

A report on
Ysgol Gymraeg Sant Baruc

**Stryd Sant Baruc
Ffordd Y Mileniwm
Barry
Vale of Glamorgan
CF62 5AT**

Date of inspection: October 2025

by

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

This report is also available in Welsh

About Ysgol Gymraeg Sant Baruc

Name of provider	Ysgol Gymraeg Sant Baruc
Local authority	Vale of Glamorgan 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	337
Pupils of statutory school age	199
Number in nursery classes	82
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 the primary sector is 22.9%)	7.4%
Percentage of 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%)	1.7%
Percentage of pupils who speak Welsh at home	20.6%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2010

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Date of previous Estyn inspection (if applicable)	08/05/2018
Start date of inspection	13/10/2025

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

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

Summary

Pupils and staff respect each other well. This is one of the school's strengths and ensures that pupils are happy at school, behave well and do their best. They feel safe there and know that there is someone with whom they can talk when they are worried about something. Pupils have a high regard for the headteacher who leads the school effectively and expects them to do their best in order to succeed to the best of their ability.

Teachers develop pupils' skills successfully. As a result, most make sound progress in their literacy and numeracy skills and digital competence. This includes those affected by poverty and those with additional learning needs (ALN).

Teachers understand what they want pupils to learn and they have planned an engaging, broad and purposeful curriculum which enables them to do this effectively. Learning sessions are interesting and encourage pupils to concentrate and succeed in their tasks. In the majority of classes, teachers plan activities that build on pupils' previous work and ensure that they make good progress. But in the minority of classes, teachers do not expect enough from the pupils, which means that they do not always make the best possible progress. By working with parents and others, staff provide effective support to pupils with ALN. They assess them regularly to ensure that they prepare the best activities for them.

Although the school has a range of children's committees, too many of them are led by staff which means that pupils' leadership skills have not developed enough. The arrangements to ensure that pupils transfer confidently to secondary school when the time comes are very successful.

Recommendations

We have made two recommendations to help the school continue to improve:

- R1. Continue to refine teaching to ensure that the expectations of all teachers are consistently high
- R2. Developing pupils' independent leadership roles

What happens next

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

Main evaluation

Almost all pupils come to school happily and behave respectfully and kindly towards each other and adults. They are very willing to contribute to the school's rich culture and are proud of their Welsh identity. They feel safe there, knowing that staff are always available to respond to any concerns they may have.

One of the school's main aims is to ensure that pupils believe in their own ability and succeed in achieving what they do with confidence. Emphasis is placed on pupils succeeding, not only academically, but also as confident and compassionate individuals who are ready to make a positive difference in their 'cynefin', or local area. This is based on the school's motto, 'Credu, Cyflawni, Llwyddo' (Believe, Achieve, Succeed).

The headteacher, with the strong support of the acting deputy headteacher, has developed a strong educational culture, an inclusive ethos and a clear strategic direction for the school, which focuses directly on improving pupils' learning and wellbeing in a Welsh environment. She sets and communicates high expectations for staff, pupils and herself and considers colleagues' workload and well-being continuously, by distributing staff responsibilities sensibly to ensure that provision is effective.

Governors support the school effectively and hold leaders to account for what happens there. They consider staff's wellbeing and ensure that a positive culture of safeguarding exists in the school. They also ensure that leaders address national priorities successfully, such as raising attendance, improving teaching and learning, and developing the Welsh language.

Teachers develop pupils' skills in an orderly and successful manner. As a result, most make sound progress in their Welsh and English literacy skills, their numeracy skills and their digital competence. This includes those affected by poverty and those with ALN. Pupils often apply their skills confidently in real-life situations. For example, Year 2 pupils make soup by producing a recipe, recording instructions, distributing vegetables, and weighing and measuring them.

The supportive working relationship that exists between pupils and staff is a strength and has a positive effect on the good behaviour and positive participation of most pupils in their learning. Teachers understand what they want pupils to learn by consulting with them and their parents. They then plan an interesting, broad and purposeful curriculum that is a medium for them to do this effectively. Pupils develop a rich understanding of their cultural heritage, diversity and local identity, and those of the wider world. For example, they learn about famous Welsh people, including the history of well-known black people, and celebrate the local community by emulating artwork based on 'Barry'.

Activities such as these also support pupils' spiritual, moral, and social awareness successfully.

Most teachers deliver engaging activities that engage pupils' interest well. They develop the learning at a suitable pace and stimulate pupils to persevere and succeed in their tasks. In the majority of classrooms, where teaching is at its best, teachers plan purposeful learning experiences that build directly on pupils' previous skills and ensure that they make sound progress. However, in a minority of classes, teachers' expectations are inconsistent. In these classes, pupils' progress is not as good as it could be.

Staff assess pupils effectively by tracking their progress regularly. This allows them to discover the next steps for them. Many teachers use a range of purposeful teaching methods to enable pupils to identify their strengths and areas that need improving. They give them effective feedback, which enables most to improve their work confidently. By working in partnership with parents and external agencies, staff coordinate effective support for pupils with ALN. Assessment processes are robust and enable teachers and assistants to provide appropriate targeted support to address pupils' specific needs. Although the school has a range of children's committees which represent pupils of varying ages, abilities and backgrounds, staff have a tendency to over-lead them. As a result, pupils' leadership skills have not developed fully.

The school has highly effective procedures in place to improve attendance. By communicating with them regularly, they ensure that parents understand and comply with the school's clear expectations and targets. As a result, attendance rates have improved significantly over time and are higher than national and local rates.

Together with other leaders, the headteacher evaluates the school's work successfully and implements its improvement processes effectively. For example, following significant growth in the number of pupils and staff since moving to a new building a short while ago, it was realised that teaching methods needed to be refined to address the changing needs. Jointly with the acting deputy, the headteacher produced a comprehensive and effective professional learning programme for teachers, which is now beginning to have a positive influence on pupils' standards.

Leaders evaluate staff's performance highly effectively, and have produced a 'staff charter' to help them with the task of finding the best support for them and to encourage them to be proud of their efforts. This charter has had a positive effect on staff's teaching practices and pupils' learning in a very short time.

Spotlight: Using a staff charter to facilitate the performance evaluation procedure

The staff charter is based on core values such as professionalism, respect and kindness. Staff commit to maintaining the highest standards in everything they do. Guided by these values, leaders have created a safe, supportive and successful environment for all members of the school community. This charter is the basis of a staff performance evaluation procedure and lays a solid foundation for their work. Support for staff is tailored appropriately and, where necessary, they are mentored and encouraged to improve their professional practice. Beneficial emphasis is placed on the practice rather than the person.

The school works effectively with the cluster schools to ensure that their transition arrangements are suitable and offer guidance and support to pupils to prepare them thoroughly for the next stages in their learning. These experiences reduce their concerns and develop their academic confidence.

Additional information

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

The school's arrangements for the management of the site are not a cause for concern.

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

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references 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)

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

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