

**A report on**

**Ysgol Uwchradd Caergybi**

**Caergybi  
Ynys Môn  
LL65 1NP**

**Date of inspection: February 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Uwchradd Caergybi

Name of provider	Ysgol Uwchradd Caergybi
Local authority	Isle of Anglesey County Council
Language of the provider	English
School category according to Welsh-medium provision	English with significant Welsh
Type of school	Secondary
Religious character	
Number of pupils on roll	843
Pupils of statutory school age	728
Number in sixth form	115
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 21.1%)	21.0%
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 11.2%)	30.2%
Percentage of pupils who speak Welsh at home	20.1%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2014
Date of previous Estyn inspection (if applicable)	22/05/2017
Start date of inspection	17/02/2025

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.

## Summary

There is a palpable sense of community in Ysgol Uwchradd Caergybi, where staff are dedicated to supporting pupils' well-being. This commitment is underpinned by the headteacher's vision of inclusivity and high expectations for pupils. The headteacher provides compassionate leadership and is supported by a committed senior leadership team. Leaders have worked effectively to stabilise the school following operational challenges caused by RAAC (Reinforced Autoclaved Aerated Concrete). However, leadership has not had sufficient impact on improving the quality of teaching and pupils' skills development.

In most lessons, there are positive relationships between teachers and pupils, contributing to a calm and productive atmosphere. The majority of teachers establish effective classroom routines and offer pupils suitable learning activities. In these lessons, most pupils demonstrate positive attitudes towards learning, follow instructions attentively, and collaborate effectively. In a very few cases, inspirational teaching leads to exceptional progress. However, in a minority of cases, pupils make limited progress due to a lack of challenge, weak questioning, unclear learning objectives, and poor lesson planning.

Despite recent improvements in planning, the school's provision for developing pupils' reading skills is too limited. More than a half of pupils have weak reading skills upon entry and do not make sufficient progress in this aspect over time. Overall, opportunities for extended writing are purposeful, though a minority of pupils struggle with grammatical accuracy and spelling. Many pupils apply basic mathematical concepts suitably, but they do not receive enough opportunities to develop these skills in subjects other than mathematics.

The school has made notable progress in promoting the Welsh language. Pupils in the 'Uned Iaith' benefit from language immersion, while the newly introduced bilingual stream in Year 7 further strengthens the school's commitment to fostering a bilingual environment. In general, pupils learning Welsh as a second language make appropriate progress although they often lack confidence when speaking.

The curriculum is broad and balanced, providing a wide range of subject choices at Key Stage 4 and post-16. The school works successfully with partner schools to enhance its sixth-form offer, ensuring pupils can access a diverse range of courses. The school's personal and social education (PSE) programme is well-structured and relevant. There is a wide variety of enrichment activities, including clubs, cultural visits, and leadership opportunities.

Attendance is a significant concern. While there has been a slight improvement this academic year, attendance rates are well below pre-pandemic levels and lower than those in similar schools. A significant gap exists between the attendance of all pupils and those eligible for free school meals. Leaders have implemented tracking systems to monitor attendance, but they do not analyse trends frequently enough to identify emerging patterns of absence.

The school has recently re-established its quality assurance processes. However, leaders tend to focus on compliance with school policy rather than the impact of teaching on learning. While the governors are very supportive, they do not always offer a suitable level of challenge to leaders.

## **Recommendations**

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

- R1. Improve attendance and punctuality
- R2. Improve the quality of teaching, especially the level of challenge offered to pupils
- R3. Improve the provision for developing pupils' oracy, reading and numeracy skills
- R4. Improve self-evaluation and improvement planning, ensuring that leaders evaluate provision in light of its impact on pupils' progress and well-being
- R5. Ensure that the governing body offers suitable challenge to leaders

## **What happens next**

### **Significant improvement**

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Main findings

### Teaching and learning

The positive nature of the relationships between teachers and pupils at Ysgol Uwchradd Caergybi is a notable feature. There is a respectful and supportive learning environment that leads, in most cases, to good behaviour in lessons. Many pupils display positive attitudes towards learning; they listen attentively to teachers' instructions, show interest in their work, and collaborate effectively in pairs or groups. Many teachers establish effective classroom routines, helping pupils to settle quickly. They are positive language models and use Welsh throughout their lessons, which enhances pupils' exposure to the language.

In the majority of lessons, pupils make suitable progress in their subject knowledge and understanding. In these lessons, teachers offer pupils engaging learning activities, clear explanations, and focus appropriately on their acquisition of subject-specific terminology. Most pupils remain engaged, and follow classroom rules and routines, contributing to a productive learning atmosphere.

In a few lessons, pupils make strong progress. These lessons are well-structured, with activities that build logically on prior knowledge, enabling pupils to deepen their understanding. Teachers set high expectations and encourage active participation. As a result, pupils remain focused and apply subject concepts with increasing independence.

In a very few lessons, pupils make exceptional progress due to inspirational teaching. These sessions include skilfully planned activities that capture pupils' imagination and provide a very high level of challenge. Teachers deliver these lessons with verve, using probing questions that encourage independent thinking and foster deep understanding.

A minority of teachers do not plan lessons effectively enough, leading to limited pupil progress. These lessons do not offer enough challenge, and include other shortcomings such as unclear learning objectives, poorly structured activities and minimal input from teachers.

A few pupils arrive late to lessons or are absent, impacting the continuity of their learning. Additionally, in about half of the pupils' books, there are gaps and incomplete work, reflecting a lack of engagement with learning tasks.

In many lessons, teachers use closed questions appropriately to check pupils' recall. In a minority of cases, teachers also use open questions beneficially to check pupils' understanding. However, only a few teachers use questioning effectively to elicit deeper thinking and encourage pupils to elaborate on their ideas.

Teachers offer pupils suitable written feedback in the majority of cases, but its quality and impact are too variable. A minority of this feedback is precise and constructive, offering pupils useful opportunities to improve their work. In a majority of cases, pupils engage productively with this feedback while in the remainder, teachers do not ensure that pupils respond to their comments.

Working with teachers, leaders have recently planned a range of opportunities to develop pupils' oracy, reading, and writing skills across curriculum areas. These opportunities are beginning to be integrated into curriculum planning.

Many pupils listen attentively and answer simple questions appropriately. In a minority of cases, teachers offer pupils beneficial opportunities to develop their speaking skills. In these examples, pupils respond well, offering extended responses in classroom discussions or to their teachers' questions. A majority of pupils have a suitable general and subject-specific vocabulary, and a few express themselves effectively, providing more sophisticated responses.

In a few lessons, pupils do not listen carefully enough, and a few are reluctant to contribute. A minority of pupils lack a wide vocabulary, limiting their ability to explain their answers clearly or confidently. In the majority of cases, pupils do not elaborate on their ideas.

Upon entry to the school, over half of the pupils have weak reading skills. They do not develop these skills sufficiently as they progress through the school. Across the curriculum, they are offered reading activities that focus mainly on improving basic skills, such as locating information from texts, skimming and scanning, and proof-reading. However, pupils do not consistently develop their advanced reading skills across subjects. Provision for skills such as inference, synthesis, and critical analysis is underdeveloped.

Across the curriculum, teachers offer pupils worthwhile opportunities to produce extended writing for a range of purposes and audiences. Many write interesting pieces with support from useful success criteria. A very few pupils write engagingly and convey their ideas with clarity. A minority of pupils have weak writing skills and make frequent, repeated spelling and grammatical errors. In a few cases, work is overly scaffolded, limiting the development of pupils' independent writing skills.

Leaders have recently worked with teachers to plan a range of opportunities to develop pupils' numeracy skills across relevant curriculum areas. Subject leaders are starting to develop these opportunities beneficially.

When given the opportunity, a majority of pupils apply their knowledge of concepts such as number bonds suitably to solve problems. Many recall multiplication tables accurately and, with support, apply formulae to calculate compound measures such as speed or

density. However, teachers often supply pupils with shortcuts when rearranging formulae that limit the development of their conceptual understanding. A few pupils have insecure knowledge of mathematical techniques and struggle to apply them in context. While some relevant subjects plan effectively to enhance pupils' numeracy skills, others provide insufficient opportunities. Too often, numeracy tasks lack sufficient challenge, limiting pupils' skill development.

With support, a majority of pupils construct scatter graphs accurately and draw sensible lines of best fit. However, they do not consistently analyse these graphs to draw conclusions. A minority of pupils struggle to construct graphs accurately and face challenges in creating sensible axis scales, plotting data, or drawing lines of best fit.

When given the opportunity, many pupils develop their digital skills effectively, using programs like computer aided design and spreadsheets independently. They also create multimedia presentations demonstrating creativity and technical competence. However, provision for the development of pupils' digital skills is uneven across subjects.

Pupils demonstrate strong creative skills in subjects like music and art, creating original compositions and emulating the styles of notable artists.

### **Spotlight: Provision to improve pupils' grasp of Welsh**

The school has made notable progress in promoting the Welsh language across its provision. There is a strong focus on incorporating Welsh through bilingual displays, communication with parents and the use of everyday Welsh within the classroom. This gives pupils meaningful opportunities to engage with the language in authentic contexts and promotes Welsh as a living language. Strong partnerships with external organisations, such as the Urdd and Menter Môn, further enhance pupils' experiences. For example, author and poet Anni Llŷn led a workshop to write a novel with Year 7 pupils. The annual 'Parêd Dydd Gŵyl Dewi', held in collaboration with primary feeder schools, continues to grow in prominence, celebrating St David's Day in a vibrant way

Pupils immersed in the Welsh language within the 'Uned Iaith' are making excellent progress. Many are developing confidence when speaking Welsh and are communicating with increasing fluency. The school has recently introduced a bilingual stream in Year 7 to further strengthen the school's strategic vision of fostering a more bilingual environment.

Most pupils learning Welsh as a second language have a positive attitude towards the language. Many pronounce words clearly, and a few respond confidently with extended answers. However, most lack confidence speaking in front of peers. Many pupils have a sound grasp of basic vocabulary which helps them identify key details in reading extracts. A minority have a wider vocabulary, enabling them to extract relevant information from more complex texts. When writing, a majority of pupils construct simple sentences



independently, apply grammatical rules suitably and spell accurately. However, a minority are overly reliant on structured patterns and vocabulary lists when writing and speaking.

The school has a suitable approach to implementing the Curriculum for Wales and staff are adapting their provision appropriately as the curriculum is introduced into Year 9. Leaders have begun working with partner primary schools to develop a shared vision for the curriculum. However, work to establish smooth curricular transition is at an early stage.

The school provides pupils with a broad and balanced curriculum, offering a wide range of subject choices. Pupils are provided with beneficial information and guidance to make informed choices from a wide range of GCSE and vocational courses. These suit a range of pupils' interests such as Sports Coaching, Health and Social Care, Business, Fashion and Fabrics.

In the sixth form, leaders collaborate successfully with other Ynys Môn schools to broaden the curriculum offer. This enables post-16 pupils to study a diverse range of courses. Pupils' attitudes to learning are positive in nearly all cases, but the rate of progress they make in different lessons is highly variable.

Relevant staff provide beneficial guidance to pupils in Year 11 as they consider their next stages. There are valuable opportunities for a few pupils who are at risk of underachieving to attend extended work experience placements or follow enrichment courses such as an independent living skills course delivered by external providers.

Leaders have planned worthwhile opportunities for pupils to explore different careers and develop an understanding of the world of work through productive partnerships with businesses, such as Wylfa power station. The school also works with external providers to facilitate beneficial work experience for all pupils in Years 10 and 12.

The school has introduced 'Grŵp TED' (Talentog, Eithriadol, Dawnus) which offers more able pupils valuable opportunities to challenge themselves. These include opportunities to follow the Additional Mathematics qualification and the chance to design and build the nose of a racing car with a Formula 1 team.

Leaders have designed a well-structured personal and social education (PSE) programme which includes age-appropriate resources. This programme is informed by canvassing pupils' opinions and includes topics such as impact of social media, screen time, county lines, and online safety. There are also valuable opportunities to help pupils prepare for life beyond school, covering aspects such as managing personal and household finances and parenting responsibilities.

The school supports pupils' spiritual, moral, social, and cultural development well. Pupils gain valuable insights into diversity through assemblies and the PSE curriculum, where they learn about the history and lives of black, Asian, and minority ethnic people. Pupils benefit from a range of extra-curricular activities that develop their creative, physical, and leadership skills. This includes sporting and drama clubs, an archaeology club, choir and the Duke of Edinburgh award.

The school provides valuable educational visits that enrich pupils' learning experiences, including local visits to Canolfan Ucheldre, a local Arts centre, and to see a pantomime at Christmas. Pupils also benefit from visits further afield including the National History Museum, the synagogue in Liverpool and the Real Madrid football stadium.

### **Well-being, care, support and guidance**

Staff at Ysgol Uwchradd Caergybi foster a strong sense of community, and offer pupils a caring environment, shaped by the school's values of 'Pride, Respect, and Responsibility.' Inclusivity is central to its ethos, as well as a strong emphasis on pupil welfare. Overall, leaders and staff generally treat pupils with respect and kindness, adopting a non-judgmental approach to supporting their personal, social and emotional development. In most cases, pupils respond positively to this and demonstrate courtesy towards their peers, adults and visitors.

The school has a beneficial range of provisions to meet the learning and emotional needs of its pupils. These include:

- The 'Learning Zone' for pupils with moderate learning difficulties requiring intensive basic skills support.
- The 'Nurture Centre' for pupils with social and emotional issues who benefit from individual tutoring or some respite from mainstream classes.
- The 'Harbwr' for pupils in need of additional support to access learning and the curriculum.
- The 'Net' for pupils with behavioural difficulties and who are at risk of exclusion.

Leaders have implemented a beneficial 'three-step' behaviour strategy to help pupils take responsibility, self-regulate, and improve. Pastoral staff support reflection and relationship restoration effectively when necessary. While many staff apply this strategy well, a few do not follow the agreed protocol and this lack of consistency hampers success.

The school's pastoral hub, 'Ystafell Pawb', is a central space where pastoral officers, the youth worker, therapeutic officer and school counsellor are available to provide guidance. Pupils have easy, direct access to this area where they can share their concerns. They can also seek help from support staff and leaders by using the 'Botwm Lles' facility on their personal account or by using 'Quick Response' (QR) codes placed around the school.

Heads of year are passionate about their work and emphasise beneficially the importance of healthy relationships and mutual respect in their work with pupils. They also support pupils in 'Pwyllfan', which provides a calm environment to encourage reflection and restoration so that they can return to lessons as soon as possible.

Leaders have established strong partnerships with specialist external agencies such as children's services, the Child and Adolescent Mental Health Service (CAMHS), the police, the education welfare service and the school nursing service. There are also productive collaborations with organisations such as Action for Children and Young Carers which ensure that groups of pupils can access their services in school. Arrangements to prepare pupils for secondary school are strong, particularly for vulnerable children and those with additional learning needs.

Leaders gather a wide range of well-being information on individual pupils' behaviour, attitudes and welfare. They give due consideration to this information in weekly pastoral meetings. Together with specialist staff, such as the therapeutic worker and external agencies, they identify relevant interventions where needed. These interventions, together with the wide range of support provisions, have had a positive impact on pupils' well-being and on the decreasing rate of exclusions over time.

The school provides effective support for pupils with additional learning needs (ALN). Staff know their pupils well and ensure they have a trusted adult for support. The school has made steady progress in meeting the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act. One-page profiles and individual development plans incorporate input from pupils, parents and relevant specialists, offering useful guidance for staff. However, teachers do not always use this information effectively when planning lessons.

There is a strong culture of safeguarding at the school. Many pupils feel safe and nearly all know where to go for support if needed. Systems to report, respond and manage concerns are robust and well-understood. Leaders respond swiftly to any negative trends in attitudes or emerging issues by providing them with useful professional learning opportunities to discuss these aspects and plan to address them. Training arrangements and safe recruitment practices are suitable.

There are valuable opportunities for pupils to develop their leadership skills. Junior Leaders across the age range are articulate ambassadors for the school and take pride in their roles. The pupil 'Wellbeing Team' is playing a key part in supporting 'period dignity'. Other pupils make a worthwhile contribution to the life of the school in several ways. For example, the 'Events Team' has successfully co-ordinated several fundraising activities and sixth form pupils run a second-hand school uniform shop.

Many pupils develop valuable social resilience and personal skills through the wide range of clubs and enrichment activities. They benefit from valuable opportunities to socialise together in games club and enjoy performing as part of the drama group, the school choir or taking part in the school's annual musical production. The pupil-led Rainbow Alliance is a popular LGBTQ+ group which contributes to the school's celebration of diversity.

Senior leaders have collaborated with relevant external agencies to hold evening events and focus days for pupils and their families to promote the importance of attending school. However, the disruption to school life after the discovery of Reinforced Autoclaved Aerated Concrete (RAAC) in the school building has had a significant impact on pupil attendance and punctuality. Whole-school attendance is significantly lower than that of schools of a similar socio-economic profile. In addition, a few pupils are frequently late to school and lessons. These shortcomings are having a tangible impact on their progress and achievement. While there has been an increase in attendance rates during this current academic year, attendance remains well below pre-pandemic levels. There is a significant gap between the attendance of all pupils and those eligible for free school meals. The number of pupils who are persistently absent is decreasing slightly but remains a concern, particularly for vulnerable learners.

Senior leaders, together with pastoral staff, have implemented broadly suitable strategies to track and monitor attendance. Half termly reviews help identify groups of vulnerable pupils who require intervention. However, leaders and staff do not analyse data frequently enough or give due consideration to all groups of learners who miss school regularly. This prevents them from being able to identify and respond to emerging patterns of absence. Overall, measures to improve attendance have not been effective enough.

### **Leading and improving**

The headteacher provides supportive and caring leadership, placing the well-being of pupils and staff at the heart of the school's work. His ambitious vision of a school where every pupil counts and has opportunities to thrive is well understood by staff. He is supported by a committed team of senior leaders who work closely with him to communicate this vision. Responsibilities among senior leaders are allocated suitably, ensuring that key areas of the school's work are overseen appropriately.

During a particularly challenging period where the school had to adapt its daily operations due to RAAC, leaders worked diligently to adapt provision to ensure the continuation of pupils' education. Following a phased return to face-to-face learning, leaders have re-established essential processes and structures sensibly. This includes reinstating provision to support pupils' well-being on-site, re-introducing quality assurance processes, and developing professional learning opportunities for staff. These actions have helped to stabilise the school's operations and refocus staff efforts on improving provision for pupils.

Leadership has had a positive impact on aspects such as the school's safeguarding culture and the provision for pupils' welfare. In addition, leaders have provided suitable support to mitigate the impact of poverty on pupils' well-being. The school's work to support staff in developing their Welsh language skills is a notable strength. However, leadership has not had enough impact on the quality of teaching, the development of pupils' skills, and their attendance.

Governors are supportive of the school and its role within the local community. The governing body is developing its role appropriately through work with the local authority. Governors are beginning to develop an awareness of how they can question and challenge leaders more robustly. However, currently, they do not have a precise enough understanding of the school's strengths and areas for development in key areas such as teaching and learning. They do not challenge leaders well enough to secure sustained improvements.

Financial management is overseen suitably by the bursar, business manager, and headteacher. They share financial reports regularly with the governing body's sub-committee, who monitor spending appropriately. The school allocates the pupil development grant suitably to support pupils affected by poverty. Leaders have established suitable processes to identify and provide pastoral support for these pupils and are beginning to consider the impact of this provision on attendance.

The school has appropriate line management arrangements. Senior leaders meet regularly with middle leaders to discuss their areas of responsibility. However, these meetings do not focus strongly enough on teaching and learning. Action points are not always clear, which means there is limited follow-up to check and evaluate the impact of any actions. While middle leaders value the support provided by line managers, there is too much variability in how robustly senior leaders challenge and hold them to account.

Leaders have re-established a suitable quality assurance calendar, incorporating activities such as lesson observations, work scrutiny, and pupil and staff questionnaires. Senior leaders beneficially promote collaboration in these processes, for example, curriculum leaders work alongside senior leaders to scrutinise work. While these activities offer useful insights, leaders tend to prioritise compliance with teaching policies above evaluating the impact of teaching on pupils' learning. As a result, they do not identify important shortcomings with sufficient precision.

Whole-school priorities are well understood by staff and inform the work of departments appropriately. However, while leaders at all levels recognise key priorities, they do not always plan for improvement in a strategic enough manner to ensure progress. Improvement planning at subject level does not always respond to findings from quality assurance activities.

The school has appropriate systems for managing staff performance. Objectives are generally relevant and aligned to school priorities. However, these objectives are not always sharp or challenging enough. They often focus too heavily on completing tasks rather than the intended impact of objectives on pupils' progress.

Staff benefit from a beneficial range of professional learning opportunities including their weekly 'Coffi a Chacen' sessions where staff discuss teaching and learning. The school works closely with other secondary schools within the local authority to develop leadership skills through initiatives such as CAMU. Senior and middle leaders benefit from worthwhile collaboration with colleagues from other schools to evaluate provision. However, leaders do not always evaluate professional learning activities thoroughly enough to assess their impact on teaching and learning. As a result, they lack a clear understanding of how these initiatives influence classroom practice.

### **Additional information**

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

The school's arrangements for site management 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 the use of the pupil development grant.

## 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

## 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 (<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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**This document has been translated by Trosol (English to Welsh).**