



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

**A report on the further education provision of**

**Bridgend College**

**Cowbridge Road  
Bridgend  
Bridgend  
CF31 3DF**

**Date of inspection: March 2022**

**by**

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

**and Training in Wales**

**This report is also available in Welsh.**

## About Bridgend College

Bridgend College is a further education college with a total of around 7,000 learner enrolments. The college delivers vocational courses in many areas including:

- Creative arts, sport, public services, IT and education
- Landbased, care and childhood studies
- Services to people, business & skills
- Independent living Skills
- Construction
- Engineering and science

It also delivers partnership provision including junior apprenticeships, inspire to learn and A level collaborative provision with local secondary schools.

The college offers progression opportunities to the next level in many courses. It has approximately 1,864 full-time, and 652 part time learners as well as 545 learners who attend in the evenings or at other times. The college employs around 800 staff and with operates across four campuses, with two in Bridgend, Pencoed and Maesteg. It also operates a residential facility for learners with disabilities and severe learning difficulties, Weston House, based within the grounds of its Bridgend campus. Across the college, 6.4% of full-time learners identified as having fluent Welsh language skills.

Around half the college's learners come from within the Bridgend County Borough, which stretches roughly 20km from west to east, taking in the Llynfi, Garw and Ogmore valleys. The total population of the county is estimated at about 135,000. The college is positioned centrally between Swansea and Cardiff. The college serves a region with pockets of high social deprivation with economic inactivity rates above the Welsh average.

Around 148,000 people live in Bridgend. According to data available, the population of Bridgend grew by 8% between the 2001 and 2011 censuses. Of the current population, about 26,000 (18%) are aged under 16, and around 30,000 (20%) are aged 65 and over.

In September 2021, the employment rate in Bridgend was 72.9% which is slightly lower than the Wales figure of 73.1%. In 2021, average (median) gross weekly earnings in Bridgend stood at £608. This was the highest amongst the 22 local authorities. The Welsh index of Multiple Deprivation (WIMD) 2019 shows that 40% of Bridgend areas are within the 30% most deprived in Wales.

Nearly all of Bridgend's residents are of a white ethnic background. The Annual Population Survey of 2021 indicates the percentage of people aged three and over who speak Welsh in Bridgend is 17%, a 3 percentage points rise in 10 years.

Around 19% of adults in Bridgend are qualified up to level 2, which is above the Welsh average. The proportion of adults qualified to level 3 (20%) and to levels 4 to 6 (31%) are below the Welsh averages.

## Summary

The principal sets a clear ethos for the college and has a strong commitment to raising the aspirations of learners to develop and achieve in an inclusive and supportive learning environment. He is well supported by senior and middle leaders across the college. The thoughtful leadership and the commitment to equity and success for all learners is shared by staff and governors.

During the COVID-19 pandemic, the college responded well to the needs of its learners and employers. Staff were flexible and dedicated to making sure learners remained in learning and made progress. Nearly all learners have now returned to face-to-face learning with a few receiving an element of delivery remotely. In most cases, the personal support from teachers and other staff helps learners to make at least appropriate progress in achieving their qualifications. Those learners who were identified as needing additional learning support benefit from specialist provision. As a result of this beneficial support these learners have remained on their courses and improved their confidence.

The college provides a wide-ranging provision with a clear focus on vocational courses and works well to meet the education and training needs of its local community. The breadth of provision at different levels means that learners benefit from progression opportunities into higher level courses, higher education or apprenticeships. Strong partnerships help learners with additional learning needs to gain supported internships. The college has focused its resources appropriately on opportunities for learners to develop their Welsh language skills for a few targeted courses in national priority areas.

Across the college, learners value the return to face-to-face teaching. Most learners are enthusiastic about their learning and proud of their work. Nearly all teachers know their learners well and adapt their teaching to suit the context of each class. The college has a well thought out model to support the professional learning of teaching staff. Staff support each other's teaching and learning developments in small teams. A majority of the college's current learners experienced disruption to their prior education due to the effects of the COVID-19 pandemic. Learners enrolling at the college in 2021 had significantly weaker literacy and numeracy skills compared to previous years' cohorts due to the effects of the pandemic on their education experiences. As a result, the college needs to continue to develop strategies to build learners' resilience.

While the college informs learners about issues relating to radicalisation and terrorism through a broad range of initiatives, it should strengthen its evaluation of the impact of these initiatives.

## Recommendations

- R1 The college should strengthen its evaluation of the impact of initiatives to raise learners' awareness of radicalisation and terrorism so it is assured that all learners understand how to stay safe
- R2 In the light of the disruption caused to learners during the pandemic, continue to develop strategies to build learners' resilience
- R3 Ensure that learners overcome any gaps in prior learning that impair their literacy and numeracy skills

## What happens next

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

Estyn will invite the provider to prepare a case study on its work in relation to junior apprentice programmes and breadth of the curriculum for independent living skills learners, for dissemination on Estyn's website.

### Junior apprentice programme

Junior apprentice learners are aged 14-16 and attend the college from local schools to undertake vocational courses. Junior apprentice learners benefit from teachers creating a learning culture in which learners are not afraid of making mistakes or expressing opinions. Teachers support learners from their starting points very well to develop a range of work-related skills that are underpinned by the development of their mathematics and English skills. These learners also access a wide range of wrap around support that helps to support them in many aspects of their work and personal lives. This helps to make sure learners remain on-programme and making progress in improving and developing a wide range of life, employment and vocational skills

### Breadth of the curriculum for independent living skills learners

The breadth of the ILS curriculum and the range of learning programmes provide learners in independent living skills classes with suitable and realistic routes into work, accessing the community and developing independence. The curriculum is based on four pathways and one supported internship route. Learners are allocated routes based on their aspirations and learning needs and qualifications support a personalised, non-accredited assessment process. Learners with moderate learning difficulties are given the opportunity to undertake meaningful work experience that supports progress towards longer-term work aspirations. In 2020/2021 these opportunities led to all learners on supported internships securing full-time paid employment.

## Main findings

### Learning

Despite their experiences during the pandemic, many learners are successfully working towards achieving their qualifications. The majority carefully track the progress that they are making and are able to reflect on the targets that they have agreed with their teachers. In lessons, most learners make at least appropriate progress and many produce work of a higher standard. In the best cases, learners respond well to feedback from their teachers, revisiting their learning and improving on their work. Most learners produce practical work of at least an appropriate standard and many demonstrate good progress in their practical skills development. Agriculture learners develop their practical skills when analysing soil samples and performing arts learners demonstrate their developing skills when playing instruments as part of musical performances.

Many learners recall recent learning well and a majority are able to apply learning to new situations well. Most level 3 hairdressing learners recall extensive practical knowledge and draw on their experiences from working at the college's commercial salon to enhance their practical skills. Learners in media lessons develop their higher level thinking skills and apply these when they describe how visual effects used in different contexts can be adapted and used as part of their own projects.

Many learners make strong progress when working together as part of a team. They provide valuable support and challenge for each other's ideas, communicate well, and work effectively in groups. This is shown when evaluating the design and build quality of bird boxes in agriculture sessions and in debating the relative merits of human rights in A level law lessons.

Many learners take responsibility for their projects and assignments. A majority of learners present and organise their written work well. A few level 3 and level 4 learners produce exceptionally well-structured lesson notes independently, and work between lessons to compile revision materials and carefully considered essay plans as part of their preparations for assessments. The majority of learners discuss the focus of their independent projects well, articulating the motivation behind their work and explaining specific aspects of their projects clearly.

As a result of the pandemic, a majority of learners start their courses from a lower starting point than would have been expected. Although they have experienced disruption to their prior educational experiences, learners make sound progress in developing their literacy skills. Through their written work, many communicate effectively using well-structured paragraphs of text supported by useful annotated notes and sketches. However, a minority of learners make recurrent, basic errors in spelling and punctuation. Most learners on independent living skills courses communicate effectively and enthusiastically, interacting well with others, and developing strong listening, social and oracy skills as a result.

In GCSE mathematics lessons, around half of learners struggle to recall basic mathematical and numeracy principles. Overall, the knowledge of these learners is lower than seen among similar cohorts before the pandemic, reflecting the disruption

to their prior learning. Despite this, many learners are making adequate progress over time in improving their skills. Many learners also make satisfactory progress in developing their numeracy skills across their courses. They make useful and relevant calculations within the context of their vocational studies.

Most learners use computer hardware and software applications confidently to support their learning, such as word processing, presentation and remote working applications. Where relevant, learners make skilful use of industry standard software packages. In engineering lessons, learners design electronic circuits and fault-find using specialist software, and in information technology lessons, learners use graphics applications to design characters for the games they are developing.

Nearly all learners who are refugees, looked after children or young carers remain engaged on their courses and many attend their lessons well, supported by tailored provision. The small number of school age year 10 and year 11 learners attending the college's junior apprenticeship provision engage with their lessons well. Across the college, the small proportion learners who identify their ethnicity as non-white successfully complete their courses at slightly higher rates than the college average. Learners in receipt of the education maintenance allowance (EMA) complete their courses at rates similar to all learners across the college.

The proportion of learners with confirmed additional learning needs who complete their courses successfully has recently been higher than the college average. In lessons, many learners with additional learning needs taking part in mainstream provision play a full part in lessons, responding to teacher questions and working effectively with their peers.

Learners with particularly complex needs, who live at Weston House, enjoy and engage positively with their learning. Many of these learners make suitable progress in developing their independence, communication skills and self-care skills, as well as their understanding of how to manage their behaviour, confidence and social skills. For example, they develop signing skills to support their communication, and the resilience to take on challenges more readily. They learn to make simple snacks, engage appropriately with visitors, and take exercise regularly.

In lessons across the college, more able and talented learners exemplify practice and usefully explain concepts to their peers. They take opportunities to advance their skills through participation and success in national and international competitions, public performances and engaging in the college's academies.

Learners in the priority areas of health and care, public services, and childcare take Prentis-laith supported study packages alongside a dedicated weekly lesson to help them develop their Welsh language skills. Health and care learners use and develop their Welsh language skills in the context for their vocational studies through informal conversations with their teachers and peers. As a result, these learners develop their confidence and ability in using the Welsh language.

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

Throughout the pandemic many learners' wellbeing has been impacted, and many experience a wide range of wellbeing issues, which have affected their self-esteem,

confidence, participation and engagement in their learning. Learners increasingly benefit from access to a comprehensive range of wellbeing support to help them overcome their barriers to learning.

Nearly all learners feel safe on the college sites. Learners make good use of wellbeing support across the college. The college supports learners with financial matters, free breakfast clubs, day nursery facility and healthy eating choices in the refectory. Many learners know how to keep themselves safe online and nearly all learners know where to access support if they need it.

Across the college there are several support coaches, who make themselves easily recognisable and are very visible around the college. Many learners approach these staff to access a wide range of support services and also benefit from careers advice to prepare them for their next stage of learning, employment, or entrepreneurship.

Learners are involved in college life through a variety of activities, including as learner governors, class representatives and ambassadors. As a result of these activities, these learners develop valuable leadership skills. Learners have a strong voice across the college and help influence the work of the college. Their views are listened to and, in most cases, action is taken.

Since the pandemic, the college places an enhanced focus on the development of learners' confidence and resilience. Level 1 learners develop their enterprise and employability skills by attending the 'Step-Up' programme. This programme includes a series of wellbeing events, such as mindfulness, sexual health workshops and arts and crafts. Many learners develop resilience and build their confidence and self-esteem through gaining new skills, knowledge and experiences on their courses

Learners are feeling anxious and nervous about examinations following the pandemic. A substantial number have not taken a formal examination and as a result the college has given them access to a wide range of valuable resources to help them prepare. For example, they provide calm kits, containing equipment needed for an exam, and college staff deliver purposeful sessions to help learners plan and prepare for their examination.

Learners generally attend college at lower rates than before the pandemic due to a range of factors such as illness, self-isolation and confidence. This impacts on their wellbeing and wider social access to college life.

Across the college, nearly all learners highly value the opportunity to return to face-to-face teaching. Many engage well with additional provision to develop their wider knowledge, practical skills, personal development and employability skills in the wake of the pandemic. They engage particularly well with opportunities to study science and nature in the context of sustainability.

Most learners are enthusiastic about their learning and proud of their work. Most engage well in learning activities and can sustain focus throughout their lessons. Nearly all learners engage well in vocational tasks. In many practical sessions, learners develop employability skills through working in realistic work environments, such as dealing with customers and clients in the catering restaurant and hair and beauty therapy salon.

Most learners work well together, independently and in small groups. The majority of learners develop problem-solving and team working skills when planning and completing a wide range of tasks. In English for Speakers of Other Languages (ESOL) classes, learners positively support each other when developing new language skills.

Nearly all learners interact confidently with their peers, teachers, and other staff around the college. They behave well in classes and around the college and show respect and consideration for others.

Most learners demonstrate strong ownership of their learning when working on self-selected activities, such as in advanced skills classes, where learners prepare to move on to the next phase of education or training. Nearly all learners in vocational learning areas demonstrate a professional attitude to their learning. For example, they take pride in their appearance and present a positive image to the public in the restaurant and salons.

### **Teaching and learning experiences**

Senior leaders and staff at all levels have considered carefully how to shape their provision and provide support and well-structured teaching for learners returning to face-to-face learning after the disruption of the pandemic.

The college works well to meet the education and training needs of its local community. The college has a clear focus on delivering vocational courses that meet the needs of learners and employers. They also have a strong focus on supporting vulnerable and disadvantaged learners to develop their learning at the college. The college works well in partnership with local and national employers to develop work experience, providing specialist talks and visits and progression opportunities for learners. This includes a beneficial partnership with a national housebuilder to create a building site based academy for learners wishing to work in the construction industry. The college collaborates particularly well with strategic partners to help learners with additional learning needs to secure supported internships. In nearly all cases, this results in these learners progressing into paid employment. An example of this is the forensic science course where the college has developed particularly strong links with South Wales Police, specifically with the Joint Wales Scientific Investigation Unit. Learners visit their centre for an insight into the unit where they undertake a range of realistic investigations. The unit has donated specialist equipment to the college. Learners have clear progression opportunities and gain a valuable insight into a career in forensic science.

There are suitable progression routes through the levels, across vocational programmes. These take good account of the disruption caused by the pandemic to learners' normal experiences. The 'Step up' programme is a useful foundation for learners entering college with limited prior attainment or gaps in their skills. In collaboration with local schools, the college delivers junior apprenticeship provision to provide valuable vocational learning for school age learners in construction and hair and beauty. In independent living skills, the range of learning programmes provides learners with suitable and realistic routes into work, integrating into the community and developing independence.



For learners studying full-time, there are beneficial progression routes to the next higher level of study or into apprenticeships provided by the college's work-based learning team.

The college has carefully considered provision to enable learners who have not attained a C grade in GCSE English or mathematics to develop up to the point where they are able to sit or resit these examinations. Learners who have already attained their GCSE in English and mathematics have an innovative opportunity to choose from a wide range of online open study programmes, such as international languages, Welsh, book-keeping and psychology, with the timetabled support of a tutor to prompt and guide them.

Over an academic year, the college runs a calendar of events, such as Welsh Week, to promote the Welsh language, encourage learners to use Welsh as part of their everyday lives and work, and to better understand their culture, society and heritage. Welsh-speaking teachers take useful opportunities to engage in everyday Welsh conversation with Welsh speaking learners and to explain concepts in Welsh. The college has prioritised the learning areas of childcare, health and social care and public services for Welsh medium and bilingual delivery. In these areas, Welsh is an important vocational skill and learners have useful timetabled sessions with a specialist language tutor to develop their Welsh language skills. The college has also identified a few courses outside these priority areas where learners receive timetabled Welsh language lessons, although without the support of a specialist Welsh language tutor. For learners studying outside these targeted or priority areas, there are few opportunities for learners to develop their Welsh language skills in a systematic way through their main vocational learning programmes.

Nearly all teachers know their learners well. They have a good understanding of their learners' educational and pastoral needs and develop strong and productive work relationships. They are mindful of the impact of the pandemic on learners, and tailor their lessons and delivery accordingly.

Most sequence, plan and prepare effective and inclusive lessons that engage learners. In many cases, they set an effective pace to the session so that learners are challenged but not over-stretched.

In vocational sessions, teachers demonstrate strong vocational competence and many model the skills and professional expectations of their vocational areas well. This, combined with useful work-related activities and input from employers, helps make most sessions feel relevant to learners.

In face-to-face teaching, many teachers question learners well. They use a range of helpful formative assessment tools, including online quizzes and digital interactive activities to check and develop learners' understanding, diagnose misconceptions and help move the lesson forward.

Teachers frequently use project and theme-based approaches which are effective in sustaining learners' interest and ownership of their work. Teachers in creative arts use innovative team approaches in assessment and feedback activities, including dual written and recorded verbal feedback to give learners clear feedback with useful pointers to improve their current and future work

Most teachers build useful opportunities for learners to develop communication skills into their sessions, such as group and collaborative project work, presentations and discussions. In a business session, the teacher develops a discussion enabling learners to link the impact of global events on businesses and the economy.

Many teachers plan, or build on naturally arising opportunities, to develop skills such as digital literacy, problem solving and creativity. Teachers award 'digital badges' to learners in recognition of their progress in these skills.

Currently, about 10 percent of the college's classes are delivered online. In many of these online classes, teachers plan well and work hard, but struggle to maintain learners' engagement throughout the session.

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

The college has a positive, caring and inclusive ethos where learners from different backgrounds feel safe and supported. The college provides free transport, breakfast and fruit to promote access to education for all learners.

The college provides effective advice and guidance to learners following their application to study at the college and from the start of their courses. Useful summer schools allow vulnerable learners to meet key staff which has a positive impact on those feeling anxious about starting college.

Transition arrangements from their previous school ensures that learners' additional learning needs are identified in a timely manner. There are robust processes in place to identify and allocate support to meet individual learner needs.

Many learners report that induction activities help them settle well into college. In a few cases, early guidance has helped learners switch to a course more suited to their needs and ambitions. The college has an established beneficial process to review learners who may want to drop-out of courses to see if there may be alternatives that can help them to continue in education. This has been successful in reviewing the options that are open to learners and support that is available. As a result, learners have remained on their courses or transferred to alternatives who may have otherwise dropped out.

The college has used temporary Welsh Government funding to employ additional wellbeing staff. They work alongside teachers and tutors effectively to identify issues that may be affecting learners' wellbeing, attendance and progress. The college works with external partners such as specialist support services, schools and the local authority to identify and support learners to ensure provision meets their needs. The college works well to make sure learners have the specialist resources that they might require to engage in their learning successfully.

Teachers and support staff know their learners well and work collaboratively to improve their wellbeing and resilience helping them to overcome barriers. Most teachers provide tailored learning support to meet the needs of learners. Support plans meet the individual needs of learners and are implemented promptly. This is especially strong for those learners with additional learning needs, enabling them to make good progress in their learning and improve their social and emotional skills.

College wide systems contain detailed information that allow relevant staff to measure the impact of support on learners' progress and engagement. There are many examples of this support enabling learners to progress to higher level courses.

The college has a comprehensive college-wide tutorial programme that includes topics such as sustainability, democracy, online safety, and radicalisation. Many learners access content through an app and complete weekly activities which are then monitored by personal tutors. However, a minority of learners are not able to recall or demonstrate an understanding of many of the topics covered. Materials and programmes are not sufficiently adapted to meet the needs of many learners who have the most complex needs.

Learners receive helpful information from teachers, careers staff, engagement with local employers and alumni to support them to make informed choices about their next steps in education, training or employment. Most learners have clear aims for the next stages of their learning.

Nearly all staff are clear what they need to do if they have concerns regarding safeguarding. New staff complete online training relating to safeguarding and Prevent when they join the college. They receive helpful reminders each year, when they need to update their training.

To supplement this training, the college promotes additional events each November, as part of National Safeguarding Week, covering topics such as online grooming, cyberbullying and county lines.

The college has appropriate arrangements for safeguarding. They inform learners about safeguarding and Prevent matters during induction, within tutorials and through a broad range of initiatives. This year, the college has brought in a local theatre company to deliver workshops about safeguarding topics such as hate crime, county lines, and child sexual exploitation. Many learners understand how to stay safe online. However, all learners do not recall key messages regarding radicalisation and terrorism.

## **Leadership and management**

The principal, supported by senior leaders, has established and communicated a clear vision and strategic direction for the college. This includes a strong ethos of social inclusion and an overriding focus on the learner that pervades all aspects of the college's work. The college's vision of creating a trusting environment where each person feels able to contribute ideas is embedded well. Staff understand the importance of making sure that all learners are safe and that learner and staff wellbeing is promoted and supported across the college.

The college serves the needs of its local community well, especially in terms of the support it provides to vulnerable and disadvantaged learners. The college is focused primarily on vocational provision. It works well with local partners to develop its curriculum offer and enhance work experience and progression opportunities for learners. The college works appropriately with local schools to deliver a range of A level courses.

Many teachers and support staff feel the college is well led and managed effectively. Staff have high expectations of themselves and learners and enjoy working at the college. They value the strong supportive culture and work together well in the interests of learners. Learners have suitable opportunities to provide feedback on current provision and influence decision making processes, including through learner perception surveys, class representatives and learner governor roles.

Most curriculum and functional area managers have a clear understanding of key strengths and areas for development within their areas of responsibility. Curriculum area leaders help support self-evaluation and improvement planning at course level and quality leads help identify and address specific areas for improvement. This includes taking appropriate actions to mitigate the effect of the COVID-19 pandemic on attendance and retention. However, wider staff involvement in departmental and college self-evaluation is underdeveloped. As a result, a minority of staff feel that they do not have sufficient opportunity to contribute to overall self-evaluation in a meaningful way. The college quality improvement plan includes key areas for developments, time frames and progress. However, due to COVID-19 a few actions are beyond their original scheduled completion dates.

The college has a well thought out model to support the professional development of teaching staff. This involves the effective use of a team of teaching and learning, and digital coaches who play a key role in supporting peer to peer observations. This takes the form of staff supporting each other's development in small groups, referred to as 'teaching triangles'. This initiative is viewed by teaching staff and their representatives as offering a more progressive and supportive method of improving the quality of teaching than previous approaches that focused more on evaluation and judgements rather than development and improvement. The college also supports existing and aspiring managers well to develop their leadership skills through a person-centred development programme.

The college has an appropriate strategic framework for developing its Welsh language provision. This links to national strategies, including the Coleg Cymraeg Cenedlaethol's *Towards Cymraeg 2050* action plan. The college provides useful support for staff who wish to develop their Welsh language skills, including for teachers who want to develop their confidence and ability to provide teaching and assessment through the medium of Welsh.

The college demonstrates a strong commitment to developing digital capacity across its provision. It has invested heavily in additional resources and professional development for practitioners. These developments were initiated before the onset of the COVID-19 pandemic. They have been of particular value in helping maintain continuity of learning during periods when on-site attendance was restricted due to the pandemic.

Senior leaders, managers and college staff demonstrate a strong commitment and take appropriate action to highlight and address the principle of sustainable development. This covers many aspects of the college's work, including curriculum development, accommodation strategies and resource procurement practices. The college's carbon task group is instrumental in driving the college's ambitious agenda towards a net zero target.

Governors have a clear and secure understanding of the college's current strengths and areas for development. They recognise the need to provide robust challenge and support to senior leaders in relation to key strategic issues and effective oversight of the college's performance. The college is maintaining a strong financial position. Governors take an active role in decision making processes on strategic issues relating to accommodation and the educational character of the college.

The recent transformation of facilities at the STEAM academy at the Pencoed campus provides an excellent sustainable learning environment for the science, technology, engineering, arts, mathematics and landbased curriculum. Accommodation across other sites is outdated. The college recognises the need to address this issue and is working well with appropriate stakeholders to finalise plans for the further development of the college estate.

## Evidence base of the report

Before the inspection, inspectors:

- analyse the outcomes from the learner questionnaires and consider the views of teachers, support staff and the governing body where appropriate through their questionnaire responses

During the inspection, inspectors normally:

- meet the principal/chief executive, governors, senior and middle managers and individual teachers, instructors and support staff to evaluate the impact of the provider's work
- meet learners to discuss their work, to listen to them and to gain their views about various aspects of their provider
- visit a broad sample of sessions, including classroom and workshop activities across the provision, where appropriate
- observe and speak to learners outside of sessions
- look closely at the provider's self-evaluation processes
- consider the provider's quality improvement plan and looked at evidence to show how well the provider had taken forward planned improvements
- scrutinise 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' wellbeing, 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:

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

## Copies of the report

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

The report was produced in accordance with Section 77 of 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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

© Crown Copyright 2022: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 13/07/2022