



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

A report on

Cyfarthfa High School

**Cae Mari Dwn
Queen's Road
CF47 0LS**

Date of inspection: March 2024

by

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

This report is also available in Welsh.

About Cyfarthfa High School

Name of provider	Cyfarthfa High School
Local authority	Merthyr Tydfil County Borough Council
Language of the provider	English
Type of school	Secondary
Religious character	*
Number of pupils on roll	858
Pupils of statutory school age	857
Number in sixth form	*
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 Secondary is 21.2%)	19.1%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Secondary is 14.8%)	14.7%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.8%
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	14/03/2016
Start date of inspection	18/03/2024

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

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

Overview

Leaders across the school demonstrate a clear commitment to the school community and provide a caring and supportive environment. Since his appointment, the headteacher has set high expectations regarding attendance, behaviour and pupils' engagement in learning.

The curriculum at key stage 4 generally offers a suitable range of general and vocational subjects. Adjustments have been made to the curriculum to successfully improve outcomes for a small number of pupils at risk of disengagement. The most vulnerable pupils, including those with significant additional learning needs (ALN), benefit from bespoke programmes of study. Leaders have worked with local primary schools to develop a curriculum that builds suitably on pupils' prior learning. However, there is insufficient provision for the progressive development of pupils' numeracy and literacy skills, particularly their advanced reading and writing skills. This hinders their successful progress.

Pupils receive a range of suitable support for their well-being and progress. For example, pupils receive support for their additional learning needs, to boost their competence in basic literacy and numeracy and have opportunities to engage in programmes aimed at improving their self-esteem, resilience and engagement in education. Pupils benefit from a wide range of extracurricular activities. They appreciate the opportunities available to develop an understanding of and respect for different cultures, values and life choices. However, there are insufficient opportunities for pupils to develop their leadership skills. Staff work well together and with partners to provide pupils with a caring and supportive environment that encourages pupils at risk of disengagement to stay in education. Pupils in the Learning Resource Base receive an engaging curriculum that considers their starting points well. Attendance is below that of similar schools and the attendance of pupils eligible for free school meals is below that of Wales. Pastoral and well-being leads do not evaluate the impact of their activities well enough to identify what aspects of their provision are having the most impact.

Most pupils are respectful to visitors, staff and each other. Many feel safe in school. They arrive promptly to lessons, behave well, and engage productively in their learning. Where teaching is strong, nearly all pupils engage purposefully in class discussions and other learning activities, and most make strong progress. However, a minority of pupils are passive in their learning, and too many pupils leave work unfinished. These pupils make limited progress overall. Overall, there are important weaknesses in teaching in a minority of lessons, including in core subject areas, where planning and teaching approaches did not meet pupils' needs well enough.

Since his appointment 18 months ago, the headteacher has demonstrated a secure understanding of the broad strengths and areas for development in the school and improvement planning considers these areas appropriately. He has supported senior and middle leaders appropriately in forming a better understanding of quality in their areas of responsibility. However, the current leadership structure does not provide robust line management arrangements across the curriculum, particularly in core subjects. Many leaders have an overly positive view of the quality of provision in their areas and do not identify areas for development precisely enough. This hinders their

ability to plan robustly for improvements in pupils' learning and well-being. Overall, leadership has not had enough impact on addressing shortcomings in teaching, improving attendance, the development of pupils' skills and their use of Welsh outside of Welsh lessons. A few health and safety concerns were raised by inspectors during the inspection.

Recommendations

- R1 Ensure the leadership structure is equitable and has clear roles, responsibilities and lines of accountability
- R2 Sharpen self-evaluation and improvement planning to focus precisely on the most important aspects of provision that need to improve
- R3 Address weaknesses in teaching so that it impacts positively on pupils' progress in lessons and over time
- R4 Strengthen provision for and coordination of the progressive development of pupils' literacy, numeracy and digital skills
- R5 Improve pupils' attendance
- R6 Address the health and safety issues identified during the inspection

What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress usually every four to six months.

Main evaluation

Learning

The majority of pupils make generally appropriate progress in developing their knowledge, understanding and skills. They recall learning suitably and apply this appropriately to new situations. In a minority of lessons where teaching is strong, most pupils make secure progress in their learning. However, in a minority of lessons, pupils make only limited progress. This is often due to shortcomings in teaching. Pupils who attend the Learning Resource Base (LRB) make strong progress overall. Pupils with additional learning needs (ALN) make secure progress on intervention programmes to improve their literacy and numeracy skills. However, their progress over time is too variable.

Many pupils listen attentively in class and follow teachers' instructions promptly. However, a few struggle to follow instructions or maintain concentration. The majority of pupils engage well in class discussion. Around half of pupils respond suitably to teachers' questions. A few explain their ideas clearly in extended responses, using their prior knowledge or subject terminology effectively, for example when describing how stance and arm position can impact the effectiveness of setting and digging in volleyball. Around half of pupils' verbal responses are too brief. This is often because of shortcomings in teachers' questioning or because pupils are not secure in their subject knowledge and lack confidence in expressing their ideas.

The majority of pupils engage suitably with texts and demonstrate secure comprehension skills. They highlight and annotate texts competently to identify key facts and stylistic features. A few pupils infer basic meaning when analysing texts or synthesise their contents suitably. However, a majority of pupils do not develop their advanced reading skills well enough. Too often, pupils' responses to texts are superficial, especially where tasks are undemanding. Pupils with very weak reading skills make good progress from their starting points in improving their basic reading comprehension skills over time.

More able pupils generally write effectively. They structure their ideas coherently, incorporate relevant information to support their assertions where necessary, and use a range of vocabulary and stylistic devices well. The majority of pupils write at length appropriately in relevant subjects. They organise their ideas into paragraphs and express them with suitable clarity. However, the majority of pupils, including the more able, make basic spelling, punctuation and grammatical errors that affect the quality of their writing. A minority of pupils' writing lacks control and is not sufficiently well developed in terms of expression, vocabulary and structure.

A majority of pupils have a suitable grasp of basic number facts and work suitably with basic shapes. A majority plot freehand curves on graphs appropriately. However, overall, there are weaknesses in pupils' ability to construct, plot, read or interpret graphs accurately, and their conceptual understanding of mathematics is not strong enough. A minority of pupils have difficulty recalling basic number facts or struggle with basic calculations. These weaknesses impact negatively on their progress and their ability to apply their numeracy skills across the curriculum.

Pupils develop digital skills, such as creating and sorting databases or programming well in information technology (IT) lessons. They also develop their digital skills suitably in a few instances across the curriculum. For example, in English, pupils use their computational thinking skills to create games that consolidate their understanding of how to spell homophones. Pupils use digital photography or 3D software competently to create images in a few subjects.

Pupils develop their physical skills well during physical education lessons. They build their fitness and stamina appropriately when working on exercise programmes they have designed themselves. Pupils generally develop their creativity and thinking skills well in expressive arts subjects. For instance, they thoughtfully respond to and accept alternative interpretations of a series of images in art lessons. In a few lessons, pupils develop their thinking skills effectively, such as when challenged to carefully reflect on and make links between inequality and the impact of war, poverty

and climate change. However, pupils generally do not develop their thinking skills well enough across the curriculum.

The majority of pupils pronounce Welsh words accurately and persevere, even when they find it difficult, for example, to say new words. In a few lessons, many pupils make exceptional progress in their ability to converse in Welsh. However, in other lessons, many pupils' progress is not secure, and they struggle to create their own sentences. When reading, many pupils have a secure understanding of familiar Welsh vocabulary and structure basic sentences in Welsh effectively. The majority write short paragraphs independently with a suitable standard of accuracy.

Well-being and attitudes to learning

Many pupils at Cyfarthfa High School enjoy school. They feel safe and secure and describe the school as a caring place. Most pupils feel supported by staff and know how to seek appropriate support for well-being issues such as bullying. However, a few pupils feel that the school does not deal with bullying appropriately.

In general, pupils value the broad range of activities available to them, such as choir, orchestra, drama, and crochet. In particular, the LGBTQ+ Club is valued by its members and the wider school community.

On the whole, pupils speak confidently and politely to adults, including visitors. Many feel that they are listened to by staff, and a few describe with pride how they have had a positive impact on the school's lunch menu and environment. A few pupils develop their leadership skills well as members of the student leadership group. However, pupils generally are not clear enough about the formal opportunities to contribute their ideas.

Pupils develop well as ethical citizens, and many feel that they are encouraged to respect others. They speak enthusiastically about lessons dedicated to equality and diversity. Pupils in the Learning Resource Base (LRB) explore values, behaviours, and attitudes to help them develop as active and valuable members of their community.

Many pupils arrive promptly to lessons and settle quickly to work. They listen respectfully to their teachers and work well with their peers when encouraged to. In a few instances, pupils are not ready to learn or settle too slowly to work. A majority of pupils engage well with activities and show interest in their learning. Where teaching is most effective, nearly all participate well in their learning, including actively becoming involved in class discussions. However, in a minority of lessons, pupils are too passive, lack perseverance and do not engage in learning well enough. Around half of pupils do not take sufficient pride in presenting their written work, and too many leave work incomplete.

Overall, pupils have a secure understanding of the school's rewards and sanctions and behave well in lessons and around the school at break and lunch times. However, a very few pupils display immature behaviour in lessons that distracts others from learning.

The school's attendance rate fell by a smaller amount than that seen nationally between 2019 and 2023. However, the rate of attendance last year was below the national average and that of similar schools. So far this year, the school has improved the attendance rate, but it remains lower than the national average and that of similar schools. The attendance of pupils eligible for free school meals was below the national average for last year and remains a cause for concern this year.

Teaching and learning experiences

The school's curriculum generally builds suitably on pupils' prior learning. When choosing their Key Stage 4 options, pupils have a range of general and vocational courses on offer to them. However, the Key Stage 4 curriculum does not always provide progression for the full range of subjects studied at Key Stage 3. Pupils and parents receive helpful information about the courses' content via videos created by subject leaders and a comprehensive options booklet. Staff provide pupils with individual support and guidance throughout the options process.

The school provides effective, tailored courses to meet the needs of the most vulnerable pupils through the alternative curriculum programme. In the Learning Resource Base, pupils receive bespoke provision that caters effectively for their additional learning needs and well-being.

In planning the Curriculum for Wales, leaders have worked closely with local primary schools to ensure suitable progression in learning for pupils in Years 7 and 8. Current curriculum developments linked to the Curriculum for Wales align closely with senior leaders' vision for developing pupils' skills, with a particular emphasis on developing pupils' basic reading skills. There are beneficial literacy and numeracy interventions available for pupils with underdeveloped skills.

Leaders use data from internal and external tests suitably to identify and address key areas for development in pupils' basic reading ability. Teachers promote reading for pleasure suitably during reading lessons and the 'drop everything and read' sessions to develop pupils' literacy skills. However, overall, pupils' reading and writing skills are not developed well enough, particularly their advanced reading and writing skills, in their lessons across the curriculum. This is often due to teachers not planning for and modelling effectively the quality of work required from pupils based on their starting points.

There is a suitable range of opportunities for pupils to practise their numeracy skills in relevant subjects other than mathematics. However, the school's strategic planning for the progressive development of pupils' numeracy skills is underdeveloped. In general, numeracy teaching does not focus well enough on pupils' basic number skills or conceptual understanding. This makes it difficult for pupils to apply their mathematical knowledge confidently and accurately to real-life contexts.

Coordinators have reviewed the curriculum to address gaps in provision for developing pupils' digital competence. However, pupils have insufficient opportunities overall to develop the digital skills learnt in IT lessons in other subjects across the curriculum.

More able pupils benefit from valuable enrichment experiences, including the school's partnership with Swansea and Oxford Universities, visits to CERN, debating club and taking part in critical thinking competitions.

The school is beginning to extend its provision for developing and celebrating the Welsh language, heritage and culture. For example, the school holds two eisteddfodau annually, one with its partner primary schools. However, the use of Welsh around the school is underdeveloped.

The school's Personal and Social Education (PSE) programme covers relevant issues such as healthy living, consent and making informed choices. Leaders analyse information gathered from pupil well-being questionnaires and adapt the provision to tackle current national concerns, including providing sessions on the dangers of vaping and promoting online safety. There are suitable opportunities for pupils to learn about the history and experiences of Black, Asian, and Ethnic minorities and LGBTQ+ people in school assemblies, tutorial sessions, and PSE lessons across the curriculum.

The school offers a wide range of extra-curricular activities, allowing pupils to gain valuable experiences which support their personal development. This includes worthwhile and inclusive opportunities for pupils to pursue their sporting interests, for example during 'Well-being Wednesday' when pupils can engage in spin disco and badminton after school.

In a majority of lessons, teachers plan activities that build on one another appropriately and ensure that pupils are challenged suitably. These teachers provide clear instructions and explanations and use appropriate resources to support learning. They ask suitable questions to test pupils' knowledge, circulate the classroom to monitor progress, and provide helpful verbal feedback.

In a minority of lessons, teachers plan well for what pupils will learn. In these instances, teachers have high expectations of what pupils can achieve and use their prior knowledge of pupils' abilities to ensure that they are challenged well. They use modelling effectively to show pupils how to achieve the required standard of work they should be aiming for and ensure an appropriate balance between times when the teacher is leading the learning and opportunities for pupils to work independently or in small groups. In these lessons, teachers ask probing questions which require pupils to think deeply and provide extended verbal responses that outline their reasoning. They monitor pupils' progress closely and adapt the level of challenge or the pace of teaching according.

In a minority of lessons, significant shortcomings in teaching lead to pupils making only limited progress. In these lessons, teachers do not consider pupils' starting points well enough when planning activities, or they do not have high enough expectations of what pupils can achieve. Therefore, the level of challenge and the pace of teaching are not well matched to pupils' abilities. Often, teachers over-direct the learning in these lessons and do not provide pupils with enough opportunities to think and work independently. In these lessons, teachers offer pupils undemanding tasks, such as copying from the board, and do too much work for the pupils. They do not use questioning well enough to deepen or probe pupils' learning. In a very few instances, teachers do not tackle poor behaviour effectively enough.

Overall, the quality of feedback is too variable. In the best examples, teachers provide pupils with precise advice on what they need to do to improve their work and ensure that they respond appropriately to improve the quality of their work. However, feedback is often not precise enough, and teachers do not ensure pupils respond purposefully.

The school keeps parents and carers informed about their child's progress through parents' evenings and regular interim and full reports. Full reports include detailed information about pupils' progress and attitudes to learning, along with beneficial targets outlining how they can improve.

Care, support and guidance

Leaders and staff at Cyfarthfa High School foster an inclusive, caring community that encourages pupils to be respectful and tolerant. The school provides a broad range of provision to support the well-being of pupils and help them thrive in school. A team of staff, firmly committed to nurturing and caring for the pupils, work closely together. They aim to ensure that pupils can engage positively with school life and benefit from the experiences offered to them. Although the care, support and guidance for pupils is comprehensive, it is not sufficiently strategically directed or precisely evaluated to sharpen the impact of the work.

There are comprehensive procedures in place for tracking and monitoring pupils' well-being. Staff use a range of surveys to measure pupils' progress in well-being from their starting points. The team operate a well-understood identification and referral process based on a strong understanding of pupils' needs. An established Student Support Centre provides a wide range of appropriately targeted programmes which help pupils improve their self-esteem and resilience. This approach enables vulnerable learners to receive timely support, for example, from engagement with an early intervention initiative which provides access to specialist support. Pupils in the Learning Resource Base benefit from a range of interventions to support their well-being.

The school is beginning to take a strategic approach to developing provision for pupils with additional learning needs (ALN). This includes working with leaders to develop teaching and learning to meet the needs of all pupils. For example, they develop a graduated response to identify learning needs and develop strategies for support. The school sets clear baselines for interventions, and progress is monitored regularly. Leaders work with a wide range of external agencies to plan appropriate provision and ensure reasonable adjustments are in place to meet the needs of specific groups of pupils with ALN. The ALN Hub offers a safe space for pupils to access support from key staff who know them well.

The school has prepared appropriately to meet the requirements of ALN reform. It works closely with the local authority and partner primary schools to develop a consistent approach to creating individual development plans (IDPs) and identifying additional learning needs. However, processes to track and evaluate the progress of ALN pupils in lessons across the school are underdeveloped.

An appropriate range of strategies is in place to support positive behaviour and restorative practices. The school works suitably in partnership with the youth service

and local authority Community Focused School (CFS) officers to support pupils at risk of disengagement to stay in education. Overall, strategies to improve attendance have not had sufficient impact, particularly on girls' attendance, pupils eligible for free school meals and those with additional learning needs. Furthermore, more recently introduced approaches to encourage good behaviour are not fully understood by all pupils.

Successful partnerships with the local church and a supportive parent-teacher association have helped the school organise a uniform swap shop, prom pop-up shop, food banks, and an initiative to provide a school tie for every child.

The school develops appropriately pupils' understanding of healthy lifestyles and the importance of making positive choices. For example, pupils benefit from participating in activities such as 'Well-being Wednesdays', 'Fruity Fridays' and relevant programmes about building positive relationships. In addition, Dŵr Cymru collaborates with the school to raise awareness about personal safety around reservoirs.

The school has suitable provision for the development of pupils' spiritual, moral, social and cultural understanding. There is a range of appropriate opportunities to help pupils learn about equality and diversity. For example, engagement with a charity helps to inspire girls at risk of disengagement to become involved with engineering careers. Pupils in the LRB have beneficial opportunities to discuss values, behaviours and attitudes to help them develop as active and valuable members of their community.

The newly appointed student leadership team contributes well to aspects of school life, such as leading assemblies. However, overall, there are insufficient opportunities for pupils to take on leadership roles. In addition, the school does not ensure that pupils with additional learning needs or those eligible for free school meals are suitably represented. Although pupils in the LRB have not had the opportunity to participate in leadership groups across the school, they have developed their own leadership roles effectively within the provision to support classroom routines.

Pupils are given valuable opportunities to develop their understanding of their culture, religious values and local community through links with local churches, the Jewish Heritage Centre for Wales and a peace project. The school offers a wide range of extra-curricular activities, including knitting club, Rock Out Tuesday, DoE, sporting opportunities, Criw Cymraeg, and the school production.

The school provides appropriate careers advice and guidance for pupils and works closely with the local college to ensure pupils are fully aware of post-16 opportunities.

The school is committed to supporting the well-being and safety of all pupils. Generally, staff are aware of their safeguarding responsibilities. However, a very few are not fully aware of procedures to keep pupils safe. Leaders have established effective and robust processes to support pupils vulnerable to child protection and safeguarding concerns. The safeguarding team work well with partners to address concerns about the safety of pupils. A number of health and safety issues concerning the school site were brought to the attention of the school during the inspection.

Leadership and management

The headteacher has a clear vision and moral purpose based on the philosophy that 'every child counts'. Senior leaders have communicated this vision appropriately, and many staff members are beginning to embrace it.

Line management arrangements focus suitably on the school's priorities and pupil progress. However, leaders do not focus well enough on improving teaching. Although the school has suitable performance management procedures, they have not been implemented rigorously enough to promote improvements in important areas.

Since his appointment, the headteacher has accurately identified the broad areas for improvement required. He has supported leaders to improve provision and support for vulnerable learners appropriately. He has also begun to address structural weaknesses in roles, responsibilities and leaders' understanding of how to carry out their roles to enable them to identify and address shortcomings in provision accurately. However, there is significant instability in the membership of the senior leadership team. Currently, the structure of this team does not provide clear lines of accountability in important areas. Senior leaders' responsibilities are not distributed equitably. These factors have limited leaders' capacity to drive improvements across the school. Overtime, leadership has not had enough impact on improving teaching, developing pupils' skills and their use of Welsh outside of Welsh lessons, attendance and tracking the progress of pupils with ALN. In addition, leaders have not ensured that all staff fully understand safeguarding procedures.

Many middle leaders are enthusiastic about their work and have a suitable understanding of their roles and responsibilities. A few offer strong leadership and this impacts positively on the quality of provision in their areas of responsibility. However, in many cases, subject leaders are overly positive about the quality of teaching, and a few do not have high enough expectations of their staff or pupils. Faculty and departmental meetings generally focus suitably on pupils' progress. However, in too many cases, these meetings are taken up with operational matters. Progress leaders support pupils well, but they do not act strategically enough in their role.

Governors are supportive of the headteacher and carry out their duties suitably, including with regards to healthy eating and drinking. They have a clear understanding of the key issues faced by the school and offer an appropriate level of challenge to leaders.

The headteacher and business manager plan the budget prudently, ensuring that spending is directed appropriately towards the school's priorities and have made substantial in-year savings. The governing body oversees the school's budget appropriately. There are suitable plans to reduce the impact of poverty. For example, the school ensures that pupils eligible for free school meals have access to educational visits and computer equipment at home so that they are not left behind. However, these strategies have not had a consistent enough impact on outcomes for these pupils.

Senior and middle leaders engage in a range of appropriate evaluation activities to review standards and provision. They gather first-hand evidence from lessons and pupils' work alongside analysing data. Through these processes, they identify broad strengths and shortcomings in teaching and learning. However, evaluations are not precise enough to help leaders plan improvements. In too many cases, they focus on compliance with specified activities and not enough on the quality of teaching and its impact on learning. As a result, many middle leaders have an overgenerous view of the quality of their provision. Leaders at all levels do not use the evidence gathered from their self-evaluation processes well enough to drive improvements. Senior leaders do not prioritise areas for improvement clearly or precisely enough to ensure a focus on the important aspects of provision that require urgent improvement. Actions they plan to bring about improvements are too broad, and measures of success are often vague. This makes it difficult for leaders to hold staff to account appropriately.

The school provides a suitable programme of professional learning which focuses suitably on national priorities, such as Curriculum for Wales and reducing the impact of poverty on pupils' attainment and well-being. This includes a few opportunities for staff to develop their leadership skills, for example, through mentoring or leading professional learning activities. Leaders also ensure that teachers have beneficial opportunities to collaborate and share good practice. However, overall, they do not tailor professional learning well enough to individuals' needs to improve important shortcomings in teaching identified through self-evaluation. Leaders are beginning to collaborate with other local providers to develop a supportive approach to improving teaching. The school also works with external partners to provide targeted support. In addition, the school has adapted its action research projects since September to take account of staff feedback. However, the progress of these groups is variable, and they have had limited impact on provision. Leaders do not evaluate the effects of professional learning activities on teaching and learning well enough.

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 (<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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