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**Dros ddysgwyr, dros Gymru**  
**For learners, for Wales**



**A report on education services in**

**Monmouthshire County Council**

**County Hall  
Rhadyr  
Usk  
Monmouthshire  
NP15 1GA**

**Date of inspection: November 2025**

**by**

**Estyn, His Majesty's Inspectorate for Education**

**and Training in Wales**

**This report is also available in Welsh**

## About Monmouthshire County Council

Monmouthshire County Council is located in the east of Wales and has a total population of just over 93,000 people. Monmouthshire has 11,340 pupils across 34 schools. The local authority maintains three secondary schools, one all-age school, 30 primary schools (of which three are Welsh-medium) and one pupil referral service. There are 25 non-maintained settings.

The Chief Executive was appointed in 2009. The Strategic Director, Children, Learning, Skills and Economy, took up his post in 2017. The council leader has been in post since May 2022 and the Cabinet Member for Children, Learning, Skills and Economy took up her post in May 2025. The local authority was last inspected in February 2020.

In 2025-2026, the Council's net education budget is approximately £84 million. The delegated school budget per pupil is £6,316 per pupil, which is the lowest of all local authorities in Wales.

Inspectors take account of a wide range of information about the local population when evaluating outcomes and the quality of education services. They consider this information alongside information about the national population. Some of the most useful information about children and young people in Monmouthshire is noted below:

- Over a three year average, 12.8% of pupils aged five to fifteen are eligible for free school meals, lower than the Wales average of 21.3%
- 2% of pupils aged five and over are fluent in Welsh, which is lower than the Wales average of 14%
- 10% of pupils aged five and over are from ethnic minorities, below the Wales average of 16%
- 12% of pupils have additional learning needs, higher than the Wales average of 10%
- 98 children per 10,000 were looked after by the local authority in 2019, which is slightly lower than the Wales average of 116 children per 10,000

## Summary

Leaders demonstrate a coherent and strategically led approach to improving outcomes for children and young people. A clear vision rooted in equity, transparency and strong values fosters trust and collaboration. Clear systems and purposeful collaboration underpin improvements across school improvement, additional learning needs (ALN) provision, attendance, Welsh language development and safeguarding. These factors combine to support continuous improvement in pupils' progress, inclusion and well-being.

The local authority has strengthened its processes for evaluation and improvement although there is generally too much variation in how well leaders and officers evaluate the impact of their work. Leaders prioritise professional learning, reflection and succession planning. Governance arrangements support informed decision-making, although officers' scrutiny reporting lacks sufficient precision in places. Financial management understanding is secure. However, financial deficits in schools create risks that may hinder the sustainability of improvements if not addressed robustly.

Leaders promote a strong safeguarding culture. Schools receive timely and highly beneficial support and advice. In addition, the local authority is proactive in identifying emerging trends and risks in safeguarding. Officers respond effectively to these trends. These factors collectively enhance pupils' safety, well-being and learning experiences.

A clearly articulated school improvement strategy, aligned with the work of the local authority school improvement service (LASIS), establishes robust systems of support and challenge. Well-defined roles, strong accountability and consistent information-gathering enable leaders and School Improvement Partners (SIPs) to develop an accurate understanding of schools. The introduction of refined thematic reviews and swift intervention through the Team Around the School (TAS) approach ensures that barriers to improvement are addressed promptly. This co-ordinated approach ensures that support is timely, targeted and evaluated regularly.

Since the last inspection, leaders have established a clear strategic vision for inclusion and notably improved the provision for pupils with ALN. The reshaping of systems, enhanced collaboration between specialist teams and schools, and strong professional learning for ALNCoS and school staff create increased confidence and competence in meeting a wide range of pupil needs. Schools are increasingly able to meet a broader range of ALN within mainstream environments, fostering a culture where pupils with ALN remain within their communities. A comprehensive early-years ALN model enables early identification and smoother transitions into school. However, the authority's inclusion tracking systems limit leaders' ability to monitor the progress of pupils with ALN securely.

The authority's trauma-informed, relationship-centred approach shapes its work to improve attendance. High expectations, regular consultations, strengthened data scrutiny and multi-agency working ensure attendance issues are identified and addressed early. The establishment of a family liaison team improves communication with families and reduces barriers to attendance. Strong improvements are evident in primary attendance and early signs of progress are emerging in more vulnerable groups. In primary settings attendance rates are improving. However, overall attendance of secondary pupils and for pupils with ALN require improvement.

The authority's clear Welsh in Education Strategic Plan (WESP) vision and collaborative structures drive improvement in developing the use of Welsh in schools as well as developing Welsh-medium provision. Strong partnership working, transparent communication with stakeholders and targeted professional learning create conditions for improvement. Increasing numbers of pupils are entering Welsh-medium reception classes. However, a minority of pupils do not continue into Welsh-medium secondary education. A majority of English-medium settings and schools inspected since 2022, have had a recommendation to improve the Welsh language provision. In response to this the authority is focussing on supporting school leaders to develop a Welsh vision and culture.

Messages and evaluations from a youth work inspection that was undertaken shortly before this inspection has helped to inform the wider local government education services inspection, where relevant.

## **Recommendations**

- R1      Improve the consistency of evaluation processes to evaluate the impact of local authority work more effectively
- R2      Improve attendance, particularly for secondary-age pupils and key learner groups
- R3      Continue to support and challenge schools to reduce deficit budgets

## **What happens next**

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified during the inspection.

## Main findings

### Education services and their impact

#### **How well does the local authority support and challenge their schools to improve outcomes for pupils, including those who are more able?**

Monmouthshire County Council has a clear strategy for school improvement. There is a strong approach to supporting and challenging schools. Collaboration between the local authority and the local authority school improvement service (LASIS) is well established and has strengthened over time. This has helped secure an effective and coherent approach to school improvement.

Roles and responsibilities of the LASIS and the local authority are clearly defined, securing seamless alignment of support. There are clear lines of accountability that are well understood by all partners, ensuring support is timely and appropriate. The local authority maintains a strong focus on improving leadership, the quality of teaching, learning and outcomes for children and young people. Since the last core inspection, the local authority has strengthened its focus on improving outcomes for more able pupils. This has had a notable impact on the outcomes of this group of pupils, particularly at the end of Key Stage 4.

There are comprehensive systems to gather a range of relevant information about schools and the pupil referral service (PRS). This helps the local authority to have a strong understanding of the strengths and areas for improvement in these settings. The Principal School Improvement Partner and local authority school improvement lead work closely. They provide clear guidance to School Improvement Partners (SIPs) which has helped to improve the effectiveness of their work. A useful electronic system makes suitable use of inspection outcomes, data and first-hand evidence to provide clear insight into the progress of individual settings and schools.

The local authority makes effective use of a range of opportunities to support and challenge their schools and the LASIS. These include partnership meetings with officers from LASIS, as well as professional discussions which include leaders from schools and the PRS. These enable officers to ensure priorities are appropriate and support is effectively aligned to need. They evaluate the impact of this support regularly. Thematic reports are a useful process to focus on priorities identified by the authority. These reports provide a suitable overview of strengths and areas for improvement in specific areas. Reports have recently been revised and refined, providing schools and settings with sufficient time to implement any recommendations effectively and ensuring they have greater impact. Schools or settings that require additional support and challenge are identified well and are provided with swift support through a team around the school (TAS) approach. This

approach enables officers and school leaders to address barriers to learning effectively, leading to sustained improvement.

Since February 2022, we have inspected 20 primary schools, 11 non-maintained settings, 3 secondary schools and the PRS. Two secondary schools and the PRS were judged to require significant improvement. Since this time, one secondary school has closed and therefore is no longer in significant improvement. Of the remaining schools no follow-up was required, with many having spotlights of good practice or case studies identified.

The professional learning offer for school staff and education practitioners is comprehensive, flexible and responsive. It provides well targeted support for schools. This offer is regularly evaluated, and officers make changes to their approaches in response to these findings. For example, they are currently piloting a peer review model. The partner schools' model is effective in facilitating school led support, with robust systems for quality assurance and monitoring impact. As a result, schools benefit from tailored support to help them strengthen teaching, leadership and pupil outcomes. Governors also benefit from a comprehensive programme of support. This includes mandatory elements, as well as local and national priorities such as Cymraeg 2050 and the impact of poverty on the attainment of children and young people.

### **How effective is the local authority's provision for supporting children and young people with ALN?**

Since the last inspection, leaders have established a clear strategic vision for inclusion and notably improved the provision for pupils with additional learning needs (ALN). The authority provides robust and increasingly effective support for children and young people with ALN. There is strong, coherent leadership that places inclusion at the centre of the authority's work. This has created a culture of inclusivity, where most children and young people with ALN are educated in mainstream schools in their communities.

The local authority's beneficial inclusion strategy draws appropriately on national policy frameworks and outlines a clear continuum of provision across mainstream, outreach and specialist services. Its strong emphasis on early intervention and a rights-based approach has helped to shape more preventative practice across the county. Expectations for inclusive classroom approaches are explicit, and schools are becoming increasingly confident in adapting teaching and planning to meet a wider range of ALN within mainstream contexts.

Leaders have played a pivotal role in reshaping systems, expectations and provision. The inclusion team, educational psychology service and specialist advisory teachers offer a valuable range of professional guidance that strengthens the capacity of schools and settings to meet pupils' needs effectively. Through successful collaborative working, they have built high levels of trust between the authority, settings, schools and the pupil

referral service (PRS). As a result, individual children and young people's needs are generally identified early and addressed promptly.

The authority has responded effectively to the statutory requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018. Officers have taken a methodical approach to the transformation, ensuring that schools and settings receive appropriate guidance throughout. Person-centred planning is a well-established feature of practice. Pupils benefit from high-quality local authority individual development plans (IDPs) that inform the additional learning provision (ALP) and ensure smooth transitions between phases. This ensures continuity of support as needs evolve.

Officers prioritise the early identification of needs effectively. The authority has developed a comprehensive approach to supporting pre-school children, enabling staff to identify needs at a very early stage and provide meaningful guidance to families. Early years ALN provision is well co-ordinated and supports transition into nursery or school well.

Overall, the authority's inclusion tracking systems limit the ability of leaders to monitor the progress of pupils with ALN and evaluate the impact of provision at a system level. This constrains strategic planning and reduces the precision with which leaders can identify trends and evaluate outcomes.

Professional learning for ALN is of high quality and well aligned to local priorities. Training for additional learning needs co-ordinators (ALNCoS) is comprehensive, and the authority's cluster-based work helps to promote consistency and shared understanding. Staff across settings, schools and the PRS, benefit from a wide range of high-quality universal and targeted training delivered by the educational psychology service and specialist teams. This investment has a positive impact on the quality of teaching and support for pupils with ALN in mainstream schools.

Partnership working is a notable strength of the authority's approach. Strong collaboration through well-managed panels and multi-agency fora ensures timely decision-making and coordinated intervention. Relationships with partners such as health and social care are constructive and solution-focused, helping to ensure that pupils' needs are met in the most appropriate provision. As a result, parental disagreements are generally resolved sensitively and efficiently, with a very few escalating to formal appeals.

## **Monmouthshire's Autism in Schools and Settings (MASS) Programme**

Monmouthshire's Autism in Schools and Settings (MASS) programme provides a purposeful and well-aligned strategic response to the increasing levels of neurodiversity identified in pupils. This is underpinned by a clear commitment to viewing autism as a 'difference not a deficit'. The authority's substantial investment in high-quality professional learning has established a shared language and strengthened staff competence, enabling settings and schools to embed person-centred, strengths-based approaches more consistently. The breadth and reach of bilingual training, accessed by more than 1,300 practitioners, has been complemented by a well-structured Autism Champion model, in all settings and schools, that distributes leadership effectively. This professional learning translates into daily practice well.

The programme's emphasis on authentic co-production and strong multi-agency partnership is a notable feature of its effectiveness. Involving young people with autism directly in strategic decisions ensures that provision is shaped by lived experience. Schools report clear benefits, including more autism-friendly environments, improved sensory regulation and more reflective practice. Overall, MASS is helping to drive a cultural shift towards more inclusive and supportive practice.

The authority's specialist resource bases (SRBs) provide valuable specialist teaching within mainstream settings, enabling many pupils with complex ALN to remain in their locality and maintain strong community relationships. As a result of strengthened quality assurance processes, the consistency and quality of provision across the SRBs have improved.

Leaders recognise that specialist and therapeutic capacity within the authority, particularly for pupils with social, emotional and mental health (SEMH) needs and profound and multiple learning difficulties (PMLD), does not fully meet rising levels of demand. As a result, a few pupils with the most complex needs are placed in out of county provisions. In addition, there is limited availability of Welsh-medium specialist provision.

Overall, leaders have strengthened the provision for post-16 pathways and vocational opportunities for many pupils with ALN. The SRBs for older pupils now provide education to the age of 19. Working closely with pupils, parents and carers and other stakeholders, staff at the SRBs develop a bespoke curriculum with a focus on independence, resilience and key functional skills. The SRBs offer a suitable range and balance of academic and vocational pathways. Opportunities for older pupils with ALN to work in the community and gain regular, valuable work experience are developing well. This includes pupils working in local charity shops, restaurants and supermarkets. This helps to developing beneficial pathways for pupils into further education, training and employment.



## **How effective is the local authority's work in improving the attendance of pupils in schools, and EOTAS provision?**

The local authority demonstrates a strong commitment to improving pupil attendance across schools and for those educated other than at school (EOTAS). Across all relevant services, the local authority has embedded a clear vision for a trauma-informed approach which is underpinned by strong and trusting relationships. This shared understanding underpins the authority's inclusive ethos and ensures a consistent focus on children and young people's well-being as a foundation for improving attendance.

Officers promote high expectations for attendance and provide schools with appropriate support and challenge. Regular attendance consultations and systematic scrutiny of data lead to timely interventions and support. This has led to strong improvements in primary attendance and is beginning to impact positively on other groups of pupils such as pupils eligible for free school meals (eFSM). Despite this, the attendance of secondary and pupils with additional learning needs (ALN) remain too low and require improvement.

At all levels, a community-focussed approach, involving multi-agency support, is used consistently. Senior officers deploy grant funding strategically to address attendance issues. The establishment of a family liaison officer team has had a beneficial impact, fostering positive relationships with families. This helps officers to identify and overcome barriers to regular attendance at school. However, the reliance on grant funding for family liaison officers creates uncertainty about the sustainability of this valuable provision.

Officers monitor school attendance closely. They adapt and refine provision in response to their findings to improving attendance across the authority. This has resulted in strengthened systems within the education welfare service, including more robust scrutiny of secondary pupil attendance. However, whilst officers use a full range of data, they do not evaluate the impact of strategies on whole school or local authority attendance carefully enough. As a result, they have overlooked important areas requiring improvement, such as the attendance of pupils identified with additional learning needs (ALN).

The recent introduction of a new leadership team in the pupil referral service (PRS) has brought stability and helped to strengthen strategies to improve attendance for the most vulnerable groups of learners. The use of bespoke learning pathways and appropriate reintegration plans are beginning to have a positive impact on the attendance of these children and young people.

Professional learning is a strong feature of the authority's approach to improving attendance. A broad range of high-quality training enhances staff understanding and capacity of this aspect and reinforces the authority's inclusive vision. This professional learning has also focussed on managing pupil behaviour. Although exclusion rates have

reduced recently, they remain too high and continue to have a negative impact on attendance overall.

### **How well does the local authority support and develop the use of Welsh in their settings and schools?**

The local authority has a clear vision for supporting and developing the use of Welsh in their settings and schools as noted in their Welsh in Education Strategic plan (WESP). They communicate this with all stakeholders and partners. They work collaboratively with a range of partners in developing the priorities of the WESP and through promoting the benefits of bilingualism. In line with the WESP targets, Welsh-medium primary provision has developed appropriately over time.

The Welsh Education Forum (WEF) oversees the local authority's processes for monitoring and evaluating the implementation of its WESP. The WEF provides a forum to promote a strong culture of collaboration and creativity amongst stakeholders for realising the outcomes of the WESP. They evaluate progress against priorities termly and challenge progress robustly. This includes when discussing the pace of change in the development of Welsh-medium education in settings and schools across the local authority.

The local authority shares helpful information to support parents to make informed decisions regarding the language medium of their child's education from a young age. Successful partnerships to promote, support and develop the Welsh language ethos and culture is having a positive impact on increasing the numbers of pupils attending Welsh-medium reception classes. Despite the efforts of the local authority and its partners to support pupils to continue their secondary education through the medium of Welsh, a minority of pupils in the north of the authority do not continue their transition to Welsh-medium education.

The development of the late immersion classes supports the local authority's strategy to increase pupil numbers attending Welsh-medium schools across the authority well. Currently, the promotion sub-group of the WESP is actively engaged in promoting this provision further to inform parents of the opportunity of moving their child to Welsh-medium education at a later entry point in their statutory school life.

There is a comprehensive range of professional learning opportunities for both English-medium and Welsh-medium providers to support the development of Welsh across the local authority. However, a majority of English-medium settings and schools inspected since 2022, have had a recommendation to improve the Welsh language. In response to this, the authority is focussing on supporting school leaders to develop a Welsh vision and culture.

LASIS subject specialists monitor the Welsh language skills of the workforce well. They support school leaders to analyse workforce data to inform them of the progression of Welsh skills amongst their staff. This has led to targeted support for school staff to improve their Welsh language skills further. In addition, valuable partnerships have provided pupils with beneficial opportunities to develop their enthusiasm for learning Welsh. The number of pupils studying Welsh as a second language at A level has recently increased.

### **Leading and improving**

Elected members and leaders within Monmouthshire County Council are committed to securing the best outcomes for children and young people. Education features prominently in the community and corporate plan, which takes suitable account of national priorities and the aims of the Well-being and Future Generations Act.

The Strategic Director for Children, Learning, Skills and Economy, and the Chief Executive Officer have established and shared a clear vision for education focussed on securing excellence, equity and the best outcomes for all. This vision is underpinned by the values of teamwork, flexibility, fairness, openness and kindness, and leaders demonstrate these strongly in all aspects of their work. This has established strong relationships between leaders, officers and stakeholders. Leadership has secured improvements in important aspects of the local authority's work, including the provision for pupils with ALN and school improvement support.

The strategic director provides assured, measured and calm leadership. A notable strength is the way in which he has developed a strong culture of trust and transparency where officers feel valued and supported whilst also understanding their responsibility to deliver improvements. There is a strong focus on tackling the impact of poverty on educational attainment and the strategic director has a steadfast commitment to ensuring the local authority's work aligns well to this goal.

Elected members have a broad understanding of the work of the directorate and have positive relationships with officers. Reports, such as the annual strategic director's report, help to keep them informed of important issues and challenges facing the authority. For example, they understand the need to improve attendance and reduce exclusions. This has supported them with decision-making and to maintain education as a high priority for the council.

Both the people and performance overview scrutiny committees consider the work of the directorate suitably and there are regular opportunities for them to receive reports and important updates about the directorate's work. Although scrutiny members are willing to ask pertinent questions of members and officers, reports to scrutiny are not always

sufficiently precise. As a result, scrutiny members are not always able to hold cabinet to account effectively enough.

The local authority has strengthened its processes for evaluation and improvement. These are understood well by officers and have led to improvements in service areas, including addressing many of the recommendations from the previous core inspection.

Officers at all levels use a range of suitable activities to gather information and data to help them to consider progress against education service plans and to identify broad strengths and areas for improvement across all service areas. This is supported by the annual strategic director's report which makes use of a broad evidence base and provides a sound overview of current performance. Despite these improvements, there is too much variation in how well leaders and officers evaluate the impact of their work. They often focus too heavily on describing activity rather than the impact on improving services or outcomes for children and young people. As a result, improvement priorities and success criteria are not always precise enough to drive more rapid improvements.

Senior leaders have established a strong culture of reflection amongst staff and professional learning is prioritised well. Staff benefit from a broad range of opportunities to develop their professional experiences and skills, for example through broadening responsibilities and achieving professional qualifications. Senior leaders think carefully about succession planning and use professional learning well to support this. Officers value the support they receive through line management and performance review arrangements. Regular one-to-one sessions provide helpful opportunities for officers to reflect on their practice. However, these processes do not always hold staff sufficiently to account for the impact of their work.

The local authority promotes a strong culture of safeguarding. Each directorate has a designated safeguarding person and a deputy, and each central team complete an annual safeguarding audit. These processes ensure that safeguarding is a high priority across all teams.

Throughout the local authority, children and young people are listened to well and their views are taken into account. For example, children and young people's voice is central to the practitioner concerns process, underpinned by the local authority's participation strategy.

Schools receive a high level of beneficial and timely support and advice with safeguarding matters. They appreciate how well officers use their skills and knowledge to support and challenge them proactively. Local authority officers identify emerging safeguarding issues effectively, for example about the growth in knife crime and harmful sexual behaviour.

They use this information to provide targeted support for children, young people and schools. The local authority's rights, respect and equality working group is having a positive impact on identifying trends in bullying and supporting schools to accurately record and deal with concerns.

There is a wide range of high-quality safeguarding training available for staff and school governors. All providers complete regular safeguarding audits and write action plans based on any shortcomings. The lead officer provides schools and other education settings with valuable support and feedback in relation to these plans.

There is a detailed and evaluative annual safeguarding report which is presented to the performance and overview scrutiny committee and full Council. Elected members ask appropriate questions to seek clarification, request further information and to challenge the report presented to them.

There is effective multi-agency work through the various corporate safeguarding groups, sharing of important information and attendance at key meetings. Schools and other education settings can access important information to track actions undertaken by other agencies when they have reported a concern about children and young people. This is a strength of the local authority's work.

Recent budget decisions have reflected that education remains a high priority for the council. Notably, the 2025-26 budget increase was the largest in Wales, raising Monmouthshire's per pupil spend above the Wales average for the first time since 2016-17. Historically, however, the authority's budgeted per pupil expenditure has consistently been below the Wales average, contributing to school overspends and the current deficits in school balances.

As of March 2025, 43% of Monmouthshire schools were in deficit, with a combined deficit of £4.1 million. On a per pupil basis, this was the highest in Wales. Despite efforts to support and challenge schools to reduce these, progress to date has been limited and the deficit continues to increase.

The authority has structured processes to monitor school budgets and has a strong understanding of schools' financial situations. It also understands the root causes of financial pressures across education. However, reports to elected members do not sufficiently articulate the reasons for individual school overspends or the impact of the Council's interventions. This limits the ability of elected members to assess and challenge the effectiveness of actions taken. Furthermore, reports do not clearly illustrate the trajectory of rising overspends and the risks this presents to the authority's overall financial position.

Finance officers work closely with schools, offering helpful support, advice and training. The authority is also proactive in responding to issues, for example, expanding the use of school resource bases and reviewing funding allocation methods to ensure they remain appropriate amid increasing demand. The education service recognises the need to make better use of benchmarking data in its support and challenge to schools.

The scheme for financing schools has not been updated since 2018 so no longer reflects the authority's current approach and the changed operating environment. For example, the authority has extended deficit recovery periods to as long as 10 years for a very few schools with substantial deficits.

The authority offers a comprehensive range of service level agreements (SLAs) and there is an overall high level of take up. However, while informal feedback is gathered, there is no systematic process for reviewing SLAs with schools.

The School Budget Forum has a broad membership that includes headteachers, local authority officers, elected members, governors and trades unions. The Forum adopts a proactive and collaborative approach to a range of key issues and recently played a significant role in reviewing elements of the funding formula.

## **Evidence base of the report**

Before the inspection, inspectors:

- consulted the local authority on the local inspection questions to be used during the inspection, based on the authority's self-evaluation, strategic plans and relevant data held by Estyn
- analysed the outcomes from open questionnaires, including the views of learners, parents, school staff and governors, local authority staff, regional consortium staff, elected members and general public
- carried out a preliminary visit to the local authority to meet with a range of relevant partners to education services, such as learner representatives, headteachers and governors, and leaders from statutory and third sector agencies working with children and young people

During the inspection, inspectors:

- met with the leader of the council, elected members responsible for education services, elected members responsible for the scrutiny of education services, the chief executive, the director of education, other leaders and managers in education services, other relevant staff in the local authority, the managing director of the regional consortium for school improvement and other relevant staff from the regional consortium
- looked closely at the local authority's self-evaluation processes
- considered the local authority's strategic and operational plans for improvement
- scrutinised a variety of documents, including information on learner outcomes, information on the performance of schools and other education settings, including information from the regional consortium for school improvement, minutes from a range of meetings, reports presented to council or scrutiny, information relating to the safeguarding of learners and other information relevant to the local authority's education services held by Estyn

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

- reviewed the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, standardise and ensure the quality of the inspection
- provided a draft copy of the report for the local authority to note any concerns with factual accuracy, and made amendments where necessary

## Copies of the report

Copies of this report are available from the local authority and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with Section 38 of the Education Act 1997, the Children Act 2004 and the Learning and Skills Act 2000.

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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