



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

A report on

**Ysgol Gyfun Bryn Tawe
Heol Gwyrosydd
Penlan
Swansea
SA5 7BU**

Date of inspection: April 2019

by

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

About Ysgol Gyfun Bryn Tawe

Ysgol Gyfun Bryn Tawe is a Welsh-medium secondary school for pupils between 11 and 18 years old. The school is situated in the north of Swansea and is maintained by Swansea local authority. Thirty point two per cent (30.2%) of pupils live in the 20% most disadvantaged areas in Wales.

There are 800 pupils on roll, which is higher than at the time of the last inspection in March 2013. There are 110 pupils in the sixth form. Ten point six per cent (10.6%) of pupils are eligible for free school meals, which is lower than the national percentage for secondary schools of 16.4%. Twenty four per cent (24%) of pupils are on the school's additional learning needs register, which is slightly higher than the national percentage of 22.9%. One point eight per cent (1.8%) of pupils have a statement of special educational needs, which is similar to the national figure.

Around 10% of pupils come from Welsh-speaking homes and nearly all pupils speak Welsh fluently. The school has a Welsh-medium speech, language and communication unit for primary and secondary pupils in the city and county of Swansea.

Very few pupils come from ethnic minority backgrounds. No pupils speak English as an additional language.

Ysgol Bryn Tawe is a curriculum pioneer school, and is working closely with other schools in order to implement the recommendations of Successful Futures to plan and implement the new curriculum for Wales.

The current headteacher was appointed to the post in 2014. A deputy headteacher, three assistant headteachers and two associate members on secondment are also on the senior leadership team.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Ysgol Bryn Tawe is an open, energetic community that has pupils' wellbeing at the heart of its work. Pupils, staff, governors and parents convey obvious pride in being part of the school community, and there are close-knit, constructive relationships between them all.

An exceptional feature is pupils' contribution to the school's work through the various opportunities that they are given to voice their opinions and influence decisions. During their time at the school, pupils make strong progress overall in their academic studies, and develop successfully as active, responsible and polite citizens.

Provision for care, support and guidance is a notable strength. Staff adapt provision regularly in order to respond successfully to pupils' needs. The broad, rich provision of extra-curricular activities and the varied curriculum make a valuable contribution to pupils' educational experience.

Leaders work together effectively and convey obvious ambition for the school's work. They place a clear emphasis on improving standards and teaching, and providing the best for all pupils in a supportive environment.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

- R1 Improve the achievement of pupils in key stage 4, especially in mathematics and science, and the achievement of more able pupils
- R2 Improve the quality of teaching in a minority of lessons, including high expectations in terms of challenge and pupils' use of the Welsh language
- R3 Improve the quality of the work of a minority of middle leaders

What happens next

The school will produce 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 the pupil's voice and developing provision for pupils' digital skills, to be disseminated on Estyn's website.

Main findings

Standards: Good

Many pupils make sound progress in their lessons and external examinations. They recall and apply previous knowledge confidently and develop their skills, knowledge and understanding effectively.

Pupils' reading skills are a prominent strength. Most read confidently in order to gather information, and skim and scan texts successfully. For example, they are able to locate information efficiently when reading evidence about the advantages and disadvantages of allowing pupils to use mobile phones at school. Many use a range of reading strategies confidently, such as annotating and highlighting, and deal skilfully with a variety of factual and literary materials. They respond sensitively to the content of reading texts and interpret meaning effectively. A majority of pupils analyse writing styles skilfully and show a sound understanding of writing techniques and their effect. For example, they analyse the language of advertisements successfully in their 'Camu' lessons, and compare the styles of two short stories skilfully in their Welsh lessons. A minority of pupils do not analyse style in enough detail or use technical terms purposefully.

Most pupils listen respectfully to each other and their teachers, and follow instructions carefully. Many contribute purposefully to class discussions, and a minority do so with obvious enthusiasm, for example when discussing in their religious education lessons the challenges that are faced by religious people. A few pupils provide limited oral responses and are reluctant to contribute to discussions. Many explain their views clearly and provide sensible reasons for their opinions. They use subject vocabulary confidently. In their Welsh lessons, many pupils across the range of ability communicate eloquently and confidently orally, and have rich vocabulary. However, in around half of other lessons, a minority of pupils are too willing to use English words, and many use English when talking to each other.

Many pupils organise their written work purposefully, and paragraph and punctuate their work correctly. When writing, they have robust vocabulary in Welsh and English, and use subject terminology suitably. A few pupils have mature, sophisticated vocabulary. Many pupils across the range of ability write strong, extended written pieces, including when writing a letter to Liverpool City Council to oppose the flooding of Tryweryn, or the diary of a young child in the local colliery in Penlan. They have a sound understanding of the requirements of different audiences and writing genres, and a minority have a skilful grasp of language register, such as when writing a persuasive speech to encourage a revolution at the school. However, a minority of pupils make frequent spelling errors and do not take enough responsibility for correcting their work.

Many pupils use a range of techniques when handling numbers, and use whole numbers, decimals and fractions competently. They use suitable units for length, volume and area, and measure and identify angles correctly. Many use their number skills effectively in order to solve real-life problems, such as calculating interest, profit and loss when buying and selling goods. On the whole, they produce suitable graphs and charts, for example when creating a frequency polygon to show the

number of words in 100 sentences in a book. However, a minority of pupils' graphs are untidy. Many analyse graphs appropriately and come to sensible conclusions about the data, such as when they study the change in their heart rate when drinking a drink full of caffeine.

Many pupils use basic information and communication technology (ICT) programs confidently to present information and work together on projects. Younger pupils, in particular, develop their advanced ICT skills effectively across the curriculum. For example, in humanities lessons, they create interrogations in databases about migrants to Britain in order to interpret whether or not there was a migration crisis in 2015. Through this task, they also develop their awareness of diversity and their sense of global citizenship successfully. Another example is the way in which pupils create algorithms in order to move a robot, and code in order to create 2D designs for Christmas decorations and then print them on a 3D printer in technology lessons.

Many pupils develop their creative skills effectively across a range of subjects. They write creatively for a variety of purposes, such as writing horror stories, and practise their creativity by devising original recipes in their catering lessons and creating paintings to represent their interpretations of the poem 'Glas' in their 'Camu' lessons. In their drama lessons, pupils experiment with staging and sound techniques in order to create a dramatic effect on the audience when directing a particular scene from the work of a Welsh language playwright. Many pupils develop their physical skills successfully during physical education lessons and in popular sports clubs. For example, they challenge themselves by completing increasingly difficult exercises in circuit activities.

Many pupils have robust thinking skills. They make decisions confidently and consider the arguments for and against various subjects skilfully. For example, they justify their choices sensibly when explaining their choice of material when designing a pencil holder in technology. Many are able to evaluate their own work and that of their peers successfully, particularly when they have specific success criteria.

Over the last four years, the school's performance has compared favourably with that of similar schools in a majority of indicators in key stage 4. In the level 2 indicator, including Welsh or English and mathematics, the school's performance has been better than, or similar to, that of similar schools for four years. The capped points score has been similar to, or better than, that of similar schools in three of the last four years. The school's performance in the level 1 and 2 indicators has compared favourably with the performance of similar schools over the same period. The proportion of pupils who achieve 5 A*-A grades at GCSE or equivalent has been uneven over time, and is slightly lower than in similar schools in 2018.

Over the last four years, girls' performance in most indicators in key stage 4 has been consistently better than the performance of girls in similar schools. Boys' performance has also been better overall, or similar to the performance of boys in similar schools over the same period. Over time, the performance of the small number of pupils who are eligible for free school meals has compared favourably with that of their peers in similar schools, but their performance has declined in 2018. No pupils have left the school without a qualification for over seven years.

In the sixth form, the school's performance in the level 3 threshold and the indicators that include 3 A*-C grades and 3 A*-A grades or equivalent has either been similar to, or better than, those of similar schools. Performance in the wider points score has been lower than in similar schools in three of the last four years.

Wellbeing and attitudes to learning: Excellent

Pupils at Ysgol Bryn Tawe are commendable advocates for the school. An exceptional feature is their pride in their school and the local community, in addition to the highly positive relationship between themselves, and with staff and visitors. Pupils make a notable contribution to school life.

Pupils' influence over the school's life and work is far-reaching. Through the school council, the six sub-committees and a variety of other opportunities, pupils undertake their leadership roles and responsibilities fully and enthusiastically. This is a particular strength. For example, members of the Welshness committee conduct varied and practical sessions in the partner primary schools in order to promote the Welsh language. The teaching and learning committee is passionate about broadening pupils' cultural knowledge. By working closely with teachers, they have ensured a stronger emphasis on Welsh history and culture across the curriculum. They have also presented their ideas about teaching and learning effectively to their teachers. Another exceptional feature is the excellent contribution of the digital leaders. They work closely with international companies and have taken advantage of a training accreditation. They conduct effective training for 'digital wizards' in the partner primary schools, in addition to valuable sessions for staff on ICT programs.

The school's older pupils act as valuable mentors to younger pupils. An example of this is the highly beneficial contribution of Year 10 pupils as they mentor pupils as part of the transition scheme from primary school. They visit the primary schools, attend residential courses with Year 7 pupils and conduct specific sessions during registration periods to help them to settle quickly at the school.

Nearly all pupils' behaviour is excellent. Most are extremely welcoming towards visitors, and treat each other and staff with courtesy and respect.

Most pupils feel safe at school. They know whom to approach if they need support, and feel that teachers and other staff deal well with any concerns. They are very aware that support is available to them, whatever their need.

In lessons, most pupils show a positive attitude towards their learning. They arrive punctually, settle quickly and are ready to work immediately. Most concentrate well throughout the lesson. Many show strong motivation and convey pride in their work. These pupils show robust independent learning skills and persevere with tasks successfully. They do not ask their teachers for support immediately and, instead, demonstrate resilience by using resources, such as class displays and language mats, or they ask their peers. Most work well together in pairs and groups.

Many pupils have a sound understanding of how to stay healthy by eating a balanced diet and exercising regularly. Many pupils take part in a wide range of extra-curricular activities, including numerous sports sessions and valuable cultural and religious experiences. For example, they participate enthusiastically in public-

speaking competitions in Welsh and English, performance workshops on the works of Shakespeare, eisteddfod activities and various fitness clubs, such as dance and self-defence.

Pupils are developing very successfully as ethical and tolerant citizens. They are extremely enthusiastic in their efforts to organise charitable events. They make meaningful contributions to the local community by collecting toys for a nearby hospital. They also raise significant amounts of money for local and national causes, such as Maggie's cancer centre and the Young Minds and Children in Need charities. This has a positive effect on their understanding of other people's needs.

Attendance rates have been strong over time and compare favourably with those in similar schools.

Teaching and learning experiences: Good

Most teachers establish an inclusive and homely environment in their classes and forge respectful and productive working relationships with pupils. They also have sound subject knowledge.

In many lessons, teachers have high expectations of pupils and prepare stimulating resources, which motivate pupils and encourage their participation. In these lessons, teachers plan a series of beneficial activities purposefully, which ensures that pupils make progress in their subject knowledge and skills. Lessons have clear aims and objectives and a lively pace.

In the few lessons that are particularly effective, teachers are enthusiastic and energetic, and stimulate pupils to achieve to the best of their ability. They have very high expectations of pupils. In these lessons, teachers provide challenging tasks in order to ignite interest and broaden the knowledge of all groups of pupils. They ask incisive and probing questions that stimulate pupils to think more deeply, extend their understanding and justify their views. These teachers nurture pupils' independent learning skills particularly successfully.

In the minority of cases where teaching is not as effective, teachers do not provide enough challenge for pupils. As the lesson develops, activities do not stretch pupils enough. In addition, when questioning, teachers do not ask probing enough questions to help pupils to develop their understanding and thinking skills in full. They have a tendency to check information only rather than probe and deepen understanding. A minority of teachers' expectations are not clear enough in terms of pupils' use of the Welsh language when talking amongst themselves in lessons.

Many teachers provide valuable and constructive oral feedback on pupils' work and efforts. They circle the classroom carefully to monitor pupils' progress, and intervene purposefully, where necessary. A majority of teachers provide beneficial written feedback, which gives pupils effective guidance on how to improve their work. Overall, teachers' expectations of pupils' response to feedback are too varied.

One of the school's notable strengths is its creative approaches to planning the curriculum. As a result, the curriculum meets individual pupils' needs across all key stages very effectively. Through detailed planning, broad experiences are provided

for pupils. The purposeful curriculum for Year 7 develops pupils' literacy, numeracy and digital skills soundly through thematic and cross-curricular teaching. After realising that pupils were not confident or competent when working at home, the school has developed a specific course, called 'Mentro', to boost pupils' independent skills and prepare them for life and lifelong learning.

The school is a 'curriculum pioneer school' and is trialling learning methods and planning purposefully for the curriculum for Wales. Staff from the school and the partner primary schools work together closely to create a challenging curriculum for Year 7, which encompasses the six areas of learning and experience, and ensures progression from primary school.

A wide variety of subject options and academic and occupational courses is provided for pupils in key stage 4 and the sixth form. In order to provide these comprehensive opportunities, the school works creatively with a nearby Welsh secondary school and college.

The school provides a wide range of valuable extra-curricular opportunities that reinforce the curriculum and enrich pupils' wider experiences. For example, sports and music visits and trips are organised, in addition to topical trips in history and religious education, and field work in geography and science. There are also cultural activities, various clubs, sports and foreign trips. A notable example is the trip to Belgium, which interweaved studies of the history of Hedd Wyn with a musical performance at the Menin Gate. These activities contribute particularly well to pupils' social and personal development, and their participation in these activities is high.

The school's transition arrangements are comprehensive and effective. The curriculum builds purposefully from one key stage to the next and ensures that pupils make progress. The process includes extensive co-operation with partner primary school on projects to develop pupils' skills. Work to develop the digital framework across the schools is a notable strength. A significant feature of the arrangements is the use of digital leaders in the primary and secondary sector to support teachers and fellow pupils across the curriculum, following joint training. Other important skills are also developed effectively through specific challenges, including entrepreneurship and problem solving.

The school plans skilfully to ensure that pupils develop their literacy and numeracy skills soundly. The requirements of the literacy and numeracy frameworks have been incorporated successfully in schemes of work, where appropriate. There is a comprehensive range of opportunities for pupils to apply their literacy skills in both languages and their numeracy skills across the curriculum. The school provides an effective range of intervention strategies in order to support pupils with weak reading and number skills.

There are extensive, rich opportunities for pupils to develop their ICT skills across the curriculum. The science skills week is also successful in bringing pupils together to work together effectively and develop their problem-solving skills, communication skills and their ability to work with others.

Provision to develop Welshness is comprehensive. The wide range of extra-curricular activities, for example the eisteddfod, concerts, productions and visits,

provide valuable opportunities for pupils to develop their understanding and appreciation of their Welsh identity and Welsh culture.

Care, support and guidance: Excellent

One of the strengths of Ysgol Bro Tawe is its caring and inclusive ethos. Pupils' wellbeing is at the heart of all of its work. The school's fundamental principles of respect and perseverance are highlighted daily in the actions of pupils and staff.

The school provides comprehensive and exceptional support and guidance to pupils with emotional, health and social needs. All of the school's staff have an excellent awareness of pupils' requirements.

The 'Uned Wella' (Improvement Unit) provides a safe haven, which offers specialist support through internal and external provision. A notable example is the provision that has been tailored for the specific needs of pupils and their families, such as sessions for girls who experience social problems and the caring relationship with parents in vulnerable situations. The unit makes very effective use of links with external agencies, such as the Prince's Trust and 'Tackle' (Ospreys in the Community) to provide opportunities to work with the community. The unit's work ensures that pupils who attend have positive experiences during their time at the school, and leave as active young people who are ready for the next step.

Arrangements for pupils with additional learning needs are very strong and ensure suitable access to the curriculum. Provision is comprehensive and individual education plans ensure that the school provides tailored support and interventions to support pupils. The Access to Learning Unit identifies needs skilfully and organises purposeful support internally and with external agencies, for example the Educational Psychologist and the Behaviour Unit. This ensures that pupils make sound progress. An excellent aspect of the Access to Learning Unit's work is the contact with the Speech and Language Unit, which is situated at the school. Exceptional support is provided here for pupils from Year 6 upwards, including pupils with autism, and valuable training is provided for staff on how to support them. As a result, these pupils make strong progress. Assistants are used very effectively, for example in their work with intervention groups in the core subjects.

The school has rigorous systems to track academic progress, and this information is used effectively to identify target groups. Beneficial tailored sessions are provided for these groups. There are also successful systems to track pupils' attendance and wellbeing. The effective monitoring work of the 'Uned Wella' and Learning Leaders contributes significantly to consistently high attendance over time. Staff use these tracking systems effectively in order to identify pupils who are at risk of underachieving and implement purposeful interventions, such as the mentoring sessions in the 'Uned Wella' and with the mentoring teacher.

The school's relationship with parents is extremely valuable. As a result of this excellent relationship, there is a very strong sense of community. A notable example is the way in which the school supports and works with parents in order to support pupils. There is a comprehensive range of sessions for parents, which strengthens the partnership with the school and develops their ability to help their children. Excellent examples are the sessions for parents of Year 6 pupils who need support

for additional learning needs, and the 'Anelu'n Uwch' ('Aiming Higher') evenings and target groups of Year 10 and 11 parents. The school communicates with parents regularly and in various ways. This ensures that parents are fully aware of all of the school's work and events, in addition to information that is relevant to their children. School reports are clear and personal, and provide specific targets in order to support pupils to make further progress. The school provides strong guidance to all pupils and their parents, and valuable advice when making decisions about their choice of subjects at the school and the next stage in their lives.

The school's work to promote pupils' moral, spiritual, social and cultural development is a particular strength. A strong feature is the range of appealing extra-curricular activities, which makes a valuable contribution towards developing pupils' self-confidence and creative ability. For example, pupils have created original murals around the school, and designed and decorated the 'Uned Wella'. Pupils' development as well-rounded citizens is developed successfully during purposeful pastoral periods and assemblies. In these sessions, there is an opportunity for them to reflect meaningfully on their own beliefs and actions and those of other people. Stimulating and numerous opportunities are provided for pupils to contribute to activities in the community and to raise money for different charities.

The school has robust arrangements to promote eating and drinking healthily. A wide range of popular physical activities is provided, including clubs that succeed in promoting pupils' fitness and nurturing their enthusiasm towards staying healthy.

There are very rich opportunities for pupils to express their views, shoulder responsibilities and undertake leadership roles, for example through the work of the six school sub-councils. Pupils play an important and effective role in contributing confidently to policies, such as feedback on teaching and the anti-bullying policy.

A notable strength is the extremely comprehensive personal and social education programme, which contributes particularly successfully towards pupils' spiritual, moral, social and cultural development. An exceptional feature of this programme is that fact that the school has tailored provision for pupils in response to their views. For example, the school has provided sessions on depression and bereavement as a result of pupils' concerns and, because of their interest in hot topics, guest speakers have raised their awareness of a variety of subjects, including extremism and environmental issues. As a result, pupils develop as responsible, tolerant and respectful citizens.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher is a passionate and wise leader who is highly respected among staff, pupils and the community. His vision is based on 'aiming for excellence' by providing educational experiences of a high standard while maintaining the wellbeing of pupils and staff in a supportive ethos. He promotes the principle that everyone should aim to be 'the best they can be' in all aspects of school life. The senior leadership team has established and conveyed this vision effectively to staff, pupils and parents.

The headteacher acts flexibly and creatively in responding to the school's needs. An example of this is providing valuable opportunities for staff to join the senior leadership team temporarily in order to lead on cross-school priorities. By allocating responsibilities strategically to staff in this way, he succeeds in creating an effective team that fosters and realises the school's core values.

The headteacher and senior leaders work together very effectively. They model and promote professional and ambitious values and behaviour in their day-to-day work. The robust leadership of the headteacher and the senior leadership team has ensured that pupils and staff are extremely proud of being part of Ysgol Bryn Tawe's close-knit and open community. Through the senior team's energetic leadership and successful co-operation, they have succeeded in ensuring robust standards, high levels of pupil wellbeing and participation, and care, support and guidance of the highest quality.

Many middle leaders have a sound understanding of their roles. They analyse performance data intelligently and use it to identify strengths and clear areas for improvement within their areas of responsibility. However, a minority of middle leaders are not effective enough in their work to improve the quality of teaching within their departments.

There are clear structures of line, departmental and staff meetings, which ensure a consistent and specific focus on pupils' wellbeing, standards and progress. Lines of accountability are clear, and senior leaders set clear expectations in terms of what is expected of middle leaders at different times of the year. Through constructive and consistent feedback, middle leaders are challenged and supported effectively by their line managers.

The school has sound and robust performance management arrangements. Based on analysing the individual performance data of all members of staff, clear and measurable objectives are set. Specific areas of their teaching that need to be refined are given priority, in order to ensure improvements.

Members of the governing body are very experienced and supportive. Effective use is made of the experience and expertise of members of the governing body to support and challenge the school. They know the school well and have thorough knowledge of data performance and the strengths and areas for improvement. They have useful links with specific departments and play their role as critical friends very effectively. The governing body has acted robustly to ensure that the necessary resources and funding are provided in order to provide rich experiences for all pupils and maintain standards.

The school has developed a clear and rigorous cycle of self-evaluation and improvement planning activities. This operates on several layers within the school's life. With the robust support of the senior management team, departments, pastoral teams and individual teachers evaluate their performance honestly and in detail. Middle leader triads are also used between the school and two nearby comprehensive schools in order to share good practice. This provides a valuable opportunity for them to reflect and share professional dialogue with other leaders.

There is a wide range of purposeful self-evaluation activities and quality assurance processes. Activities include rigorous data analysis, lesson observations and scrutiny of books, and comprehensive opportunities for pupils, staff and parents to express their views. As a result, leaders have a clear and honest picture of most aspects of the school's work. However, they do not have an accurate enough picture of the standards of pupils' skills. These processes provide a firm foundation for leaders to be able to identify good practice and decide which aspects are in need of attention.

A notable strength is the effect that the pupil's voice has on departmental provision in terms of their learning experiences. For example, at the request of pupils when studying the industrial revolution in history, provision was changed to consider the developments in Swansea in order to learn more about its effect on their local heritage.

Leaders at all levels have a clear picture of most of the strengths and areas for improvement in their specific areas. School and departmental improvement plans give due attention to pupils' progress and improving standards of teaching. However, actions are not always incisive enough to raise pupils' standards and improve the quality of teaching. There are robust processes through tight line management organisation in order to monitor progress against the priorities.

There is a supportive ethos and a strong culture of supporting professional learning. A strong feature is the opportunities for teachers to work in professional pairs to complete and act on research. By doing so, valuable opportunities are provided for staff to enrich their understanding of excellent pedagogy and teaching, and for them to experiment with ideas based on research.

There is very positive co-operation between the school and its partner primary schools. There is also profitable co-operation with other schools locally, regionally and nationally on effective practices to stimulate improvements and share good practice.

The headteacher, business manager and governors plan expenditure sensibly. Sensible decisions are made to ensure that expenditure focuses on the school's strategic priorities. The school uses its staff and physical resources effectively. Grants are used purposefully to support national priorities.

Copies of the report

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

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

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

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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