasp of elementary number concepts. They show a good understanding of place value, and use fractions and percentages confidently. For example, in their science lessons, pupils use their understanding of percentages and numbers expressed in the standard form to calculate the thickness of the earth's crust. Many show a suitable understanding of measurements and a majority analyse data successfully. For example, in their humanities lessons, Year 7 pupils calculate averages and produce suitable graphs in order to analyse the data that they have collected about the class's journeys to school. However, a few pupils make elementary numerical errors, and a minority label graphs inconsistently.

Most pupils use a variety of information and communication technology (ICT) software appropriately to research and present information, including using hyperlinks and animations in PowerPoint. They also develop their advanced ICT skills suitably. For example, many understand the meaning and purpose of algorithms and how to use them to code a program to move a virtual character.

There are regular examples of pupils developing their creative skills successfully in various situations. For example, pupils show their original creative skills by writing Gwenallt's diary based on the poem, 'Coed'. Overall, pupils' physical skills are of a high standard. Most are able to evaluate their current performance and know what they need to improve in order to refine their skills. Many pupils develop their thinking skills successfully, for example when predicting and finding the link between the area of a rectangle and a parallelogram in mathematics.

Over the last three years, the school's performance in key stage 4 has been similar to that expected. Most pupils complete the Skills Challenge Certificate successfully at the end of Year 11.

At the end of Year 11, nearly all pupils remain in education, employment or training. Over the last three years, the performance of pupils who are eligible for free school meals has been slightly lower than that of the same cohort of pupils in similar schools.

In the sixth form, the proportion of pupils who complete their courses is a positive feature, and is significantly higher than the national average. However, over the last three years, pupils' performance has been lower than expected when considering their previous performance.

Wellbeing and attitudes to learning: Excellent

At Ysgol Brynrefail, pupils' wellbeing and attitudes to learning are exceptional. Pupils have very positive and loyal attitudes towards school life. A strong feature is pupils' pride in their heritage and their local community. Nearly all pupils take pride in their Welshness and delight in the fact that they are able to speak Welsh.

Nearly all pupils feel safe at school. They know whom to approach if they need support, and feel confident that the school responds to their concerns in a timely and sensible manner.

Many pupils are hard-working and very confident when undertaking leadership roles and responsibilities. They make an excellent contribution to the school's life and work by being members of the school council, year forums, sports ambassadors and the eco club. They meet and seek the views of other pupils regularly through forums and questionnaires. As a result of pupils' views, the healthy options that are available in the canteen have been expanded, more water fountains have been installed and the use of plastic has been reduced. Subject ambassadors play a key part in helping departments to make improvements to aspects of the curriculum. For example, at the request of pupils, the technology department has introduced more activities that encompass challenging elements of science, mathematics and technology. Year 7 English department ambassadors influence the novels that they study in their lessons. An exceptional feature is the excellent contribution of the sixth form across the school. They provide great support for younger pupils in the homework clubs and reading sessions. They also develop their leadership skills successfully by leading and organising the school Eisteddfod and skills days. All of these activities contribute towards developing pupils who are moral, knowledgeable and caring individuals.

Most pupils are principled and generous citizens. They collect a significant amount of money for local and national charities, such as the 'Heartbeat' charity, and organise and host a party for pupils from Ysgol Pendalar special school.

Most pupils develop as healthy and confident individuals. They have a sound understanding of how to stay healthy through a balanced diet and regular exercise. They take advantage of a wide range of opportunities to keep fit through a wide variety of clubs, which include a cross-country club, football club, hockey club and sport for life activities. A high proportion of pupils attend an excellent range of beneficial extra-curricular activities, for example the school band, the kindness club, the science club and the choir.

Most pupils behave excellently in lessons and on the corridors. They are punctual and ready to learn. Many are ambitious and show very positive attitudes to learning, by engaging well with their work and showing genuine interest and enjoyment. They work diligently and maintain their concentration by persevering with tasks very successfully. Many pupils develop as effective independent learners and solve their own problems by showing resilience when facing challenging tasks.

Most pupils treat each other with obvious respect and interact with each other skilfully. They are helpful, affectionate and warm when supporting and helping their peers. They have very strong social skills, and discuss issues and express their views extremely maturely with adults. In class discussions, nearly all work well together, make a valuable contribution and value the views of others.

Teaching and learning experiences: Good

Most teachers succeed in fostering a constructive working relationship with pupils. They succeed in creating a supportive and encouraging environment in lessons.

In many lessons, effective teaching ensures that pupils make secure progress in their skills and subject knowledge. In these lessons, teachers have consistent routines, which help pupils to settle quickly at the beginning of the lesson. They have secure subject knowledge and are good communicators who explain subject concepts and task requirements clearly. These teachers have high expectations of pupils. They plan carefully in order to engage pupils' interest and share useful success criteria with them. These teachers succeed in ensuring a purposeful balance between activities that are led by teachers and beneficial opportunities for pupils to work independently or in small groups. They monitor pupils' progress carefully and provide them with timely and valuable oral feedback.

In a few lessons, teaching is inspirational. In these lessons, teachers have a passionate enthusiasm for their subject, which motivates pupils. These teachers explain complex subject concepts very clearly and use attractive and creative resources. They use their subject expertise skilfully to plan a series of activities that build on pupils' understanding and ensure that learning has a lively pace. In these lessons, pupils make very strong progress.

In around half of lessons, teachers ask probing questions that deepen pupils' understanding. However, in around half of lessons, teachers do not ensure that all pupils contribute. In addition, they do not encourage pupils to extend their responses or justify their reasoning.

In a few cases, teaching is not effective enough. In these lessons, teachers do not ensure suitable challenge and support to ensure that all pupils make the best possible progress.

In many cases, teachers outline pupils' successes and provide them with beneficial feedback on how to improve their work. They provide valuable 'cnoi cil' (reflection) sessions for pupils to respond purposefully to their comments and then check the improvements. However, in a minority of cases, the targets that teachers identify on pupils' work are not specific or clear enough.

The school's curriculum provides valuable learning experiences that succeed in meeting all pupils' needs. As part of its role as a Curriculum for Wales quality improvement school, the school works effectively with partner primary schools to develop experiences and a learning continuum by observing and planning lessons jointly. The school provides creative transition units, for example the original 'Brwydr y Bygis' ('Buggy Battle') project to develop their design and information technology skills. The school is also adapting aspects of Year 7 provision.

A notable strength is the way in which leaders plan a comprehensive variety of key stage 4 and key stage 5 option courses jointly, through organised interaction with other nearby secondary schools and further education colleges. They consider pupils' aspirations and interests, the requirements of local employers and the capacity of providers to offer viable courses. Key stage 4 options provide a wide range of subjects, including a beneficial combination of general education and occupational courses, which allows nearly all pupils to follow a pathway that leads to post-16 education, training or employment.

The excellent 'Hwb' provision tailors a purposeful and timely curriculum for the most vulnerable pupils, with the aim of enabling them to return to the mainstream when suitable. There is a wide range of valuable opportunities for more able and talented pupils, for example through the 'Seren' scheme and masterclasses with prominent universities.

There is a wide variety of valuable extra-curricular opportunities that enrich the curriculum. This includes sports clubs, various competitions and skills days in the form of themes. The school also organises educational visits to local and international destinations, for example an exchange trip with a school in Romania to exchange ideas about technological developments.

Ysgol Brynrefail has a magnificent Welsh ethos. An excellent feature of its work is the stimulating and attractive provision to enrich pupils' understanding of Wales and Welshness. For example, it provides comprehensive and attractive skills days, which develop pupils who are knowledgeable about their local heritage and Welsh heritage.

Pupils are given a range of beneficial and creative opportunities to apply their literacy skills. For example, when transitioning from primary schools, pupils use the local legend of Rhita Gawr as inspiration to compose and perform a song with the local group, 'Plu'. There are purposeful opportunities for pupils to apply their writing skills across the curriculum. In the most effective examples, these opportunities are planned skilfully in order to develop and stretch pupils' skills. The school develops suitable opportunities for pupils to apply their English literacy skills in subjects across the curriculum.

The school provides an appropriate range of valuable opportunities for pupils to apply their number skills in relevant subjects. Provision to apply information and communication technology skills across the curriculum is comprehensive. The school uses diagnostic test data to organise a comprehensive programme of purposeful interventions in order to support pupils whose skills are weak.

Care, support and guidance: Excellent

Ysgol Brynrefail is an inclusive, caring and Welsh community. A strong sense of family is promoted, which aims for the same goal, which is to step 'together to the summit'. Provision for care, support and guidance is at the heart of its work. This has contributed towards creating a community where nearly all pupils behave exceptionally well, and treat their peers and others with respect and care.

The school has rigorous and consistent systems to track pupils' academic progress, attendance and wellbeing. These allow the school to respond swiftly to support pupils who are in danger of underachieving, and intervene immediately in order to address their individual needs. Leaders at all levels produce a series of effective interventions to help and support pupils following internal analyses of their progress. These include rapid improvement plans, effective mentoring and departmental remedial sessions to target specific aspects that are in need of attention. Based on incisive analysis, teachers have a very secure grasp of their pupils' progress and attitudes.

Highly inclusive and valuable provision is available in the 'Hwb' and 'Hafan', where work is done with small groups of pupils in order to develop their social skills and promote positive attitudes to learning. Through this highly caring and supportive provision, most pupils are integrated successfully into mainstream classes. An exceptional feature is the fact that these pupils have full access to the curriculum in order to ensure appropriate qualifications.

There is robust provision for pupils with special educational needs. The school has effective procedures to identify pupils' needs at an early stage, and provide high quality support for pupils who are in need or who are underperforming. The school works closely with multiple external agencies in order to provide support of the highest quality for these learners. The school responds positively to the requirements of different cohorts of pupils and tailors provision carefully to meet their needs. This ensures that pupils with additional learning needs make secure progress.

There is also a comprehensive programme of effective interventions in order to support pupils with emotional, behavioural or social needs. The school works very closely and successfully with a range of external agencies, such as the welfare officer, the school nurse and the community police officer. Through the excellent support of the 'Trac' officer, many of the school's most vulnerable pupils have undertaken wonderful work in the community. This includes tidying the garden and repairing benches in the local old people's home, Hafan Elan, and serving food to the local branch of Merched y Wawr in a nearby restaurant. All of these valuable experiences have contributed to the positive engagement of the most vulnerable learners in their learning.

The school has a highly productive and constructive relationship with parents. A host of rich events are organised to help and support parents. These include information-sharing meetings at the beginning of each key stage, and 'drop-in' clinics with the headteacher if there are any concerns. The successful revision workshops for Year 11 parents are an innovative scheme that is led by the sixth form. It is ensured that parents and pupils receive regular information about different aspects of school life through the school website, the school prospectus, 'Byd Brynrefail', and the community newspaper, 'Eco'r Wyddfa'.

Parents receive detailed and personal reports that provide a clear picture of pupils' efforts, and which identify their strengths and weaknesses successfully.

The school ensures excellent advice and support as pupils move from one key stage to the next, with clear and comprehensive information for learners and parents. Year 7 pupils play a prominent part in creating a primary-secondary transition booklet, and a majority of learners in Years 10 and 12 hold a valuable options fair for pupils in Years 9 and 11 as they make their choices for the future. The school has strong partnerships with local employers and further education colleges to prepare pupils for the next steps in their lives.

The school is a valuable part of its community and nearly all pupils are proud of their area and language. The school Eisteddfod is the pinnacle of the academic year, with four days of comprehensive events where the public are invited to join the celebrations. A wide range of rich extra-curricular activities is provided, which develops pupils' self-confidence, creativity and co-operation skills effectively. These include the successful school band and art, coding and homework clubs. The wide range of sports activities is one of the school's strengths. There are excellent opportunities to compete and succeed at a local and national level in teams, which include netball, rugby, swimming and athletics. Beneficial yoga sessions contribute towards promoting pupils' personal health.

The school has very good arrangements to support pupils in order for them to make healthy decisions. Its beneficial work on anti-bullying and cyber bullying supports pupils to stay safe at school and online. The school's arrangements for promoting eating and drinking healthily are sound. The work of the 'Bwyta'n Iach Brynrefail' (Brynrefail Healthy Eating) groups has had a positive influence on improving the standard on pupils' packed lunches. The school police officer leads constructive sessions in order to raise pupils' awareness of the importance of making sensible decisions.

A notable strength is the comprehensive personal and social education programme, which responds excellently to learners' needs. An exceptional feature is the way in which the school has tailored provision skilfully in order to respond to pupils' views, based on the findings of the school health questionnaire. For example, the school has provided successful sessions for pupils on how to deal with mental health issues.

The school provides rich opportunities for learners to support their peers and younger pupils, and this is part of the school's excellent ethos. Opportunities are provided for pupils to lead a variety of charitable activities in order to raise money for local and national causes, included Macmillan and Hope House hospice. A core part of the school's ethos is realising the principles of a 'nurture school'. One of the key

developments has been to establish a 'kindness club', which promotes an environment that encourages pupils to share their concerns in a supportive environment. All of these activities contribute highly effectively to pupils' spiritual, moral and social development.

The school holds a range of forums and committees in order to develop pupils who embrace sound humanitarian and ethical values. Pupils are given extensive opportunities to undertake various leadership roles, and excellent opportunities to voice their opinions and contribute to the school's vision and teaching and behaviour policies. The work of the eco group to reduce the use of plastic has been prominent in gaining an understanding of sustainability.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Excellent

Leadership at all levels at Ysgol Brynrefail is an excellent feature, which has contributed significantly towards ensuring high standards and very strong levels of pupil wellbeing. The headteacher is a passionate leader who leads the school in an inspirational manner. She is supported exceptionally by her senior management team. They have a clear vision to aim for excellence, 'gyda'n gilydd am y copa'. This ambitious vision is based on providing educational experiences of the highest standard while maintaining very high levels of wellbeing for pupils and members of staff. The senior team are skilful, strategically-minded and work highly effectively with middle leaders. Their supportive and encouraging leadership style has ensured that they are very highly respected by pupils, staff and the community. They set very high expectations for everyone. Together, they convey this vision clearly and highly successfully to all of the school's stakeholders. They have created a caring and supportive ethos, where nearly all members of staff work effectively as a team.

The roles of senior leaders and middle managers have been restructured purposefully to correspond closely with the school's needs, post holders' skills and national priorities. Senior leaders have implemented robust systems to help middle leaders to drive improvements forward in their areas. There is very close and effective co-operation between senior leaders and middle managers. As a result, strong leadership at all levels has succeeded in fostering very high levels of commitment among all members of staff.

Many departmental leaders understand their roles very well. They have a sound understanding of the strengths and areas for improvement within their areas of responsibility, and plan purposefully for improvement. Pastoral leaders are very effective in their roles. They work very effectively with the deputy headteacher, the team of tutors and a wide range of partners in order to plan the best possible care, support and guidance for pupils.

The school has purposeful plans and policies in place, and the line management procedure and structure are clear to all. There are clear structures of line, departmental and staff meetings, which ensure that there is a consistent focus on pupils' progress. These arrangements ensure that senior and middle leaders are held to account fully for their roles. Line management meetings focus purposefully on the progress of individual pupils and specific groups of pupils.

Members of the governing body are very experienced, and their expertise is used effectively to support and challenge the school. Through the hard-working committees and their valuable link meetings with departments, governors have a clear understanding of the school's strengths and areas for improvement. They play a prominent part in setting a strategic direction for the school and continue to challenge the school in order to improve the few areas in which there is underperformance. They conduct an annual review of their work in order to ensure that they contribute beneficially to the school's work.

Over time, thorough self-evaluation and improvement planning at Ysgol Brynrefail have ensured notable improvements in the school's wellbeing provision, and sustained improvements in the quality of teaching and the standards that pupils achieve. The senior management team provides a wide range of purposeful self-evaluation and improvement planning activities in all aspects of the school's work. The school ensures that all staff contribute extensively to self-evaluation processes and forming priorities for improvement. A suitable and rigorous calendar of self-evaluation activities is in place to ensure that all members of staff and governors are aware of expectations. Comprehensive activities include scrutinising pupils' books, a rigorous and highly incisive analysis of performance data, learning walks and lesson observations. A notable strength of self-evaluation activities is the contributions of pupils and parents to these processes. Subject ambassadors play a key part in supporting departments to make improvements to aspects of the curriculum. As a result of consultation with parents, the school has also ensured consistency in the use of purposeful homework across the school.

The senior management team and middle leaders have robust arrangements for lesson observations. These provide valuable opportunities for teachers and leaders to maintain professional dialogue, and observation has evolved to a model of sharing practice which is worth emulating across the school. Staff respond positively to professional conversations and advice on how to improve. However, in a few cases, when observing lessons, leaders focus too much on the teacher's actions, without considering the effect of teaching on standards.

As a result of the self-evaluation processes, leaders at all levels have a thorough awareness of strengths and areas for improvement. All information from the self-evaluation processes is used skilfully to plan improvement at school and departmental level.

Performance management arrangements for all staff, including learning assistants and support staff, are rigorous and influential. Objectives that have been agreed with teaching staff are challenging and realistic, and link directly to the school's priorities to improve the quality of teaching and raise pupils' standards. Arrangements identify the professional development needs of all staff effectively and link closely with the school's professional learning programme.

There is a clear emphasis on developing and supporting the professional learning of all staff in a creative and innovative manner. There are very valuable opportunities for teachers to observe each other, reflect on their work and share good practice. The school has coherent processes to identify staff's professional learning needs, and there is a highly comprehensive programme that meets the needs of all staff and the school's strategic priorities. An example of this is the innovative partnership with

a university, where all teachers receive training that helps them to promote pupils' mental health in a manner that derives from the latest research. Staff's individual development plans include specific and purposeful targets, and link directly to the professional learning programme. The school provides valuable opportunities for teachers and other staff to develop leadership skills by leading cross-school aspects and mentoring other teachers. The school has established beneficial links with other schools and universities in order to share good practice and expertise in teaching and learning, and train teachers.

The governing body, the business and finance manager, and the headteacher monitor expenditure in detail, and expenditure links closely with the school's priorities for improvement. All expenditure is evaluated rigorously. As a result, since 2016, the school has recorded a financial surplus. The school uses grants appropriately to support national priorities. Within this funding, the school makes effective use of its staff and accommodation, and has succeeded in creating a highly positive learning environment.

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 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 the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- 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' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

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

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

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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