

A report on

Ysgol Gymraeg Treganna

**Sanatorium Road
Canton
CF11 8DG**

Date of inspection: November 2025

by

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

This report is also available in Welsh

About Ysgol Gymraeg Treganna

Name of provider	Ysgol Gymraeg Treganna
Local authority	Cardiff Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	659
Pupils of statutory school age	479
Number in nursery classes	96
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%)	4.6%
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%)	2.1%
Percentage of pupils who speak Welsh at home	50.1%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	Yes
Date of headteacher appointment	05/09/2022

A report on Ysgol Gymraeg Treganna
November 2025

Date of previous Estyn inspection (if applicable)	
Start date of inspection	17/11/2025

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

Ysgol Treganna is a caring and inclusive community in which pupils feel happy and safe. The clear vision of 'Tri Treganna' is a robust basis for the school's ethos and has a positive influence on pupils' wellbeing and learning. As a result of the headteacher's effective leadership and staff's successful cooperation, pupils enjoy rich learning experiences that foster their confidence and social and emotional skills.

Provision for wellbeing is particularly strong. The Cwtsh and Nyth provisions offer sensitive support to pupils, and the 'five purposes of wellbeing' approach supports pupils and their families extremely effectively. These opportunities foster self-discipline and positive attitudes towards learning in most pupils.

The school uses a wide range of information to identify improvement priorities, and staff and pupils contribute to this work meaningfully. The sensible distribution of responsibilities promotes robust provision, and grants are used appropriately to ensure equal experiences for all pupils.

The curriculum is broad and intertwines with the local community successfully. There are rich opportunities to learn about Welsh identity and the wider world, and pupils show respect for others and an understanding of diverse values. Across the school, robust teaching fosters positive attitudes. Most pupils develop literacy, numeracy, digital and creative skills successfully from their starting points.

Staff promote and foster pride in the Welsh language purposefully, by building most pupils' confidence to use the language in different contexts. The youngest pupils develop their oral skills in stimulating learning environments, and by year 6, most write skilfully across the curriculum. Most pupils' mathematical understanding develops robustly, with appropriate opportunities to apply numeracy skills across the curriculum.

Staff identify pupils' individual needs successfully and respond promptly. In doing so, most pupils with additional learning needs (ALN) and those from low-income households make good progress.

Recommendations

We have made one recommendation to help the school continue to improve:

- R1 Ensure that the most effective teaching practices are applied consistently across the school

What happens next

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

Main evaluation

Ysgol Treganna is a happy and inclusive learning community. The headteacher sets a clear strategic direction for the school and has high expectations of herself, staff and pupils. She works diligently with staff, governors and the wider community to provide interesting learning experiences for pupils. Leaders have worked with all the school's stakeholders to form their vision based on 'Tri Treganna'. They convey the vision successfully by providing purposeful well-being and care to all members of the school community.

Spotlight: Supporting pupils' wellbeing

The provision for supporting pupils' wellbeing is a strength. Staff provide care and a variety of valuable opportunities which support pupils to enjoy school and make good progress in their personal and social skills as well as their learning skills. The homely provisions of the Cwtsh and the Nyth offer pupils daily support with their wellbeing and emotional health. Leaders have developed a 'five purposes of wellbeing' approach which offers beneficial support to pupils when they arrive at school and during lunchtime, as well as extremely valuable support for parents. As a result, most pupils develop self-discipline and positive attitudes towards their learning.

Leaders consider a wide range of evidence to identify the school's improvement priorities. These focus on developing provision to improve wellbeing, learning experiences and progress in pupils' skills. Staff and pupils contribute purposefully to aspects of the evaluation procedures, and staff have a sound understanding of their roles in developing provision further.

Leaders distribute roles and responsibilities sensibly to meet pupils' needs and stimulate improvements in the school's provision. Governors operate extremely effectively. They have sound knowledge of the school's performance and the effect of the school's procedures on pupils' progress and wellbeing. They share responsibilities conscientiously and conduct purposeful visits to talk to staff and pupils about their work. A notable aspect of governors' work is the way they respond promptly to areas that are in need of improvement. For example, following the findings of an activity to scrutinise work, governors have proposed purposeful amendments to the school's plans for developing pupils' writing skills. This, in turn, is leading to quick progress in pupils' literacy skills.

Teachers work together purposefully to provide pupils with a broad and balanced curriculum that is rooted in the local community. Beneficial opportunities are provided for pupils to learn about their area, their Welsh identity and the wider world. This, in turn, prepares pupils to be conscientious and well-informed citizens. Staff support pupils' spiritual, moral, social and cultural awareness successfully. As a result, pupils consider

other viewpoints and values and develop a sound understanding of individuals who are different from them.

Across the school, teaching is robust. Most pupils show positive attitudes and enjoy the learning. Teachers share the learning objectives and question pupils purposefully. This builds on their previous learning beneficially and extends their knowledge and understanding of different aspects further. In the best practice, there is a purposeful pace to the learning sessions and staff ensure a suitable level of challenge which supports pupils to make good progress. Teachers plan engaging and interesting learning tasks which engages most pupils' interest, by providing purposeful opportunities to develop literacy, numeracy, digital and creative skills. This has a positive effect on most pupils' progress, including pupils from low-income households and pupils with additional learning needs (ALN), as they develop a range of skills successfully.

All staff place a clear emphasis on using and celebrating the Welsh language. Staff are effective language models and take advantage of every opportunity to encourage pupils to use Welsh naturally when they work and play together. They organise a wide range of inclusive experiences, such as opportunities for pupils to join sports teams, and compete in Eisteddfodau. These opportunities contribute to pupils' pride in the Welsh language and their positive attitudes to learning. Through this, most pupils are confident in using Welsh in various contexts, and develop a fluency that enables them to express themselves clearly and accurately.

The youngest pupils have valuable opportunities to develop their early oral skills by using the stimulating learning areas inside and outside the building. Most of the older pupils develop their writing skills skilfully by writing extendedly for different purposes in their work across the curriculum. Most pupils develop sound mathematics skills. Interesting learning experiences and activities are provided which enable pupils to begin to apply their number skills successfully across the areas of learning. For example, they create graphs, analyse data and solve problems appropriately.

One of the school's clear strengths is that staff have very good knowledge of the needs of individual pupils. The emphasis placed on discussions amongst staff and with parents, as well as conducting ongoing assessments, contributes successfully to identifying a clear and current picture of each pupil's needs. This enables staff to respond in a timely manner to their needs and provide purposeful support for them.

The various pupil representative committees offer beneficial opportunities for pupils to share their ideas and influence important aspects of provision. As a result of these experiences, pupils' leadership skills develop well and they are confident that staff listen and act on their ideas.

Leaders create and maintain a positive culture to promote, develop and support staff's professional learning.

Spotlight: Supporting staff's professional learning

Leaders have established a culture of planning and providing valuable professional learning that aligns closely with their school development priorities. They make extremely effective use of the wide-ranging skills of staff and external partners to provide regular, high quality opportunities, training and support. There is beneficial support for staff to undertake research, and through this, they innovate by introducing new pedagogies that have a positive effect on pupils' progress and wellbeing. For example, through research and professional learning, staff have developed a whole-school play continuum which provides purposeful opportunities for pupils to develop their creative and thinking skills and to become independent learners.

Leaders communicate effectively with parents and share relevant information about school events, curriculum content and pupils' progress. A purposeful effort is made to acquire parents' views about the school's activities which make a valuable contribution to maintaining productive working relationships. For example, regular meetings of the Cwlwm Rhieni forum strengthen the relationship between the home and the school and promote cooperation to improve provision for pupils.

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.

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

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

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

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 22/01/2026