

**Report summary for parents  
and carers on Tredegar  
Comprehensive School**  
Date of inspection: October 2025

# Summary

---

Tredegar Comprehensive School is a caring, safe and inclusive school community. Staff and pupils show a strong commitment to their school and local area. They foster strong relationships underpinned by the school's core values, and well-being provisions such as 'Hafan' offer valuable emotional support.

Pupil leadership is a notable strength, with structured opportunities accessible from Year 7 onwards. The 'Leadership Diploma' recognises pupils' achievements and contributions to wider school life. As a result, this helps to develop their leadership skills and build their confidence to become active members of the school and wider community.

In most lessons, teachers establish calm, well-managed environments and apply strong subject knowledge and structured routines. This supports many pupils to make sound or better progress and to develop positive attitudes towards learning. However, a few teachers have low expectations and do not adapt activities to meet pupils' needs well enough, limiting engagement and progress.

Pupils at Tredegar Comprehensive School benefit from an appropriate curriculum offer, which includes a range of vocational courses and a well-coordinated personal and social education (PSE) programme. However, planning for the progressive development of pupils' skills is not sufficiently strategic. Pupils' literacy, particularly advanced reading, and numeracy skills are not developed consistently well-enough across the curriculum. In addition, opportunities to develop their Welsh language skills, both in Welsh lessons and outside of lessons are underdeveloped.

The school demonstrates a strong commitment to promoting good attendance through clear expectations and effective communication with pupils, parents and staff. Leaders and pastoral teams work closely together to monitor attendance and address barriers promptly. Despite this, overall rates of attendance remain below pre-pandemic levels.

Since its establishment two years ago, the learning resource base (LRB) has developed into an inclusive, nurturing and well-structured provision that effectively supports the learning and well-being of pupils with autism. As a result, many pupils within the LRB pupils develop their confidence, communication and social skills well.

The headteacher provides calm, purposeful leadership with a clear focus on raising aspirations and outcomes. Leaders have made progress in areas such as attendance, safeguarding, and support for vulnerable pupils. However, overall, self-evaluation and improvement planning processes are not precise enough. The governing body is very supportive of the school and provides suitable levels of challenge. The school currently has a deficit budget.

# Recommendations and next steps

---

## **We have made three recommendations to help the school continue to improve:**

- R1. Sharpen self-evaluation and improvement planning processes to focus precisely on the impact of teaching and provision on pupil progress and outcomes
- R2. Strengthen the provision for the progressive development of pupils' skills across the curriculum, in particular their numeracy and advanced reading skills
- R3. Strengthen the provision for the progressive development of pupils' Welsh language skills and the opportunities to develop these outside of their Welsh lessons

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

## Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

---

© Crown Copyright 2025: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 15/12/2025