

**A report on**

**Ysgol Y Ferch O'r Sger**

**Greenfield Terrace  
North Cornelly  
CF33 4LW**

**Date of inspection: May 2025**

**by**

**Estyn, His Majesty's Inspectorate for Education**

**and Training in Wales**

**This report is also available in Welsh**

## About Ysgol Y Ferch O'r Sger

Name of provider	Ysgol Y Ferch O'r Sger
Local authority	Bridgend County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3 Welsh-medium school
Type of school	Primary
Religious character	N/A
Number of pupils on roll	131
Pupils of statutory school age	94
Number in nursery classes	21
Percentage of statutory school age 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 the primary sector is 22.9%)	25.8%
Percentage of statutory school age pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)	10.6%
Percentage of statutory school age pupils who speak Welsh at home	10.6%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	24/06/2024
Date of previous Estyn inspection (if applicable)	04/03/2019
Start date of inspection	19/05/2025

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

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

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

## Summary

The headteacher leads the school effectively and has high expectations of herself, staff and pupils. She encourages pupils to take pride in their Welshness and to speak Welsh at all possible times. Improving pupils' learning and well-being is very important to the headteacher and staff.

Teachers and other adults take good care of pupils and treat them fairly and with respect. They make the school a safe and homely place for pupils and ensure that nearly all are happy and behave well there. They identify pupils' needs well and prepare appropriate tasks so that they can make good progress. They provide an interesting curriculum for pupils which captures their imagination, teaches them about their local area and helps them enjoy learning. This contributes to the fact that most make good progress in developing their literacy, numeracy and digital skills. Although teachers provide opportunities for pupils to use these skills in different ways, they do not provide enough opportunities for them to write long pieces of text or to practise their numeracy skills in interesting 'authentic' tasks.

Leaders identify the school's strengths and areas for improvement well. However, the current main priorities are not clear enough, nor based on pupils' progress or well-being. This makes it difficult for leaders to measure progress against them.

The school has a successful partnership with the local Cylch Meithrin. This ensures that pupils settle quickly at the school when they start in the nursery class. There is also a strong partnership between the school and the local Welsh-medium secondary school, which prepares pupils in Years 5 and 6 well for moving there, when the time comes.

## Recommendations

We have made three recommendations to help the school continue to improve

- R1      Ensure that the main improvement priorities are clear and that it is easy to evaluate their effect on pupils' progress or well-being
- R2      Ensure that pupils are given varied and purposeful opportunities to write at length
- R3      Ensure that pupils are given regular and purposeful opportunities to apply their numeracy skills in rich contexts

## What happens next

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

## Main evaluation

The headteacher leads the school effectively and sets high expectations for staff, pupils and herself. She develops an inclusive culture and an effective strategic direction that promotes the Welsh language robustly and focuses well on improving pupils' learning and well-being. She takes appropriate steps to address national priorities, such as pedagogy, assessment and approaches to reducing the impact of poverty on pupils' progress. The school's values are clear and focus directly on the principle of *Nurture, Inspire and Inspire*, which encourages pupils to do their very best. There is a strong culture of safeguarding within the school.

Most teachers plan interesting tasks for pupils which encourage them to enjoy learning. They deliver activities that engage their interest, develop their learning at a suitable pace and motivate them to persevere and succeed. This ensures that most make sound progress in developing their literacy, numeracy and digital skills. They plan purposefully to give pupils extensive opportunities to use these skills in different contexts. However, pupils are given very few opportunities to write at length or to apply their numeracy skills in rich tasks across the curriculum.

The extremely supportive working relationships between pupils, teachers, assistants and the administrative staff are a clear strength. Teachers assess and evaluate pupils' progress effectively and track their development purposefully. As a result, they have thorough knowledge of pupils' progress, which enables them to support them successfully.

Many pupils have appropriate independent learning skills. They are beginning to take responsibility for what they need to do to improve their work and to contribute ideas to what they would like to learn. *Gwener Gwenu*, for example, enables pupils to reflect on their learning over the past week and influence what and how they would like to learn the following week.

Staff have succeeded in embedding the main principles of Curriculum for Wales firmly in their plans. They offer a range of interesting learning experiences to ensure that most pupils have positive attitudes to learning and a sound awareness of spiritual, moral, social and cultural aspects. Tasks often give good consideration to the local context and support most pupils to succeed in their tasks. One of the main features of the curriculum is *Prosiect Cynefin*, which is based on developing pupils' understanding of their local area.

### **Spotlight – Developing pupils' understanding of their local area**

What is characteristic of *Prosiect Cynefin*, which is based on enriching pupils' understanding of their local area, heritage and culture, is that it starts with the pupils themselves. Pupils consider their own experiences in relation to a specific theme or area of learning. It then expands to consider the differences between individuals in the classroom, the school, the local community and Wales, before learning about the cultures of the wider world.

Pupils' oral skills develop soundly and quickly and, by the time they reach the top of the school, most communicate confidently in both languages and discuss their work intelligently and maturely. Pupils' positive attitude to the Welsh language is notable and the swift progress they make from their starting points is excellent.

The school's procedures to ensure that pupils attend regularly are extremely effective. As a result, pupils' attendance rates, include those of pupils with additional learning needs (ALN) and those affected by poverty, are high.

By mapping provision in detail and using a grading code and an effective system for monitoring progress, staff identify pupils' needs, including those of pupils with ALN, at an early stage. This enables them to co-ordinate suitable provision for these individuals and to provide them with appropriate support, by working with external agencies, where appropriate. As a result, most pupils who are affected by poverty and those with ALN are happy at school and make good progress.

Teachers and other adults are very caring towards pupils and treat them fairly and with respect. By using strategies such as the *Llecyn Lles* (Wellbeing Space) and the *Twb Teimladau* (Feelings Tub), pupils are very willing to share any concerns they have with staff in a timely manner. Teachers and other adults have high expectations of pupils' behaviour. This contributes to the fact that the behaviour of nearly all pupils is exceptionally good across the school. They also record, report and respond appropriately to any allegations of bullying and harassment.

Pupil's voice committees provide occasional opportunities for them to undertake different responsibilities and to offer some ideas about what happens in the school. They have, for example, acted on their idea of teaching playground games through the medium of Welsh to their peers in a local English-medium school. This has been very successful and an opportunity for them to take pride in their Welshness. Although pupils develop a variety of leadership skills by doing this, the work of the committees has not been embedded fully to enable them to influence aspects of school life independently and maturely.

There is a strong link between the pre-nursery setting that feeds into the school and the nursery class. This ensures consistency when transitioning in foundation learning and helps pupils to settle quickly at the school. At the top of the school, a number of transition days are organised with the local secondary school for pupils in Years 5 and 6, which prepare them well for the next stage in their learning.

Self-evaluation and improvement planning procedures are comprehensive and enable leaders to identify the school's strengths and areas for improvement. For example, having identified challenges with teaching and pupils' progress, they have, over the past year, re-organised classes and offered specific professional learning opportunities to staff to improve the situation. This has enabled all members of staff to fulfil their roles more effectively and has had an extremely positive effect on standards of teaching, learning and pupils' well-being in a very short time. However, the school's current improvement priorities are too broad, somewhat unclear and are not based sufficiently on pupils' progress or well-being. As a result, it is difficult for leaders to measure specific progress against them.

Governors have a sound understanding of their roles as critical friends. They have a clear awareness of what the school does well and the issues that need to be improved. They use the school's resources appropriately to ensure that teaching, learning and pupils' well-being are sound.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant. However, they are working with local authority officers to reduce the financial deficit.



## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, 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
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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

## Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

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

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