

A report on the further education provision at

Coleg Gwent

**The Rhadyr
Usk
Monmouthshire
NP15 1XJ**

Date of inspection: February 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

This report is also available in Welsh

About Coleg Gwent

Name of provider	Coleg Gwent
Details of the college's further education provision/programmes (i.e. more on the character of the college and its specialisms)	Coleg Gwent is the largest further education college in Wales, serving communities across five local authorities in south-east Wales. It provides courses from entry level to level 5 in six sites across five main campuses at Crosskeys, Newport, Torfaen, Ebbw Vale and Usk. The college has provision across all subject sector areas.
Any significant changes since the last inspection, e.g. changes in name of provider or campuses, merger, amalgamation or change in ownership	The Torfaen Learning Zone campus was established in January 2021 and replaced the previous campus in Pontypool as part of the creation of a new tertiary provision in Torfaen. This development was accompanied by the closure of nearly all school-based sixth forms within Torfaen. A new HiVE (High Value Engineering) centre in Ebbw Vale was opened in September 2025, funded by UK and Welsh Governments in partnership with Blaenau Gwent County Borough Council and Tech Valleys. The HiVE centre offers advanced engineering and manufacturing provision.
Number of learners on full-time courses of further education	6735
Number of learners on part-time courses of further education	6790
Number of learners with Individual Development Plans (IDPs)	419
Number of learners who are care experienced	147
Number of learners who are young carers	167

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Number of learners who speak Welsh at home or identify as Welsh speakers?	261 (fluent)
Number of learners from ethnic minority backgrounds	895
Number of learners from the most deprived areas (top two quintiles in the Welsh Index of Multiple Deprivation)	4,010
Number of learners claiming Education Maintenance Allowance (EMA)	2,074
Number of full-time equivalent (FTE) staff directly employed by the college	591 registered FE teachers and 31 registered FE learning support staff (Education Workforce Council registered data for 2025)
Ownership of the college (stand-alone further education corporation or wholly-owned subsidiary of a higher education institution)	Standalone further education corporation
Date of CEO/Principal appointment	CEO & Principal appointed September 2024
Date of previous Estyn inspection (if applicable)	01/04/2018

Summary

Most learners demonstrate positive attitudes to learning and engage well in their studies. In nearly all sessions, behaviour is respectful and learners maintain concentration appropriately. Many work effectively, both independently and collaboratively, particularly in practical and creative settings where they show pride in their work and maintain safe, orderly environments. Most learners develop suitable knowledge and practical skills for their stage of learning and apply these appropriately in vocational and academic contexts. However, overall learner outcomes across vocational and A-level programmes have been below national averages over time, despite recent signs of improvement in performance data.

Nearly all teachers create calm, purposeful learning environments and demonstrate secure subject knowledge. Many plan sessions carefully and use demonstrations and explanations effectively to support learning. Constructive feedback often helps learners understand how to improve, and most learners develop sound literacy and appropriate digital skills to support their work. However, the quality of teaching is too variable. In too many sessions, questioning lacks depth and relies heavily on closed approaches, limiting opportunities for learners to develop higher-order thinking skills. In many cases, teachers do not provide sufficient stretch and challenge, particularly for more able learners. In a few sessions, teaching is not adapted well enough to meet the needs of learners with additional learning needs (ALN). Opportunities to develop Welsh language skills and understanding of Welsh culture are also underdeveloped across much of the curriculum.

Nearly all learners feel safe on campus and have positive relationships with staff and peers. The college promotes an inclusive and supportive environment, underpinned by a trauma-informed approach that has contributed to reductions in behavioural incidents. Learners benefit from a broad range of support services, including pastoral care, counselling and careers guidance, and most learners know how to access these services. Learners also benefit from a wide range of enrichment activities that support their personal development and progression planning. Attendance is typical for the sector, with a few areas of low attendance and persistent lateness in a minority of sessions disrupting learning. While new support arrangements, such as the 'success coach' model, are beginning to strengthen provision, their impact is not yet fully established. In addition, support for learners with ALN is not consistently effective across mainstream provision.

Senior leaders provide a clear strategic direction for the college, supported by strengthened leadership structures, collaborative working and a vision focused on improving learner experience, inclusion and outcomes. Leaders align financial planning and investment in estates and specialist facilities well with strategic priorities. Governors provide appropriate oversight and are strengthening their scrutiny of performance.

Leaders have introduced a range of initiatives to improve quality assurance and self-evaluation processes, and they promote professional learning effectively. However, the pace and scale of change have led to variability in implementation and a lack of clarity for staff in some areas. Self-evaluation and improvement planning are not consistently precise or evaluative enough, particularly in relation to learner outcomes. Data systems are not fully integrated with each other and capacity to support whole-college priorities, such as Welsh language development and ALN practice, remains underdeveloped.

Recommendations

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

- R1 Improve learner outcomes across vocational and academic programmes
- R2 Improve the quality of teaching including consistently stretching and challenging learners and strengthening the quality of questioning to deepen understanding
- R3 Ensure that the needs of learners with ALN are identified and understood by all their teachers and make appropriate adjustments to teaching and learning activities
- R4 Improve the precision and consistency of self-evaluation and improvement planning to inform clear identification of improvement priorities and robust monitoring of success measures
- R5 Increase opportunities for learners to develop their Welsh language skills and understanding of Welsh culture across the curriculum

What happens next

HMCI is of the opinion that the provider has an aspect of education and training which is not adequate to meet the reasonable needs of those receiving the education. The provider will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the provider's progress after publication of this report.

Main findings

Teaching and learning

Across the college, most learners demonstrate positive attitudes to learning and engage well in their studies. In nearly all sessions, learner behaviour is respectful and learners sustain concentration appropriately. Many learners work well independently and collaboratively. For example, in creative media, learners work diligently on final projects and, in practical environments, learners take pride in their work and maintain orderly and safe environments.

In sessions observed during the inspection, most learners develop appropriate knowledge and practical skills for their stage of learning. In engineering workshops, learners apply safe working practices routinely and use specialist tools confidently. Construction learners interpret technical drawings and use specialist software competently. In A-level classes, chemistry learners accurately explain the process of esterification and history learners base their arguments on appropriate evidence when discussing the Battle of Britain.

Nearly all teachers create purposeful and calm learning environments that are conducive to learning. Classrooms and workshops are generally well organised and arranged appropriately for the subject area, with relevant displays, resources and equipment that reinforce the curriculum and support learners' understanding of their programmes of study. In these environments, teachers demonstrate secure subject knowledge and plan sessions carefully with clear objectives. They use demonstrations purposefully to show learners how to complete tasks step by step and explain clearly how these link to the skills and knowledge learners need to develop. In carpentry and plumbing, teachers model techniques and connect learning to real industry practice, while in 'Women in Construction', teachers use clear technical language to build learners' confidence and encourage participation.

The quality of teachers' questioning to support learning across the college is too variable. In stronger sessions, teachers ask probing, well-sequenced questions that encourage learners to explain their thinking and give extended responses. These approaches engage learners actively in discussion and help them to deepen their understanding. However, teachers often rely mainly on short, closed questions that focus on recalling information. As a result, teachers do not consistently develop learners' reasoning or encourage them to explore ideas in depth, and a few learners disengage and become passive for sustained periods.

In many sessions, teachers do not consistently provide sufficient stretch and challenge for learners through the planned activities and their delivery. In these sessions, teachers provide too few tasks or activities that promote deeper thinking, higher level skills

development or more critical analysis. As a result, more able learners complete tasks quickly without being challenged to deepen their understanding or work towards achieving higher outcomes.

Many teachers use constructive feedback well to help learners understand how to improve. For example, in workshop sessions, teachers observe learners' techniques and provide verbal feedback to correct errors or demonstrate improved approaches. Recorded feedback is generally detailed, constructive and accessible to learners via digital platforms.

Teachers and success coaches across the college use a wide range of systems to track learner progress. In most cases, they have a clear understanding of learners' progress and monitor this regularly throughout the year. Many learners have clear targets that they understand, and which are reviewed regularly throughout their course. However, targets often lack sufficient challenge, and a few learners remain unclear about their targets and overall progress.

Learners' literacy skills are generally sound and appropriate for their level. Many learners apply spelling, grammar and subject-specific terminology accurately in written work and communicate well with their teachers and peers. In a few vocational areas, such as veterinary nursing and applied science, learners develop their numeracy skills well when teachers link mathematical concepts to practical tasks and calculations. The college has recently implemented a useful framework to help teachers embed literacy and numeracy across the curriculum, although it is too early to evaluate its impact.

Spotlight: Effective development of literacy and numeracy skills within the subject context of level 3 programmes

Learners undertaking level 3 literacy and numeracy skills sessions identify that these pathways provide clearer links between skills development and their vocational or academic programmes. They particularly value the opportunities to apply literacy and numeracy within subject-specific contexts, such as taxation calculations and written analytical tasks around the risks and benefits of artificial intelligence (AI) within education and the world of work. They recognise how this will help them strengthen the skills they need for further study and employment.

Most learners demonstrate secure digital skills that support their learning effectively. They use digital platforms confidently to access assignment materials, review feedback and check their attendance and progress. Engineering learners at the HiVE centre demonstrate strong digital skills when using a wide range of specialist software. Many teachers use digital tools effectively to support learning. Many learners understand the boundaries around appropriate use of AI in their work. However, a few report that they have not

received clear guidance on the safe and ethical use of AI within their particular subject area.

In Independent Living Skills (ILS) provision, the college provides a comprehensive curriculum enriched by beneficial activities such as overseas trips, well-being sessions and volunteering opportunities. Sessions promote a strong culture of inclusion, high expectations and aspirational practice. In the best examples, staff know learners well and plan purposeful activities linked to individual targets and future destinations. Learners practise real-life skills through activities such as using the college flat or working in the 'Cwtch café'. Most ILS learners show positive attitudes and make secure progress towards independence. However, in a few sessions excessive teacher direction and reliance on worksheets limit learners' deeper understanding and the authentic application of skills.

Many teachers understand learners' additional learning needs. They provide supportive learning environments and adjust their teaching accordingly. For example, in Level 2 work related education, a teacher manages a group with a wide range of support needs effectively, allowing learners time to contribute while maintaining focus and offering verbal guidance. In a few mainstream sessions, teachers and support staff do not adapt activities or provide enough challenge to meet the specific needs of learners with ALN.

Opportunities for learners to develop their Welsh language skills and understanding of Welsh culture are underdeveloped. In the best examples, within priority sectors, Welsh facilitators support the promotion of Welsh language and culture. For instance, childcare learners practise Welsh during placement activities with young children. Conversely, within non-priority sectors teachers rarely promote the Welsh language or culture or use bilingual resources within sessions. As a result, most learners in these sessions make insufficient progress in developing their Welsh language skills and understanding of Welsh culture.

Learners on vocational courses account for around three quarters of full-time provision. Over the last three years, learners on entry-level vocational courses have consistently performed above national averages. However, learners on courses at levels 1, 2 and 3, who make up most of the learners on vocational courses, have generally performed at rates that are well below national averages during the period 2022-2024. The most recent official published outcome data for 2024-2025 indicates that outcomes have improved across the majority of vocational levels, including notable improvements at levels 2 and 3, though outcomes remain below national averages at all levels other than on entry-level courses.

Learners studying A levels account for around a quarter of full-time provision. Over the last three years, learners have successfully achieved three or more A levels at grades A*-E at

rates well below the national average. Retention from AS to A2 was also well below national averages during the same period.

The overall pass rate for learners on the Skills Challenge Certificate and its replacement, the Advanced Skills Baccalaureate Wales, have been well below the national average.

To improve teaching and learning further, the college should focus on:

- Improve outcomes across vocational and academic programmes, especially where these are substantially below national averages
- Ensuring that teaching consistently provides stretch and challenge for all learners to achieve to the best of their ability
- Strengthening the quality of teachers' questioning in lessons to develop learners' reasoning, promote richer discussion and deepen understanding
- Increase opportunities for learners to develop their Welsh language skills and understanding of Welsh culture across the curriculum

Well-being, care, support and guidance

Nearly all learners feel safe and secure on campus and know where they can go or who they can speak to if they have a problem. Most learners are motivated to learn and have respectful and positive relationships with their peers and staff. Generally, learners behave well both in lessons and around campuses.

The college is committed to a trauma-informed approach to working with learners that informs policies and procedures, helping create a supportive and safe learning environment. Since implementing this approach, the college has noted a reduction in crisis referrals, incidents of challenging behaviour and exclusions. Staff are developing a more nuanced understanding of the causes of poor behaviour and how best to address them. However, a few staff lack confidence in managing instances of challenging behaviour.

The college fosters a positive and inclusive environment. For example, additional faith rooms have been provided to support prayer during Ramadan. The college hosts events to celebrate LGBTQ+ history month and, following learner feedback, has adapted food choices to include a wider range of international flavours.

Overall, learners' attendance is typical for colleges in Wales, with learners not attending around one fifth of their lessons on average. The college has effective methods for identifying individual learners whose attendance is a concern and for monitoring and analysing patterns of attendance across courses and campuses. A few learning areas and courses have particularly poor attendance. Leaders are aware of these and have taken

suitable steps to reduce barriers to learners attending, such as adjusting lesson times at the Usk campus to accommodate learners who travel long distances.

In a minority of lessons, learners arrive late. Too often this disrupts learning and affects the teacher's ability to build or maintain the flow of the lesson.

Learners have access to a well-rounded package of support services delivered through hubs at each campus. This includes pastoral, well-being and study skills support, careers and progression guidance, and a counselling service. Most learners are aware of these services. The 'support coach' function is effective in helping learners who experience difficulties to remain at college and continue with their studies. Each campus has a well-resourced library that is valued by learners. In libraries, learners access progress coaches who provide useful individual literacy and numeracy support. Libraries also promote a 'Coleg Gwent reading challenge' to encourage learners to develop good reading habits for study and pleasure.

Spotlight: 'Deaf club' provides support for learners with sensory impairments

Coleg Gwent works effectively with Sencom, a sensory service to support learners with hearing and visual impairments. These learners report positive transitions into college, with a clear system to support them to access all aspects of college life.

Learners are supported on an individual basis, they benefit from access to assistive technology, BSL support workers, sign supported English, lipreading guidance, and clear strategies for staff and other important adaptations for learning. The college also arranges targeted advice and guidance sessions for Deaf learners. For example, through partnerships with an employment agency to find work experience and training for Deaf learners.

'Coleg Gwent Deaf club' provides purposeful social and emotional support, reducing isolation and promoting confidence to help learners develop their sign language skills, meet with others in a similar situation and engage in fun activities. For example, a well-being day and trip organised for Deaf learners to meet their peers at the Newport campus.

The college has recently changed to a 'success coach' model to support its academic tutorial program. Success coaches work with each learning area to deliver the college's updated tutorial programme and support learners' academic progress, target setting and pastoral care. Leaders are monitoring the implementation of the programme at a department level, although it is too soon to fully evaluate its impact.

The college provides a helpful range of advice and guidance for learners. For example, learners use a helpful app, 'CG Connect', which allows them to check their timetable, monitor their attendance, punctuality and progress, and access the college's online

services, including well-being support. Many learners are clear about their progression routes and next steps. They benefit from a range of useful destination-focused events such as UCAS support, business start-up club, interview preparation sessions, apprenticeship information events and progression fairs.

The college provides a wide range of valuable experiences beyond the curriculum to enhance learners' personal development. These include Duke of Edinburgh award activities, skills competitions and overseas visits. In addition, learners across campuses access a range of clubs, such as the 'fusion club' to develop social skills or 'home from home club' for Ukrainian students. Learners can also access the 'cash 4 change' fund to bid for funding for projects that support environmental, community and social initiatives. For example, this funding has supported equipment purchases that allow ILS learners to undertake volunteering at a local castle and wildlife trust.

The college listens to learners well and provides beneficial opportunities for them to contribute to discussions about the life of the college. For example, learners are involved in developing the tendering process for new catering contracts following concerns raised about the range of available food choices. There is an extensive learner representative network that provides multiple opportunities for learners to engage with managers, including learner forums, learner experience steering groups and learner voice questionnaires.

The college has suitable transition processes in place for learners joining the college, including enhanced transition for learners with ALN. The college has recently extended this enhanced transition to include level 1 learners identified as being at risk of disengagement, for example including learners transitioning from education other than at school or from elective home education.

The college provides a suitable range of beneficial professional learning opportunities for learning support staff. These sessions focus appropriately on understanding specific learning needs, developing inclusive strategies and supporting learners with medical or personal care needs. Support staff identify that this training has improved their confidence and ability to meet learners' needs effectively. However, the professional learning offer for the new success coach role is less comprehensive and not fully established.

The college has very recently introduced a new approach and structure for supporting learners with ALN. Although leaders have correctly identified shortcomings in teaching for learners with ALN within a few lessons on mainstream courses, professional learning has not been effective enough in ensuring that teachers consistently understand how to adapt their teaching to meet learners' individual development plans (IDPs).

Safeguarding procedures are robust and provide no cause of concern. The college works effectively with partners, including local authorities and the police, to respond to emerging trends and provide appropriate support for learners. Leaders are beginning to use the newly implemented electronic system for safeguarding records to monitor and evaluate safeguarding concerns more effectively than they could with their previous system.

To improve further, the college should focus on:

- Improving the consistency of teaching for learners on mainstream courses with ALN
- Improving attendance and punctuality
- Embedding and evaluating the many new systems and processes in place to oversee the care, support and guidance of learners

Leading and improving

The chief executive officer sets a clear purpose and strategic direction for the college. They are supported well by three vice-principals who have clearly defined strategic responsibilities and roles. Together, they set a coherent vision that places a strong emphasis on learner experience, inclusion and improved outcomes. Recent restructuring has strengthened senior leadership capacity to reflect the scale and complexity of the college. This has been achieved through a combination of internal promotions and external recruitment. Leaders communicate priorities consistently through structured approaches such as senior leadership team roadshows and the *In Touch* newsletter.

Leaders plan ambitiously for the college's future and align financial planning appropriately to strategic priorities. They have established a clear financial health plan to support longer-term sustainability, including identified savings targets and purposeful financial oversight. The college has an ambitious estates strategy that includes the High Value Engineering (HiVE) centre and longer-term major developments, such as the Crosskeys project, with appropriate attention given to minimising disruption for learners.

Leaders invest well in specialist resources to enhance learners' experiences. For example, they have invested strongly in practical resources, including equine and veterinary nursing facilities at the Usk land-based site, up-to-date creative arts software and equipment across campuses and state-of-the-art, high quality advanced engineering resources at the HiVE centre.

Governors monitor strategic risk and financial health well and have a reasonable understanding of the college's performance in relation to these aspects. They are currently being supported by college leaders to improve their understanding and scrutiny of learner outcomes. Governors have benefited from recent useful training that aims to improve effectiveness in this aspect of their role.

Leaders have introduced a wide range of purposeful initiatives, revised structures and updated processes in a relatively short period, reflecting a strong drive for improvement. Examples include the *Teacher Pledge*, a clear set of learner and staff expectations, and a revised skills strategy. These initiatives are beginning to have a positive impact on learners' experiences. However, the scale and pace of change are sometimes adversely affecting consistent implementation for staff and learners. For example, the success coach role is not consistently established. Lines of responsibility between teachers and success coaches, particularly for attendance and pastoral processes, are unclear. This lack of clarity affects the consistency of learners' experiences.

Leaders have strengthened the quality cycle through updated quality assurance processes, including internal reviews and validation arrangements. They identify relevant improvement priorities and are beginning to develop more refined approaches to tracking progress at curriculum level. This is helping to support improvements in learner outcomes and standards. Leaders have also established a comprehensive self-evaluation and quality improvement framework. However, the most recent self-evaluation report presents an overly positive evaluation of both general and vocational learner outcomes and does not identify key aspects of underperformance across both these areas of provision.

The self-assessment process provides a useful overview of performance and the quality improvement plan reflects key areas for improvement accurately. However, in a few areas, the plan is not sufficiently sharp or precise enough in identifying and monitoring the most important priorities for improvement.

Senior leaders support middle leaders well to undertake their roles. In response, middle leaders engage positively with this support and have been empowered to lead key strategic developments across the college while continuing to improve the performance of their areas of responsibility. They work effectively as a group and support their teams consistently through regular meetings and communication.

Middle leaders have received helpful training to strengthen their leadership practice. Where practice is strongest, middle leaders use data and first-hand evidence well to inform self-evaluation. In these cases, they identify clear actions and monitor progress appropriately. For example, through the quality assurance process middle leaders identify three priority areas of focus for their departments. As a result, self-evaluation has strengthened and now links more effectively to improvement planning. However, this practice is not consistent across departments and the quality of self-evaluation is too variable. As a result, middle leaders do not always have a sufficiently precise understanding of strengths and areas for improvement at programme level.

Leaders are streamlining data systems and moving towards to a more coherent data dashboard approach to reporting, with implementation taking place in phases. Currently,

staff draw on a useful range of systems and sources that are not fully integrated. This makes it difficult to use data efficiently and consistently across campuses.

Leaders provide a broad and extensive curriculum across campuses, including a wide range of vocational and academic pathways. The college offers over 30 A level subjects alongside specialist provision that aligns appropriately to local, regional and national employer needs. Curriculum pathways are informed suitably through collaboration with stakeholders, including local authorities, Regional Skills Partnerships and employers. For example, collaboration with Torfaen County Borough Council and local schools to reconfigure post-16 provision led to the development of the Torfaen Learning Zone which opened in 2021. This enables learners to access a broad academic and vocational offer that aligns more closely with local need.

Welsh and bilingual resources are allocated to priority areas. Professional learning to support the development of Welsh language skills in non-priority areas across the workforce is limited. As a result, staff capacity to promote Welsh language learning consistently across the curriculum is also limited.

Leaders promote professional learning well across the college and foster a culture that encourages staff to reflect on and improve their practice. Staff benefit from a broad range of professional learning opportunities and structured approaches that support collaboration and professional dialogue. These opportunities help staff to develop their teaching practice and subject expertise. In addition, leaders support staff to engage in professional learning that aligns appropriately with strategic priorities and curriculum developments.

Spotlight: Supporting staff to improve teaching and learning through a wide range of professional learning opportunities

Leaders provide a wide range of professional learning opportunities that support staff to improve their teaching and develop specialist expertise. For example, through the Teacher Success Programme and action research projects, staff explore new approaches to teaching, including *the use of artificial intelligence to support learning in vocational contexts*. A structured programme of peer and line manager observations provides useful opportunities for professional dialogue and reflection. These processes help teachers identify practical strategies to strengthen their teaching and support learners' progress. Leaders also support staff to undertake higher-level professional qualifications in specialist areas, such as cybersecurity and advanced engineering, helping to strengthen expertise across curriculum areas.

To improve further, the college should focus on:

- Ensure that the governing board continues to strengthen its focus on the quality of provision and improving learner outcomes
- Manage the implementation of new initiatives and roles to ensure clarity of purpose, and to monitor the effectiveness and impact on staff and learners
- Improve the precision and consistency of self-evaluation and improvement planning so that priorities and targets for improvement and measures of success are clearly defined and appropriately monitored
- Improve the strategic development of Welsh language and culture across the college

Additional information

Safeguarding arrangements

The provider's arrangements for safeguarding young people and vulnerable adults do not give any cause for concern.

Evidence base of the report

Before the inspection, inspectors:

- analysed the outcomes from the learner questionnaires and consider the views of teachers and support staff through their questionnaire responses

During the inspection, inspectors:

- met the chief executive, governors, senior and middle managers and individual teachers, instructors and support staff to evaluate the impact of the provider's work
- met learners to discuss their work, listen to them and gain their views about various aspects of their provider
- visited a broad sample of sessions, including classroom, workshop and online activities across the provision
- observed and spoke to learners outside of sessions
- looked closely at the provider's self-evaluation processes
- considered the provider's quality improvement plan and looked at evidence to show how well the provider had taken forward planned improvements
- scrutinised a wide range of provider documents, including information on learner assessment and progress, records of meetings of staff and the governing body, information on learners' well-being, including the safeguarding of learners, and records of staff training and professional learning

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, 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 learners...*’ or ‘*very few learners...*’. 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/>)

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