



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

**A report on**

**Ysgol Parc Y Llan**

**Ffordd Y Llan  
Treuddyn  
Mold  
Flintshire  
CH7 4LN**

**Date of inspection: June 2024**

**by**

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

## About Ysgol Parc Y Llan

Name of provider	Ysgol Parc Y Llan
Local authority	Flintshire County Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	114
Pupils of statutory school age	85
Number in nursery classes	13
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 Primary is 23.7%)	25.0%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 13.2%)	20.0%
Percentage of pupils who speak Welsh at home	5.9%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/04/2014
Date of previous Estyn inspection (if applicable)	01/04/2015
Start date of inspection	10/06/2024

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

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

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

## Overview

Ysgol Parc Y Llan is a safe, happy and caring learning community where pupils thrive. The strong working relationship between pupils and staff is a notable strength of the school. Pupils display high levels of respect for adults, visitors and each other. Staff know their pupils very well and support them with their well-being highly effectively. This is an outstanding feature of the school's provision.

Pupils' behaviour is exemplary in lessons, when they move around the school and during play and lunchtimes when they participate in worthwhile loose parts activities. This helps to develop collaboration, creativity and pupils' problem-solving skills highly successfully.

Across the school, the quality of teaching is strong. Staff have developed creative and vibrant learning environments to stimulate, support and challenge pupils. As a result, during their time at school, most pupils make strong academic progress across a range of skills from their varied starting points. Provision for pupils identified as having additional learning needs (ALN) is particularly effective and, as a result, most make good progress during their time at school.

The school's bespoke curriculum takes account of pupils' interests and reflects the Curriculum for Wales highly effectively. Pupils have positive attitudes to learning and are proud that they have an emerging voice in their school and opportunities to influence what and how they learn. They talk enthusiastically about how they have the tools to support their independent learning. As a result, pupils respond well to challenge and develop resilience.

Staff encourage pupils to celebrate the diversity of their community and develop an understanding of the heritage of Wales. The school's outdoor learning experiences enable pupils to develop an extensive knowledge of sustainability and a growing awareness of environmental matters. For example, they collaborate well with external agencies to protect habitats and to observe biodiversity in 'Coedwig Llan.'

Leaders and staff know the school well and share a clear and robust vision to support pupils' well-being and to develop them as lifelong learners able to 'reach for the stars.' They have a robust understand of the school strengths and areas for development, and plan highly effective strategic actions to secure improvement. A particular strength of the school is the successful partnerships they have established with parents and the wider community. Leaders and staff promote a robust culture of safeguarding. Despite leaders' best efforts to promote regular attendance, too many pupils are absent too frequently in a minority of year groups.

## Recommendations

R1 Continue to improve attendance

## What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to effective provision and approaches to support pupils' well-being and engagement for them to fully benefit from authentic and engaging learning experiences, and establishing productive working relationships with parents and the wider school community to improve opportunities and outcomes for all pupils, for dissemination on Estyn's website.

## Main evaluation

### Learning

Many pupils start school with literacy, numeracy and social skills and understanding that are below those expected for their age. During their time in school, most pupils including those eligible for free school meals, or from low-income households, make strong progress across the curriculum. Pupils with additional learning needs (ALN) progress well from their individual starting points.

Across the school, most pupils develop strong speaking and listening skills. The youngest pupils engage purposefully in their activities and are keen to talk confidently with adults about their learning. By the end of Year 2, most pupils formulate and ask purposeful questions to an audience, for example when questioning a member of staff about her time working at the Laura Ashley factory in Leeswood. The oldest pupils speak articulately and confidently, using a wide range of subject specific vocabulary well. For instance, they convey their thoughts maturely about key leaders and their influence during the Second World War.

As they progress through the school, many pupils develop effective reading skills. From an early age, they develop a love of reading and express their reading preferences appropriately. The youngest pupils quickly develop a good understanding of phonetic sounds and use these skills well to read unfamiliar words. By the end of Year 2, most pupils read simple texts with fluency and accuracy and enjoy sharing books with an adult or with their older reading buddies. Pupils in the oldest classes read a variety of suitably challenging texts and use a range of worthwhile skills to determine meaning. For example, they use inference and deduction effectively when reading a fiction text to discuss the feelings of the characters.

During their time at the school, most pupils make strong progress in developing their writing skills. The youngest pupils enjoy experimenting with mark-making and many progress suitably to forming letters. For instance, they create labels independently to match the insects they find in the classroom tank. By the end of Year 2, most pupils begin to write in sentences and link their ideas together independently to write fiction and non-fiction texts effectively. For example, pupils write interesting fact files about animals that they are saving from extinction in the tropical rainforests. As they move through the school, most pupils write for a range of purposes across the curriculum skilfully. For example, Year 5 and 6 pupils write a formal letter to King Charles persuading him to include an influential member of NASA to the honours list.

As pupils move through the school, most have good attitudes in developing their Welsh speaking skills and make good progress. The younger pupils respond appropriately to simple instructions and repeat familiar words and sentence patterns, for example when singing familiar Welsh songs enthusiastically. By the time they are in the oldest year groups, most pupils use a wider variety of vocabulary and sentence patterns. For example, many pupils use the past tense well to describe what they did over the weekend and engage in conversations confidently with their friends and adults, using connectives effectively to extend their sentences.

Most pupils develop a good understanding of an appropriate range of mathematical skills and knowledge. Younger pupils use their knowledge and skills in number, shape and data in purposeful practical activities. For example, they confidently use cubes to create a bar chart to represent favourite foods in the class. By the end of Year 2, many use practical and written methods to add numbers and show good recall of simple multiplication facts. As pupils progress through the school, most show a secure understanding of place value and multiply by 10 and 100 accurately. By the end of Year 6, most pupils consolidate and apply their understanding of a range of addition and subtraction skills well in other areas of learning and experiences (AoLE). They use column addition appropriately to calculate the cost of a Lieutenants uniform during the Second World War, for example.

From an early age, most pupils develop their digital skills effectively. The younger pupils use tablet computers competently to take photographs to record their learning. In addition, they develop early coding skills appropriately as they guide a programmable toy along a route. Most Year 3 and 4 pupils use an increasing range of software and equipment confidently to present their topic work. They use a 3D printer skilfully to design and create detailed love spoons to celebrate Santes Dwynwen Day. Older pupils develop a wider range of skills in data handling. They create spreadsheets independently and use a range of formulae confidently to calculate the difference between the mortality rates of military and civilian people during the Second World War, for example.

As they move through the school, most pupils develop their thinking and creative skills successfully. This is a particular strength of the school. Year 1 and 2 pupils experiment enthusiastically with a range of natural ingredients to create their own fragrances, inspired by their work on Coco Chanel. Older pupils design and build Andersen shelters with accompanying miniature furniture to scale skilfully.

Most pupils develop their physical skills well. Many of the younger pupils develop fine motor skills appropriately by taking part in finger play activities to improve dexterity.

For example, they carefully construct a small boat to sail to the 'Isle of You'. Older pupils take part enthusiastically in a wide range of sporting activities, including swimming, gymnastics and athletics.

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

The positive and nurturing working relationships that exist between staff and pupils are a particular strength of the school. Pupils feel safe and secure at the school and are proud to belong here. They feel staff treat them with respect and listen to the suggestions they make about their school. Most pupils feel that staff know them well, and consequently they are confident that staff will support them with any difficulties or worries they might experience.

Nearly all pupils are polite, courteous and welcoming towards adults at the school. Pupils' attitudes to learning Welsh are positive and they enthusiastically use simple Welsh phrases to greet visitors at the school. They demonstrate kindness, empathy and respect for their peers with most older pupils providing care and support to younger pupils throughout the school day. During lunchtimes, older pupils support the development of younger pupils' reading skills purposefully by reading with them in the 'Cilfach Llyfr.' This contributes effectively towards the school's familial and nurturing ethos.

Many pupils show a good awareness of how to support their own well-being and staff respond promptly to any concerns or needs. Across the school, many pupils appreciate purposeful areas, such as 'Y Nyth', 'Y Cwtsh' and 'Yr Hedyn', that support them to manage their emotions. These areas help many pupils to reflect on their feelings before re-engaging with their work quickly.

Across the school, nearly all pupils' behaviour is exemplary. In classes and in the 'Hwb' area, pupils co-operate effectively with each other when working on their various tasks. At breaktimes and lunchtimes, most pupils engage well with others and good behaviour is encouraged using 'loose parts play' activities, which allows pupils of all ages to play together positively. This is an outstanding feature of the school. As a result, nearly all pupils have a clear understanding of rules and are actively involved in supporting the school's core values.

Nearly all pupils have a sound understanding of the importance of leading a healthy lifestyle. From an early age, pupils understand the importance of taking part in regular exercise and eating a variety of fruits and vegetables, such as when discussing the healthy options that are readily available for them in the tuck shop. Most pupils understand the importance of online safety and recognise how using age-appropriate apps helps them to keep safe online. The older pupils maturely discuss the dangers associated with phishing.

Many pupils participate enthusiastically in a range of after-school clubs. For example, they enjoy attending cooking, chess, and online gaming clubs. These activities develop pupils' wider skills as well as contributing positively to their well-being.

Pupil voice is another strength of the school. Pupils take an active role in the variety of pupils voice groups. They show commitment to these roles and are proud of the impact of their work on school improvements. The 'Cryw Cymraeg' actively improve

Welsh language experiences by rewarding pupils with a 'tocyn Cymraeg' for using their Welsh with others in their learning and during play. The eco committee collaborates effectively with Natural Resources Wales to improve biodiversity in the pond. As a result, pupils have a strong awareness of environmental issues and develop good teamwork skills.

Most pupils understand the importance of maintaining positive attitudes to their work and persevere and demonstrate good resilience when completing tasks. They use different strategies purposefully during lessons to support their learning and work with their peers well to solve problems before seeking support from adults. For example, when pupils in Years 5 and 6 investigate which material would make effective blackout curtains during the Blitz, they collaborate well to discuss the best approach to take. Across the school, pupils work well with staff and respond efficiently to the immediate feedback they are given, often using this to improve their learning successfully.

Most pupils are highly engaged in their learning and develop well as effective independent learners. Most Year 3 and 4 pupils take pride in their learning and talk about it with enthusiasm, for example when discussing which materials would be best to create their own Greek weapons.

Across the school, most pupils make worthwhile contributions that influence teaching and learning. They benefit from opportunities to make choices not only about what they learn but how they learn. For instance, after investigating the porosity of natural resources, Year 5 and 6 pupils decide to use charcoal to draw detailed portraits of soldiers. These approaches help pupils to engage well in their learning and remain focused for extended periods of time.

Recently, the school council have been involved in helping to raise attendance at the school by providing a post box for pupils to write what they think the school can do to improve attendance. As a result, many pupils understand why attending school regularly is important. However, too many pupils are missing school too frequently in a minority of year groups.

### **Teaching and learning experiences**

Staff collaborate effectively to design a bespoke curriculum that responds to the unique needs and interests of the pupils and reflects the principles and values of Curriculum for Wales successfully. The curriculum is accessible to all and is evolving to build systematically on pupils' existing skills, knowledge and understanding as they move through the school. Teachers develop detailed, coherent and well-structured curriculum plans. The flexible way they adapt these to reflect the changing interests of pupils as they move through a theme is a particular strength of the school.

Teachers incorporate worthwhile 'hook' days to successfully stimulate and engage pupils' interests. For example, as part of their 'Bonjour France' topic, Year 1 and 2 pupils received an online message from a gymnastic champion challenging them to gather information about Paris to help her to prepare for the Olympics. This imaginative approach engaged nearly all pupils successfully in a wide range of inspiring and motivating experiences and provided pupils with a sense of ownership of their learning.

Teachers across the school work together effectively to ensure that pupils' literacy and numeracy skills develop progressively and successfully as they move through the school. For example, they provide worthwhile opportunities for older pupils to use a range of interesting and striking adjectives as they write detailed descriptions of pilots during the Second World War.

Provision to develop pupils' mathematics is effective and most pupils apply their numeracy skills across the curriculum well. For example, Year 1 pupils collect information about favourite smells for a perfume they are developing and use this information to produce digital bar charts accurately. Older pupils use and apply their mathematical knowledge confidently to calculate the perimeter of different ward sizes to build new NHS hospitals after the Second World War. Staff plan a range of opportunities to develop pupils' digital skills effectively. For example, they provide worthwhile experiences for Year 1 and 2 pupils to use green screen software confidently to create interesting interactive presentations about Laura Ashley's life and work as a renowned designer.

Staff make imaginative use of the well-resourced and vibrant outdoor learning areas to support and develop younger pupils' learning, well-being, thinking skills and problem-solving skills successfully. For instance, they provide enriching and challenging opportunities for Year 2 pupils in the 'Tŷ Gwaith Coed' area to use a range of tools safely when creating their own photo frames.

Staff develop pupils' knowledge and understanding of the local area, or 'Cynefin', Welsh culture and identity through a range of purposeful learning experiences. Many teachers model the Welsh language effectively and promote a sense of pride in what it means to be Welsh. Pupils take part enthusiastically in cultural events, such as the annual school Eisteddfod and support Welsh and Black History week. For instance, older pupils write informative character profiles in Welsh about influential black people, such as Betty Campbell. Overall, the school has developed a curriculum that suitably reflects the cultural, linguistic and diverse nature of Wales.

In nearly all lessons, the quality of teaching is highly effective. Teachers are capable, confident and reflective practitioners. Highly skilled teaching assistants support them effectively and take time to get know pupils very well. They deliver worthwhile support to address individual pupils' learning needs purposefully.

Staff provide classrooms that are calm, constructive learning environments, where pupils interact positively with others and make valuable contributions to their own learning. All staff develop strong working relationships with pupils and manage their behaviour successfully.

All staff have high expectations of pupils and provide clear instructions that supports pupils' learning effectively. Teachers use highly effective questioning to check pupils' understanding, to move learning forward and to ensure that learning proceeds at a good pace. They have good up to date subject knowledge and teach with enthusiasm. Staff explain activities and concepts well and, as a result, pupils engage readily and enthusiastically in their tasks.

Nearly all staff provide appropriate feedback and intervene sensitively at appropriate times during the lesson. They provide valuable opportunities for pupils to self and



peers assess their work. Staff have developed a shared understanding of progression and nearly all have clear expectations of pupil outcomes. A notable strength of the school is how staff use a detailed approach to track pupil progress in well-being and across a range of skills very efficiently. Teachers use this and other sources of information to identify pupils who require targeted support and to plan purposeful and accessible work successfully.

Reports to parents and carers are detailed, informative and collaborative. They provide valuable information about the child's well-being, progress, attitudes to learning and next steps. Teachers provide relevant information about useful websites that parents can access to further support their children.

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

The school is a warm and caring community where staff encourage pupils to contribute to its inclusive and friendly ethos successfully. The effective nurturing relationships between staff and pupils and among the pupils themselves are a notable strength of the school.

Staff know the pupils very well and respond promptly and sensitively to their personal and social needs. The school's collaborative approach contributes exceptionally well to pupils' happiness and eagerness to engage in school activities. Staff make purposeful use of facilities such as the school's various safe places, such as 'Y Cwtch', 'The Magical Room' and its extensive grounds, to promote pupils' physical and emotional well-being highly effectively. This is an outstanding feature of the school.

Provision for pupils who have additional learning needs is particularly effective. All members of staff work efficiently to ensure that there is timely identification, tracking and support for individuals and groups of pupils from an early age. Pupil progress meetings result in staff having a clear understanding of the needs of pupils. Staff interact beneficially with a range of services to secure additional, timely resources and to offer specialist support to pupils with a range of learning, emotional and social needs. These arrangements ensure that most pupils who benefit from additional support make good progress in relation to their stage of development.

The school's provision for pupils to participate in making decisions to improve their experiences at school is highly effective. It is having an exceptional impact on the pupils' ability to make positive decisions about their own well-being, learning and enjoyment in school life. This provision broadens their understanding of the importance of becoming active citizens and the value of individuals' contributions to support and sustain a purposeful society.

Staff plan a beneficial range of opportunities that help pupils develop a good understanding of their Welsh heritage. The school promotes their 'Cynefin' effectively through close links with the local village. For instance, the school council have responsibility for looking after the village cenotaph.

Staff make good use of residential visits to enable pupils of all ages to experience an exciting variety of problem-solving, physical and adventurous activities, and to enhance their Welsh speaking skills. Pupils also take part in local nature trail walks

and have close links with the local milkshake farm. This provision encourages pupils to engage enthusiastically with the culture of Wales and to feel proud of the school's inclusive ethos within its Welsh community.

Staff enable pupils to make strong contributions to the life of their community. Pupils visit a local community centre and entertain the older residents through song and invite them in to school to attend social events, such as coffee mornings and St David's Day celebration. These activities contribute well to pupils' understanding that supporting each other is important in a caring society.

Staff provide beneficial opportunities for pupils to develop their physical skills in a comprehensive range of experiences. For example, pupils take part in physical activities by providing beneficial forest sessions in 'Coedwig Llan'. Staff plan a rich range of experiences that encourage pupils to use their imagination creatively. Pupils develop their creative skills skilfully by creating attractive pictures when emulating the work of a famous artist and showcase their work in an exhibition for the community.

Staff provide rich opportunities for pupils to develop their understanding of equality and diversity. For example, pupils participate in anti-racism day and explore cultural celebrations, such as Diwali and the Chinese New Year. The school uses collective worship successfully to promote pupils' spiritual and moral development. The local vicar visits the school, and pupils regularly visit St Mary's Church to perform, for example. As a result, pupils learn that acts of kindness make a difference to the lives of families within their locality and further afield.

Staff raise pupils' awareness of the importance of being caring and conscientious citizens through worthwhile activities that support local and national charities. For example, Year 1 and 2 pupils use the money they raise during 'Planet Earth Day' activities to adopt an orangutang.

Leaders have effective procedures for monitoring attendance and punctuality, and as a result attendance rates are gradually improving. They identify pupils who do not attend school regularly or punctually and work closely with these families support to make improvements. However, despite these efforts and recent improvements, the attendance rate in a minority of age groups is too low. As a result, they miss out on too much of their important learning time and this impacts negatively on worthwhile transition visits to the local secondary school.

Leaders promote a positive and robust culture of safeguarding, ensuring that the welfare and safety of all is a high priority. As a result, arrangements for safeguarding give no cause for concern.

### **Leadership and management**

The headteacher is a committed, inspiring and compassionate leader who places the care, happiness and well-being of pupils and staff at the heart of his work. He is supported by a highly effective senior leader. Together they share a clear vision based on providing pupils with rich and authentic opportunities to find and follow their individual strengths to be able to 'Reach for the stars.' Leaders share this vision successfully with pupils, staff, parents and the wider community. Together, they

create a happy, inclusive and vibrant learning community where pupils work and play together confidently.

The headteacher has high expectations of himself, his staff and pupils. He models professional values and behaviour that contribute successfully to effective working relationships between staff and pupils. The staffing structure meets the school's needs well, and leaders ensure that staff have clear roles and responsibilities. These are aligned well to the needs of the school and often take account of the skills and interests of individual staff.

Leaders place a strong emphasis on supporting the well-being of staff. For example, they implement a day for staff to partake in worthwhile activities that contribute positively towards their physical health and emotional well-being. This supports a strong team ethic where dedicated, hardworking staff collaborate effectively, feel valued and show significant pride in their work.

Leaders and staff address local and national priorities well, including additional learning needs reform and curriculum development. Leaders and staff have worked collaboratively to develop a curriculum that reflects their 'Cynefin' and most of the principles of Curriculum for Wales. They provide successful opportunities for pupils to develop their Welsh language and to be proud of their Welsh heritage. For example, pupils take part enthusiastically in a parade in the village and entertain residents as a part of Treuddyn's centenary celebrations since the first Urdd 'adran' was established there.

Leaders have a clear picture of the school's strengths and areas for improvement and make skilful use of data to inform areas for improvement and to monitor pupil progress. There is a clear link between self-evaluation activities and improvement planning. As a result, leaders prioritise their findings effectively and set appropriate targets to move the school forward. Leaders' processes to evaluate the effectiveness of provision are based on a wide range of first-hand evidence, for example through discussions with pupils about their well-being and work and monitoring the impact of teaching on pupils' learning.

The governing body is highly supportive of the school and knows the community it serves well. The diligent input of governors, through sub-committees and the full governing body, creates positive improvements across the school. For example, following a learning walk governors recognised the need to develop pupils' investigative skills in science. As a result, the governors held the senior leadership team to account effectively as critical friends. The governing body fulfil their statutory duties well, for example around healthy eating and drinking. In addition, leaders and staff promote a strong culture of safeguarding that permeates the work of the school.

Leaders manage the school's finances carefully. They ensure that decisions on expenditure align with the school's priorities for improvement, such as developing adult support within the classroom for pupils with additional needs. Leaders make purposeful use of funding and specific grants, such as the pupil development grant, to provide support programmes to develop pupils' emotional, social, literacy and numeracy skills.

Leaders create a strong professional learning culture for all staff. They ensure that opportunities for professional learning link purposefully to both whole-school priorities and the individual needs of staff. Staff visit other local schools to share effective practice, and this supports school improvement successfully. For example, they share how effective experiential learning practice in the foundation learning classes helps to develop pupils as successful independent learners. Overall, the school operates as a valuable and successful learning organisation where staff are provided with productive opportunities to develop their leadership roles successfully.

School leaders work successfully and collaboratively with a range of outside agencies. For example, their partnership work with initial teacher education providers is effective. They provide skilful support for trainee teachers through a mentoring programme that provides trainee teachers with opportunities to reflect and improve their own practice.

A notable aspect of school life is the close and highly effective working relationships staff have with parents and the wider community. Parents are encouraged to be a key part of school life and enrich learning by sharing their interests and expertise, such as helping pupils to learn to sew and to grow vegetables in the school's community garden project. This helps to create a successful culture of proactive and highly successful co-operation that contributes significantly to the school's welcoming, inclusive and warm ethos.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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/carers 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, to listen to them read 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
- visit a broad sample of classes, 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](http://www.estyn.gov.wales))

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

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

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Publication date: 12/08/2024