



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

A report on

**Ysgol David Hughes
Pentraeth Road
Menai Bridge
LL59 5SS**

Date of inspection: March 2017

by

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

Summary

Leaders and teachers at Ysgol David Hughes emphasise moral and human values consistently. This has led to a civilised community with a caring atmosphere. Nearly all teachers have a very positive working relationship with pupils. Most are enthusiastic about their subjects and succeed in engaging pupils' interest. In general, pupils enjoy coming to school and many make good progress in their lessons, in physical activities and in a wide range of cultural activities.

Ysgol David Hughes will produce an action plan that shows how it will maintain the high standards and quality of provision and address the recommendations.

Recommendations

- R1 Improve performance by the end of key stage 4
- R2 Improve information and communication technology (ICT) skills and number problem-solving skills across the curriculum
- R3 Strengthen use of data among middle managers as they evaluate their performance
- R4 Raise teachers' expectations of the use of the Welsh language by pupils, and ensure that these are consistent

Main findings

1: Standards

Adequate, needs improvement

In general, many pupils make strong progress in their lessons. However, by the end of key stage 4, the school's performance in a minority of cases is generally lower than in other similar schools.

Most pupils respond positively to their teachers and apply themselves enthusiastically to learning tasks. In many lessons, pupils recall previous learning accurately and build on this beneficially. Many show a sound understanding of subject concepts and apply this effectively to reach logical conclusions.

Most pupils have proficient reading skills and use these to gather relevant information from a wide range of texts, for example when they research issues relating to health in their science lessons. Many read aloud clearly and with appropriate expression. However, a few hesitate when they come across unfamiliar words and read in a monotonous manner. Many pupils have strong oracy skills. They use these productively when discussing their ideas in groups or pairs. However, in a very few cases, pupils offer short, undeveloped responses to questions from their teachers. Most pupils who follow Welsh as a first language, have a firm grasp of the language, and a minority of these pupils communicate eloquently orally. However, in a minority of lessons that are conducted through the medium of Welsh, most pupils discuss their work with their peers in English.

Pupils write at length for a wide range of purposes and audiences in most subjects. Many apply grammatical rules and spell appropriately. These pupils express themselves clearly and structure their work logically. A minority of pupils produce creative and skilful written work by using rich vocabulary when they produce literary and non-literary work. However, a minority of pupils' written work includes basic errors. A few pupils do not write with appropriate syntax.

When appropriate, many pupils apply their numeracy skills successfully. They make sensible scatter graphs and understand how to construct scales for their axes. However, in general, they do not develop their mathematical reasoning skills adequately.

Although most pupils have proficient basic ICT skills, on the whole, pupils do not develop these skills across the curriculum.

Performance in the level 2 threshold, including English or Welsh and mathematics, has improved in the last four years. However, this performance is consistently lower than in other similar schools. Over the same period, performance in the capped points score has compared favourably with that in other similar schools. However, pupils do not make enough progress from the end of key stage 2 to key stage 4 in these indicators.

A high proportion of boys and girls succeed in gaining 5 GCSEs grade A*-C or equivalent consistently, in comparison with other schools. Boys' and girls' performance in mathematics also compares well with other schools. However, girls perform generally lower in Welsh and English than in other schools. With the exception of 2016, boys perform lower than those in other similar schools in Welsh. However, in English, they perform comparably with boys in similar schools.

The performance of pupils who are eligible for free school meals varies. The proportion of this group that gains 5 GCSEs grade A*-C or equivalent is consistently higher than in similar schools. The performance of these pupils in the capped points score compares favourably with that in similar schools. However, this group's performance in the level 2 indicator including English or Welsh and mathematics is generally lower than in similar schools.

Pupils with additional learning needs make appropriate progress against their targets.

At the end of Year 11, nearly all pupils stay in full-time education. Approximately half stay on at the school in the sixth form.

In the sixth form, the school's performance is generally higher than that in other similar schools.

2: Wellbeing and attitudes to learning	Good
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Most pupils demonstrate very positive attitudes towards their teachers and fellow pupils. In general, they enjoy coming to school and most respond enthusiastically to learning activities. Most pupils show strong independent learning skills, resilience and perseverance. Most pupils are very well behaved in their lessons, in assemblies and around the school. These pupils are polite towards each other and visitors. Nearly all pupils feel safe at school and many believe that the school's staff deal with any instances of bullying effectively.

Many pupils develop useful life skills and contribute beneficially to their local community. 'Menai Seafood Market' is a notable example of this, as the school's pupils worked with local organisations and businesses in order to open a temporary fishmonger stall in Menai Bridge.

A high number of pupils develop their creative skills to a high standard, for example by taking part in competitions in the Urdd Eisteddfod and the school's concerts. Most pupils develop their awareness of how to eat and drink healthily, for example in their personal and social education, food technology and science lessons. Many pupils participate enthusiastically in a wide variety of beneficial physical activities, for example in the school's rugby and football clubs, and canoeing on the Menai straits.

3: Teaching and learning experiences	Good
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The school provides a broad and balanced curriculum that stimulates and interests the full range of pupils. The school works closely with its primary partner schools to ensure that the curriculum builds effectively on pupils' experiences from key stage 2; for example, the school conducts frequent meetings between the primary and secondary schools to promote development in line with the Literacy and Numeracy Framework.

The school works successfully with local schools and a local college to expand pupils' options in key stage 4 and the sixth form. A wide variety of general and vocational courses succeeds in meeting pupils' interests and abilities.

The school provides rich opportunities to complement pupils' educational experiences. A comprehensive extra-curricular programme includes subject clubs, local and foreign visits, sports teams and clubs such as a Mandarin club and 'Mindfulness' club.

The school succeeds in providing valuable experiences to develop pupils' literacy skills across the curriculum, including beneficial opportunities to write at length in many subjects. A stimulating example of this are opportunities in religious education lessons for pupils to develop their literacy alongside developing empathy, by imagining life in different cultures and religions.

Pupils are given appropriate opportunities to develop their numeracy skills across the curriculum. However, the school needs to provide more opportunities for pupils to develop their number problem-solving skills in different subjects.

Through a range of beneficial interventions, the school provides effective additional support for pupils with reading and number difficulties.

In general, there are not enough opportunities for pupils to develop their ICT skills across the curriculum.

Nearly all pupils follow a qualification in Welsh that is appropriate to their previous linguistic experiences. The number who choose to study their courses through the medium of Welsh in key stage 4 is increasing annually. However, in a minority of lessons, teachers do not have high enough expectations of pupils' use of the Welsh language when discussing and socialising.

The quality of teaching in the school is good.

Nearly all teachers have proficient, up-to-date subject knowledge and most are effective language models. Nearly all teachers have a very positive working relationship with pupils. Most teachers are enthusiastic about their subjects and plan carefully to engage pupils' interest. They manage pupils' behaviour positively and sensitively. In most lessons, teachers present clear learning aims and objectives. Planning ensures that activities build purposefully on previous learning. In many lessons, teachers prepare a range of challenging tasks, including some that stimulate

creativity. These include a task to create and explain a personal coat of arms, and opportunities to solve linguistic problems by discussing with peers, referring back to their books, finding cognate words or using a dictionary.

In a few lessons, planning is too general and there is a lack of structure to tasks. In these lessons, teachers do not set clear and suitable objectives. In addition, the pace of the lesson is too slow and pupils do not make enough progress.

Many teachers provide constructive and purposeful feedback on pupils' work, and explain clearly what they need to do in order to improve. Many teachers use various questioning techniques effectively to develop and extend pupils' answers and ideas. However, in a few lessons, questions are superficial and teachers do not give pupils enough time to reflect on the answers.

In many lessons, teachers provide appropriate opportunities for pupils to assess their own work and that of their peers. In the most effective examples, teachers coach pupils on how to use success criteria to produce and assess their own work. However, in a few subjects, peer assessment and self-assessment tasks lack purpose. They last too long and they do not have specific criteria.

4: Care, support and guidance	Good
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The school is a caring community that promotes and supports pupils' health, wellbeing and progress actively.

The school has robust and effective systems to track and monitor pupils' progress across the school and in the individual subjects. Appropriate use is made of these systems to identify underperformance by individual pupils and to provide them with appropriate support and challenge. Recently, the school has strengthened its arrangements for tracking pupils' progress in the main indicators.

The school has effective communication systems with parents, including a number of purposeful activities and beneficial use of social media. Parents and carers receive comprehensive interim and full reports on their children's progress.

The school has suitable arrangements for pupils who need additional support. The 'Y Gorad' and 'Y Porth' centres contribute effectively towards the wellbeing and progress of these pupils. Provision for pupils with additional learning needs is suitable and meets statutory requirements. Close links with the family liaison officer are beginning to have a positive effect on the progress and attendance of vulnerable pupils.

The school provides a comprehensive personal and social education programme that is at the heart of purposeful plans for pupils' spiritual, moral, social and cultural development. Pupils are given useful opportunities to influence the programme's content in order to ensure that it responds to their needs. For example, beneficial sessions were held recently that addressed racial prejudice before refugees from Syria came to live in the area.

The school makes suitable arrangements for all pupils in Year 10 and Year 12 to complete a period of work experience successfully, and effective career support is available to them.

The school provides many opportunities for pupils to participate in extra-curricular activities, for example in Eisteddfodau and local and national sports competitions. The school's Welsh ethos is increasing gradually as leaders increase the emphasis that is placed on the language as a medium of learning and socialising.

The school provides beneficial opportunities and experiences in order for pupils to develop as well-rounded and responsible citizens. Its work as a 'UNICEF Rights Respecting School' is a basis for the school's vision and has been embedded in the school's improvement plans.

The school holds numerous activities and raises significant amounts of money to support a wide cross-section of charities.

The school has suitable arrangements and policies to prevent and address bullying. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

5: Leadership and management	Good
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The headteacher is a sincere and wise leader who earns the respect and support of the school's staff, parents and pupils. With the skilful support of the two deputy headteachers and the rest of the senior leadership team, he conveys his vision unambiguously across the school community. As a result, there is a strong sense of pride and joint aspiration among the school's staff. This is clear through their commitment to achieving the school's aims and objectives, for example to foster a civilised community that places an emphasis on moral and human values.

Many middle managers understand their roles and responsibilities in full and are aware of what they need to do to improve the quality of their work. The school commits beneficially to developing the staff's leadership skills by offering them opportunities to lead on important aspects or new initiatives.

Management meetings at all levels have a robust structure and order. Minutes of these meetings are of very high quality. Actions are clear and responsibilities, completion dates for actions and follow-up arrangements are logical. The incisiveness and consistency of these procedures allows leaders to hold staff to account successfully.

Leadership has had a positive effect on teaching, assessment and learning experiences. Valuable recent developments in the quality of leaders' work, for example to monitor the performance of groups of pupils more closely and reduce the effect of poverty on pupils' achievement. However, it is too early to measure the effect of these developments on standards in key stage 4.

Recently, honest self-assessment and effective planning for improvement has had a positive influence on performance in external examinations and on the quality of teaching.

Senior leaders and many middle leaders have a sound awareness of the main strengths and areas for improvement. As a result, in recent years, they have prioritised and planned suitably and have strengthened their procedures in order to improve standards and the quality of teaching. However, the quality and effectiveness of self-evaluation and planning for improvement processes varies across departments. Many leaders make effective use of findings from lesson observations and scrutinising books, and a minority respond productively to pupils' views. They analyse data appropriately. However, a few do not consider the full range of performance data nor the views of parents and pupils.

The school has valuable arrangements in order to develop the skills and professional understanding of all staff at the school. These include professional learning communities on a variety of relevant subjects and a beneficial programme of twilight sessions. There is a 'marketplace' in which staff share ideas about teaching and staff from the school support departments in nearby schools. There are also rich opportunities for staff to develop their leadership skills, for example by shadowing senior leaders and through a specific programme of training and mentoring.

The school works productively with local schools in order to share good practice and plan jointly. In addition, teaching and arrangements for pupils' wellbeing have benefitted from visits to schools throughout Wales and England.

The performance management system is suitable and there are clear links between this system and the professional development plan. The school has purposeful procedures for dealing with underperformance.

Governors undertake their work very effectively. They know the school well and understand their role in holding the school to account; for example, they consider the cost effectiveness of courses and standards in subjects thoroughly before making financial decisions. Link governors provide effective challenge and support to individual departments.

The school has an appropriate number of qualified staff, including support staff and ancillary staff, to provide a broad and balanced curriculum and to help and support its pupils. Responsibilities have been distributed wisely in order to take full advantage of staff expertise and experience. The headteacher and governors manage resources and expenditure very carefully. The school makes beneficial use of grants. Through planning its expenditure carefully, the school has succeeded to improve the learning environment significantly.

About the school

Ysgol David Hughes is a bilingual comprehensive school with 1,083 pupils between 11 and 18 years old on roll, of which 191 are 16-18 year old students. This number is slightly lower than at the time of the school's last inspection. It serves the catchment area of south east Anglesey, which is an agricultural and tourism area, in the main, with some light industry. Ten point one per cent (10.1%) of pupils are eligible for free school meals. This is significantly below the national average of 17.1%.

Twenty per cent (20%) of pupils are on the additional learning needs register, and 2% of pupils have a statement of special educational needs. These figures are below the national averages.

Nearly all pupils and students are from white ethnic backgrounds. Most have received their primary education through the medium of Welsh, and 66% of pupils speak Welsh fluently. Forty one per cent (41%) speak Welsh at home.

The senior leadership team includes the headteacher and deputy headteachers, a temporary part-time deputy headteacher and four assistant headteachers, two of whom have been appointed temporarily. The headteacher was appointed in September 2013.

The school is currently a pioneer school and is working with the Welsh Government and other schools to proceed with developments linked to the curriculum.

Appendix 1: Summary table of inspection areas

Standards	Adequate, needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate, needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory, needs urgent improvement	Important weaknesses outweigh strengths

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Appendix 2: Performance data

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Number of pupils on roll	1083
Pupils eligible for free school meals (FSM) - 3 year average	10.1
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	179	170	187	190		
Achieving the core subject indicator (CSI) (%)	82.1	86.5	86.1	93.7	92.2	85.9
Benchmark quartile	3	3	4	2		
English						
Number of pupils in cohort	179	170	187	190		
Achieving level 5+ (%)	86.6	88.8	88.2	95.8	93.3	89.2
Benchmark Quartile	3	3	4	2		
Achieving level 6+ (%)	50.8	50.0	64.7	67.9	63.1	56.2
Benchmark Quartile	2	3	2	2		
Welsh first language						
Number of pupils in cohort	82	118	120	130		
Achieving level 5+ (%)	93.9	89.0	92.5	92.3	92.5	92.0
Benchmark Quartile	1	3	3	3		
Achieving level 6+ (%)	51.2	63.6	65.0	70.8	58.8	57.2
Benchmark Quartile	2	1	1	1		
Mathematics						
Number of pupils in cohort	179	170	187	190		
Achieving level 5+ (%)	89.4	89.4	90.4	95.3	94.2	90.1
Benchmark Quartile	2	3	4	2		
Achieving level 6+ (%)	62.0	72.4	63.1	70.5	72.0	62.7
Benchmark Quartile	2	1	4	2		
Science						
Number of pupils in cohort	179	170	187	190		
Achieving level 5+ (%)	93.9	92.4	93.6	98.9	97.7	92.8
Benchmark Quartile	1	3	4	1		
Achieving level 6+ (%)	58.1	58.8	62.0	66.8	71.8	62.9
Benchmark Quartile	2	3	3	3		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

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Number of pupils on roll	1083
Pupils eligible for free school meals (FSM) - 3 year average	10.1
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	203	160	177	169		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	59.1	60.0	61.0	66.9	68.6	60.2
Benchmark quartile	3	3	4	3		
Achieved the level 2 threshold	89.2	90.0	86.4	88.2	90.1	83.6
Benchmark quartile	1	3	3	3		
Achieved the level 1 threshold	98.5	98.8	98.9	100.0	100.0	95.3
Benchmark quartile	2	2	2	1		
Achieved the core subject indicator (CSI)	53.2	56.9	59.3	60.9	66.4	57.5
Benchmark quartile	3	3	3	3		
Average capped wider points score per pupil	375.0	378.7	366.3	368.3	368.6	344.2
Benchmark quartile	1	1	2	2		
Average capped wider points score plus per pupil	369.1	371.5	362.4	365.6	364.7	340.3
Benchmark quartile		
Achieved five or more GCSE grades A*-A	26.6	28.8	23.2	23.1	21.7	15.8
Benchmark quartile		
Achieved A*-C in English	63.5	72.5	67.8	75.1	73.5	69.3
Benchmark quartile	4	3	4	3		
Achieved A*-C in mathematics	69.0	63.1	72.3	74.0	74.0	66.9
Benchmark quartile	2	3	2	2		
Achieved A*-C in science	69.5	81.3	97.2	66.9	86.7	82.3
Benchmark quartile	4	3	1	4		
Number of pupils aged 15 who entered Welsh First Language:	152	124	109	116		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	63.2	60.5	58.7	75.0	75.4	75.1
Benchmark quartile	3	4	4	2		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

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Number of pupils on roll	1083
Pupils eligible for free school meals (FSM) - 3 year average	10.1
FSM band	2 (10%<FSM<=15%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	22	15	16	10		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	36.4	26.7	25.0	40.0	46.5	35.5
Achieved the level 2 threshold	63.6	66.7	75.0	70.0	77.5	70.9
Achieved the level 1 threshold	95.5	93.3	100.0	100.0	100.0	92.1
Achieved the core subject indicator (CSI)	31.8	20.0	25.0	40.0	43.7	32.7
Average capped wider points score per pupil	324.4	329.5	336.3	331.7	339.2	311.1
Average capped wider points score plus per pupil	316.7	319.5	330.1	328.6	335.0	305.2
Achieved five or more GCSE grades A*-A	9.1	13.3	6.3	10.0	7.0	4.5
Achieved A*-C in English	45.5	46.7	43.8	60.0	59.2	47.1
Achieved A*-C in mathematics	36.4	26.7	50.0	50.0	50.7	43.6
Achieved A*-C in science	50.0	60.0	100.0	40.0	76.1	71.7
Number of pupils aged 15 who entered Welsh First Language:	12	7	*	6		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	58.3	57.1	*	33.3	53.6	50.9

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

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Number of pupils on roll in sixth form

191

Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 17	85	106	96	78		
Average wider points score per pupil	980.7	921.2	873.0	969.8	923.3	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	83	104	93	76		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	100.0	100.0	95.7	100.0	99.7	98.0
Achieved 3 A*-A at A level or equivalent	3.6	7.7	5.4	14.5	8.7	6.6
Achieved 3 A*-C at A level or equivalent	85.5	67.3	71.0	80.3	80.1	70.9

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

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Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Copies of the report

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

We used this inspection to pilot developments to the common inspection framework, the inspection process and the inspection report format. We will review these arrangements and make any changes required before introducing them nationally in September 2017.

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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