



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

A report on

Ysgol Bro Caereinion

**Llanfair Caereinion
Welshpool
Powys
SY21 0HW**

Date of inspection: April 2024

by

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

This report is also available in Welsh.

About Ysgol Bro Caereinion

Name of provider	Ysgol Bro Caereinion
Local authority	Powys County Council
Language of the provider	English
Type of school	All age schools
Religious character	*
Number of pupils on roll	572
Pupils of statutory school age	506
Number in nursery classes	0
Number in sixth form	50
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in All age schools is 21.6%)	8.9%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in All age schools is 11.0%)	18.8%
Percentage of pupils who speak Welsh at home	34.2%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	
Start date of inspection	22/04/2024
This is Ysgol Bro Caereinion's first inspection since opening as an all-age school in September 2022.	

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

A report on Ysgol Bro Caereinion
April 2024

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Ysgol Bro Caereinion is a welcoming school community where pupils are treated with respect. Nearly all pupils behave very well in lessons and around the school buildings. They engage positively in their learning.

Across the school, most staff have positive working relationships with pupils. In the primary phase, the quality of teaching is good nearly all of the time. Staff provide interesting activities that develop pupils' curiosity as independent learners well. Many teachers in the secondary phase share their subject knowledge effectively, and a few engage pupils with notable enthusiasm and energy. As a result, across the school, many pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make at least secure progress.

In the primary phase, pupils develop a wide range of skills and make consistent progress. As a result, most pupils apply their literacy, numeracy and digital skills successfully in their work across of the curriculum by the end of Year 6. In the secondary phase, pupils receive suitable opportunities to apply their literacy, numeracy and digital skills in lessons. However, such opportunities are not delivered strategically enough for pupils to develop their skills progressively over time.

Leaders work enthusiastically to establish working practices to enable a new all-age school to succeed. They maintain positive working relationships that ensure an ethos of teamwork. Overall, leaders focus too much on operational matters. As a result, their vision for the school and its strategic direction is underdeveloped. In addition, processes for evaluating the provision and planning for improvements do not always focus sufficiently on the impact on pupils. Despite these weaknesses in strategic leadership, the quality of teaching and provision, especially in the primary phase, is generally effective. Since opening, the school has established a range of appropriate procedures for keeping learners safe. However, a few matters relating to safeguarding came to the attention of the inspection team. These have been discussed with leaders and a representative of the local authority.

Recommendations

- R1 Address the safeguarding issues raised during the inspection
- R2 Ensure that leaders operate strategically and establish a clear vision for the school
- R3 Strengthen self-evaluation and improvement planning to focus on the impact of teaching on pupils' standards
- R4 Improve the provision for the progressive development of pupils' skills

What happens next

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will work with the local authority to review the school's progress.

Main evaluation

Learning

Most pupils make good progress during their time in the primary phase, developing their numeracy, literacy and digital skills well. Many make secure progress in their learning, subject knowledge and understanding during their time in the secondary phase. Overall, many pupils recall prior learning well and apply their knowledge and skills proficiently in new contexts.

In both the Welsh-medium stream and English-medium stream, most pupils develop their speaking and listening skills well from an early age. They listen attentively to their peers and staff. By the end of Year 6, many pupils express themselves fluently, explaining their work in suitable detail. In the secondary phase, many pupils begin to speak with mature expression, using subject specific terminology where appropriate. Nearly all pupils listen attentively to the contributions of others and support one another during group discussions. A majority of pupils elaborate on their answers when responding to teachers' questioning and include valid reasons to support the points they make. Across the school, most pupils in the Welsh-medium stream speak confidently in Welsh with staff, although a majority tend to speak English when working independently or with groups of their peers.

Most pupils develop early reading skills well. They recognise the sounds that different letters represent and begin to develop appropriate strategies to decode unfamiliar words. By Year 2, most pupils read with a suitable degree of fluency. Many pupils demonstrate an increasing enjoyment of reading. Pupils in Year 5 and Year 6 discuss their class novel with confidence and share their views about different authors. Many older pupils apply their reading skills successfully in a suitable range of contexts. For example, they make inferences from articles about Emmett Till's experiences in Mississippi in history lessons. In English lessons, many pupils analyse texts appropriately. For example, they comment on literary devices used in extracts of 'Macbeth'. Many pupils in the Welsh-medium stream identify and discuss the effect of literary techniques appropriately in their Welsh lessons, for example when analysing the poem 'Y Plas Gwag' by Emrys Roberts.

Most of the school's youngest pupils begin to form letters from an early age and progress to writing words and constructing simple sentences. By the end of Year 2, many pupils begin to write with increasing confidence. Most develop legible handwriting and begin to write effectively for different purposes in their work across the curriculum. For example, they recount the fairytale of Goldilocks with the help of visual prompts. Many older primary-aged pupils write at length in different genres

considering their audience well. Most pupils in the primary phase take pride in presenting their work tidily.

In the secondary phase, many pupils in the Welsh-medium stream write clearly and at length in both languages. For example, in Welsh lessons, they choose vocabulary for effect well when writing a horror story. They communicate their ideas coherently and structuring their work well. However, a minority make regular careless grammatical, mutation and spelling errors. In the English-medium stream, many pupils write at length with a good degree of accuracy in different subjects. They craft detailed responses, for example when considering the effects of climate change on the United Kingdom and Bangladesh in geography lessons. Many write suitably for a purpose, such as when writing a speech to emulate William Wilberforce in history lessons. However, in a few cases, pupils' opportunities to write at length are hindered by an over-reliance on worksheets.

The youngest pupils in the English-medium stream make suitable progress in developing basic Welsh speaking and listening skills, such as sharing information about themselves. During their time in the primary phase, they continue to develop a limited range of additional Welsh vocabulary. In Welsh lessons in the secondary phase, many pupils in the English-medium stream pronounce words and short phrases clearly, retrieve information from different texts effectively, and provide suitably developed verbal responses to teachers' questions. Many pupils demonstrate accuracy when pronouncing new vocabulary and hold short conversations in Welsh in pairs or groups with growing confidence. In reading activities, many pupils in the English-medium stream demonstrate a suitable recall of basic vocabulary, which enables them to identify key details in short passages. When given the opportunity, the majority of pupils structure extended paragraphs in Welsh appropriately, for example when Year 9 pupils write opinionative pieces on the importance of healthy eating.

The youngest pupils make sound progress in developing their understanding of mathematical concepts. Most pupils in the reception classes begin to count accurately using resources such as marbles and coins to help them. During their time in the primary phase most pupils become confident in applying their numeracy skills in their work across the curriculum. For example, pupils in Year 3 and Year 4 select appropriate equipment to measure the volume of liquids when following recipes to make potions. Many older pupils develop a suitable understanding of increasingly sophisticated mathematical concepts as they progress through the secondary phase and use the four rules of number appropriately. A few use mathematical functions to solve problems such as those involving powers and roots. Many apply their numeracy skills well in subjects other than mathematics. For example, they solve numerical problems competently when calculating half-life and radioactive decay. Many draw climate graphs with suitable accuracy, plotting rainfall bars and temperature lines appropriately. A few are less confident in displaying data and interpreting the results and are sometimes hampered by inappropriate tasks or resources. On the whole, they do not build progressively upon these skills over time due to deficiencies in teachers' planning for numeracy across the curriculum.

Most primary aged pupils apply their digital skills well in their work across the curriculum. For example, most of the youngest pupils use art packages confidently and begin to use the internet to find facts. In Year 6, many pupils use coding software

with increasing confidence to send a programmable toy around a maze and create engaging interactive quizzes for their peers based on the current topic. Most secondary pupils continue to apply digital skills appropriately, when provided with the opportunities to do so. In the strongest examples, pupils develop digital, literacy and creative skills together in contexts that support their learning in other subjects well. For example, in history lessons, Year 7 pupils use green screen technology to create news reports recounting the actions of the Gwylliaid Cochion (The Red Bandits).

Across the school, most pupils develop creative skills appropriately. Pupils in Year 1 and Year 2 use a wide range of materials to construct simple models of boats and sea creatures. Many pupils in Year 6 produce skilful sketches in specific styles, for example when creating portraits in the anime style. Most pupils apply their creative skills well in art in the secondary phase, forming original and new ideas from visual stimuli with many applying trial and error and taking risks. Many experiment with a range of art forms, for example when they use linoleum to design football logos. Overall, older pupils' creative skills through other disciplines are less well developed, mainly due to a lack of opportunities. Nearly all the youngest pupils develop fine and gross motor skills suitably through activities in the classrooms and outdoors. For example, Year 1 and Year 2 pupils handle large materials such as wood and cloth when working together to build a playboat. Across the school, pupils develop physical skills well in physical education lessons. For example, during athletics sessions, many run with fluency and ease displaying endurance and stamina.

Nearly all sixth form pupils make secure progress during lessons. They show high levels of respect to the teacher and each other. Most provide useful thoughtful verbal responses using subject terminology with confidence. For example, in English literature lessons, nearly all Year 12 pupils make sophisticated links between the poetry of Seamus Heaney and Owen Sheers. They demonstrate high levels of independence when working and engage well with tasks during lessons.

Well-being and attitudes to learning

Nearly all pupils at Ysgol Bro Caereinion have a strong sense of belonging to the school community. Most pupils in the primary phase and many in the secondary phase feel safe in the school and are aware of who to turn to if they feel worried or if they need further support. Nearly all pupils are polite and welcoming towards peers, staff and visitors, and many interact confidently. Many pupils feel that they are treated fairly and are well supported by staff in lessons and outside the classroom. This is a strong feature of the school. In the secondary phase, pupils benefit from the sensitive support for their emotional well-being provided by staff at the 'Hafan'.

Nearly all pupils behave in an exemplary manner and are respectful and polite in their interactions with the staff and each other. They understand the new behaviour policy and feel that it is fair and effective. Pupils in the primary phase understand the purpose of rewards, rules and sanctions and enjoy Amser Aur (Golden Time) and end of term celebrations of good work. They have positive attitudes towards their learning, arriving promptly to lessons and settling quickly to engage with their learning.

Most pupils listen attentively and work well in group activities. They persevere with challenging tasks and are eager to succeed. Many pupils work together resiliently to

solve problems when working in independent contexts, for example when pupils in Year 7 analyse different historical sources. In the primary phase, many pupils reflect on their own work routinely and by Year 6 they make improvements to the quality of their work in light of feedback. The extent to which secondary-aged pupils refine their work is too variable, mainly due to inconsistent opportunities to do so.

Pupils benefit from opportunities to participate in extra-curricular activities such as the information and communication technology (ICT) club and school choirs. Whilst a few pupils take advantage of the opportunity to participate in traditional sports team tournaments, there are fewer opportunities for pupils who wish to participate in non-competitive sports. Pupils have a sound understanding of how to make healthy life choices.

Pupils in the primary phase receive valuable opportunities, which contribute positively to their personal development, such as organising a charity coffee morning. In the secondary phase, pupil representatives are beginning to benefit from opportunities to develop their leadership skills in a few pupil groups such as Criw Cymraeg, who organise activities such as Dydd Miwsig Cymru (Wales Music Day). In general, pupils are unclear how the school takes account of their views.

In 2022-2023, attendance was much higher than that of similar schools. The continued absence rate was significantly lower than the national average. The attendance of pupils eligible for free school meals was significantly higher than the national average. Unverified data indicates that attendance rates have improved further during the current academic year.

Many pupils in the sixth form feel that the school supports them to make informed decisions about their next steps, for example when considering options at the end of Key Stage 4. Nearly all pupils in the sixth form are happy with school life. They have good relationships with their teachers and many pupils feel well supported. They are appreciative of the opportunities to learn outside the classroom through a variety of beneficial educational visits particularly the visits to theatres and operas. Nearly all sixth form pupils are motivated and demonstrate enjoyment in their subject. They articulate and describe their work confidently using a wide range of subject specific vocabulary.

Teaching and learning experiences

Most teachers know their pupils well and create positive working relationships with them. They encourage and motivate pupils through individual support and praise. Where appropriate, teachers deploy teaching assistants purposefully to support pupils in their learning.

Most teachers' subject knowledge is secure and up to date and they share this effectively with pupils. They use local dialect effectively and are strong language models. This ensures that pupils can improve their spoken and written responses. Many teachers plan their sessions carefully with clear sequential steps that build pupils' knowledge. They prepare a range of worthwhile tasks and activities to engage pupils' interest effectively, adapting approaches to meet the needs of pupils with ALN where appropriate. These teachers provide clear and helpful instructions for tasks,

encourage independence, and circulate purposefully to support pupils. They provide helpful authentic resources, and model techniques to support learning.

Most teachers make good use of closed questioning to check pupils recall and knowledge. A majority provide useful open-ended questions that encourage pupils to expand their answers and deepen their learning. In a few sessions, questioning is highly effective. Teachers probe pupils' understanding, encouraging them to think more deeply and help them to articulate their ideas and opinions. In these lessons, pupils make strong progress in their learning.

In the few particularly inspiring lessons, staff teach with enthusiasm and energy. They plan carefully to stimulate pupils' interest and motivation. In these instances, teachers have particularly high expectations of pupils' participation in activities and what they should achieve. In these lessons, pupils develop their thinking skills well and make strong progress in their subject understanding.

In a few lessons, teachers do not have high enough expectations of what pupils can achieve. For example, they provide tasks that keep pupils busy but do not bring about progress in their knowledge or skills. They do not use questioning well enough to get pupils to think, often making overly long presentations where pupils lose interest.

Teachers provide pupils with valuable opportunities to apply a wide range of literacy, numeracy and digital skills in the primary phase. Generally, pupils, in the secondary phase, have suitable opportunities to apply their literacy, numeracy and digital skills in different subjects across the curriculum are suitable. However, the provision for the progressive development of pupils' skills is not co-ordinated strategically enough across the school.

Many teachers provide timely and helpful verbal feedback to help pupils identify errors in their work and help them to improve. In the primary phase, teachers provide useful written feedback identifying errors and providing valuable opportunities for pupils to correct mistakes and to improve the content of written work. In the secondary phase, around a half of teachers provide useful and constructive written feedback on pupils' work. Their feedback helps pupils to understand what they have done well and what they need to do to improve. However, where written feedback is less effective, it does not help pupils understand how to improve their work. In these cases, teachers' comments are not precise enough to be of benefit to pupils.

The school curriculum meets the needs of most pupils and reflects the rural nature of the area. School leaders have started to develop a more coherent vision for Curriculum for Wales, although this remains at an early stage. They are beginning to work together across the school and the areas of learning and experience to design learning experiences that reflect the nature and context of the school. In the strongest examples, teachers provide valuable opportunities for pupils to learn about their 'cynefin', or local area. For example, in Year 7 humanities lessons, pupils learn about the history of the Chartists of Llanidloes.

The school provides purposeful opportunities for pupils to develop their understanding about Welsh culture, for example through Eisteddfodau and Saint Dwynwen Day celebrations. The school encourages pupils to develop an

understanding of their identity and heritage through learning about Welsh history. For example, pupils in Year 7 and Year 8 learn about the life of Owain Glyndŵr. Pupils also benefit from suitable opportunities to learn about the history and experiences of Black, Asian and Minority Ethnic communities and people.

The school provides a wide range of curriculum option subjects for pupils in Key Stage 4 and the sixth form. The post-16 curriculum offer is extensive and is enriched through successful partnerships and collaboration with other secondary schools. In Key Stage 4, the school provides relevant vocational courses to support pupils' aspirations and interests. The school provides appropriate support and guidance for pupils to make informed choices about their next steps and future careers. Staff enrich the curriculum by providing a wide range of educational visits for pupils in the primary phase and sixth form, and a few valuable opportunities for specific groups of pupils in the secondary phase.

In the primary phase, staff provide valuable opportunities for pupils to learn about how to keep safe. Very recently the leaders have introduced a more structured approach to teaching personal and social education in order to deliver sessions with greater purpose over time in the primary phase. Curricular provision for health and well-being in the secondary phase provides beneficial opportunities for pupils to develop their social and emotional skills. They foster an increasing awareness of key issues, such as living a healthy life, staying safe online, relationships and sexuality education.

Care, support and guidance

The school provides a high level of support and guidance for its pupils underpinned by a warm and caring ethos. Centred around good working relationships and respect for each other, the school encourages members of the school community to take pride in the part they play in the life of the school and in their interactions with others.

There is comprehensive support for pupils' emotional, physical and mental health, and their well-being. Pupils understand who to go to for support, which impacts positively on their well-being. Staff ensure that individuals or groups of pupils requiring support are identified and barriers to learning removed so that pupils can access all aspects of school life. Staff work closely with a wide range of partners to support pupils with their personal development. For example, they ensure that pupils have access to youth workers and counselling services as appropriate.

Leaders make effective use of pupil well-being questionnaires. As a result, the personal and social education (PSE) programme is adapted accordingly to include a focus on pertinent topics. This ensures that pupils benefit from learning about topics that are most relevant to their age group and that are having a negative impact on their well-being.

School assemblies often focus on current events that support the development of pupils' social, moral, spiritual, and cultural understanding appropriately. Staff provide valuable reflection time for pupils to consider issues within the community, Wales and the wider world. The school promotes the importance of respecting diversity. For example, pupils have valuable opportunities during history lessons to learn about the prejudice faced by Jewish people during the Second World War. Primary-aged pupils

have similar opportunities to develop their understanding of the importance of equality and inclusivity by learning about successful people who have ALN, such as Scott Quinnell and Albert Einstein.

Primary-aged pupils are provided with beneficial opportunities to develop leadership skills as members of several active pupil groups. Staff are beginning to develop the role of pupil committees in the secondary phase. For example, Sports Ambassadors from the secondary phase coach their younger peers. Staff provide valuable extra-curricular activities such as sports clubs, Rock Band Club and opportunities to compete in the Urdd Eisteddfod.

The school provides well-coordinated and valuable guidance which helps pupils and their families to explore future career choices. Staff arrange bespoke careers guidance for pupils with ALN and the school supports pupils' transition to adulthood, training, and work.

The support for pupils with ALN is a strength of the school. Staff understand pupils' barriers to success well and pupils benefit from helpful interventions for their academic and social needs. The school has developed its provision appropriately in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act. Staff make appropriate use of one-page profiles which identify useful ways to support pupils with ALN. Pupils' individual development plans include detailed targets to support them to make progress.

The school's arrangements for safeguarding pupils are appropriate, on the whole. The school promotes good attendance and works well with a range of partners to monitor and address poor attendance. For example, it has developed successful strategies in the 'Hafan' to support pupils who are anxious about attending school to reintegrate into lessons. This has meant that individual pupils, who once found attending school a challenge, have now improved their attendance. However, during the inspection, a few matters relating to safeguarding came to the attention of the inspection team. These were discussed with the headteacher and representatives of the governing body and the local authority.

Leadership and management

The headteacher and senior leadership team are working diligently and enthusiastically to establish approaches and processes to enable the new all-age school to succeed. To support the school's transition into an all-age school there has been a restructuring of the senior leadership team and changed responsibilities of middle leaders.

The roles of senior leaders are clear and are distributed equitably between the team. They have a suitable understanding of their responsibilities and carry out their day-to-day duties effectively. They have a strong focus on fostering positive working relationships with staff, pupils and external partners and the school has a strong community ethos. However, their work in developing a shared vision for the school is at its earliest stage and the nature, strategic direction and expectations of the school are unclear. This is partly due to senior leaders focusing too much on operational matters. Despite these important shortcomings, teaching and provision are generally strong.

Middle leaders' strategic oversight of areas of responsibilities across the whole school is too variable. In the minority of cases where there is particularly strong practice, leaders have a clear oversight of standards, provision, and developments within their areas of learning, for example in many aspects of primary provision and in the humanities and Welsh faculties.

Senior leaders have suitable arrangements to with middle leaders according to their line management arrangements. Actions from these meetings are followed up appropriately and senior leaders ensure consistency in what and how matters are considered. Performance management arrangements are clear and enable leaders to hold others to account suitably. Leaders place strong emphasis on professional growth as part of the performance management arrangements and provide appropriate professional learning opportunities for teachers to develop and meet their targets. This has contributed to sustaining consistently good quality teaching across the school.

The school has established a culture of professional learning and offers a wide range of training and development opportunities for staff, which includes collaboration with other schools, internal training, and work with appropriate external providers. Professional learning opportunities link appropriately to the school's current priorities. For example, staff have received training in order to develop a greater range of pupils' digital skills. Teachers collaborate on worthwhile research projects, which helps to promote their understanding of pedagogy relevant to their subject areas and this is having a good impact on classroom practice.

Leaders pay due regard to addressing national priorities, particularly in relation to ALN reform where there has been good progress in implementing the requirements. Leaders also implement an appropriate range of approaches to help mitigate the impact of poverty on pupil well-being. For example, the school subsidises school uniform costs, contributes towards educational visits, and provides hygiene products as appropriate. The school's progress towards other national priorities such as establishing a vision for curriculum for Wales is underdeveloped.

The school's self-evaluation and improvement planning approaches are at an early stage and practices across the school are inconsistent. The school's current priorities are sensible and relevant, but the actions to address the priorities mainly focus on the completion of tasks. The gathering of first-hand evidence of progress and of the quality of the provision is too variable across the school. In the best examples, leaders undertake useful learning walks, scrutinise pupils' books and listen to pupil and staff views. There are a few examples of these activities providing robust evidence of the quality of the provision and the impact it is having on the outcomes for pupils. In general, the overarching evaluations and identification of the strengths and areas for improvement do not consider well enough the impact of provision on pupils' progress.

The governors are very supportive of the school and carry out their roles enthusiastically. They offer an appropriate level of challenge when relevant. They contribute to evaluating the work of the school through various activities and have a good grasp of the strengths and areas in need of improvement. They are aware of their duty to promote healthy drinking and eating. The school communicates

appropriately with parents through various means such as a regular newsletter and social media messages.

The headteacher manages the school budget carefully with appropriate oversight from governors. Grant spending is appropriate and has contributed positively to the well-being provision of the school. The pupil development grant is used appropriately to support pupils eligible for free school meals, for example to supplement the cost of educational visits.

Whilst overall the school's leaders have had a positive impact on pupils' well-being and developing beneficial working relationships, leadership has not had enough impact on a few important areas of the school's work such as ensuring that the progressive development of pupils' skills is purposeful and well-coordinated.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee, where appropriate
- visit a broad sample of lessons, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

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

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

Copies of the report

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

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

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