

A report on

Ysgol Gymraeg Trelyn

**Commercial Street
Pengam
Blackwood
NP12 3ST**

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 Trelyn

Name of provider	Ysgol Gymraeg Trelyn
Local authority	Caerphilly County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	208
Pupils of statutory school age	155
Number in nursery classes	26
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%)	13.6%
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%)	0.0%
Percentage of pupils who speak Welsh at home	32.3%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	
Date of headteacher appointment	06/09/2010

Date of previous Estyn inspection (if applicable)	22/03/2018
Start date of inspection	03/11/2025

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

The staff at Ysgol Trelyn create a warm and welcoming environment. It is an inclusive and happy community where respect, kindness and support are at the heart of the relationship between pupils and staff. The team works cooperatively, showing consistent professionalism and are a robust example to pupils. As a result, pupils' behaviour is excellent.

The headteacher, with the support of the leadership team, leads the school effectively. They offer a clear strategic direction, ensuring a safe environment that fosters Welshness and pride in pupils' identity. Staff and governors share this vision and contribute actively to the school's robust ethos. In addition, governors are supportive and challenge constructively, ensuring the best opportunities for pupils.

Developing the Welsh language is a strength, with pupils speaking confidently and using the language naturally. Through consistent approaches to teaching and regular opportunities, pupils work confidently and their ideas form the basis of teachers' planning. The curriculum is broad and the learning experiences offer an appropriate level of challenge and support. The planning ensures constructive progression in their literacy, numeracy and digital skills, as well as other skills. Through a range of rich experiences and interesting activities, the learning sessions engage and maintain pupils' interest successfully. Although a very few teachers are beginning to plan opportunities to develop pupils into independent learners, this has not yet been embedded in full.

The school has built positive relationships with parents and the wider community. Pupils benefit from an interesting range of visits, visitors and opportunities to engage with the local residents.

Recommendations

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

R1. Strengthening the opportunities for pupils to develop into independent learners

What happens next

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

Main evaluation

The school is a happy and inclusive learning community where pupils and staff treat each other with care and kindness. The passionate leaders set a clear strategic direction for developing the school. They have a robust vision for all pupils to be educated in a homely and safe environment in order to develop Welshness and pride in their identity and heritage. They are supported enthusiastically by dedicated staff who share this vision effectively with pupils and the wider school community.

Pupils show respect and courtesy towards their peers, adults and visitors in a welcoming environment. A deep sense of belonging is fostered, creating a lovely familial element where pupils feel respected and treated fairly. Almost all pupils work together successfully and support each other to overcome difficulties and persevere consistently.

The headteacher is an excellent role model who is respected and appreciated by all the school's stakeholders. High expectations are set for staff, pupils and the headteacher herself. She ensures that staff's wellbeing and workload are considered carefully and staff feel appreciated and are supported skilfully. Roles and responsibilities are distributed sensibly, which contributes to the comprehensive provision. Pupils' wellbeing is central to strong teamwork, and staff at all levels show consistent professional attitudes and set a good example for pupils. As a result, most pupils' behaviour and commitment to their work are excellent. In addition, the school's procedures to ensure that pupils attend school regularly are robust.

Leaders implement a culture of developing and supporting staff's purposeful professional learning. They share ideas and adopt new practices purposefully and this contributes well to the school's learning ethos. All staff have ownership over evaluation processes, which leads to a sound understanding of strengths and areas for development. In addition, leaders support staff to reflect and consider the effect of professional learning on pupils' wellbeing and progress. As a result, most pupils, including those with additional learning needs (ALN), achieve well from their starting points.

Governors are very supportive and know the school and the community well. Through regular visits and discussions with staff and pupils, they work enthusiastically to ensure that all pupils have the best opportunity. They challenge leaders on aspects of the provision and the financial position purposefully.

A notable strength is developing pupils to become confident Welsh speakers. The school's motto is 'Cymraeg yw iaith ein taith' (Welsh is the language of our journey), which reflects the pride and enthusiasm that exists towards the language across the school. Once they acquire the language from an early age, they talk naturally with each other during lessons

and while playing during break time. As pupils' confidence develops further, they speak fluently and the area's accent can be heard in pupils' speech. Members of the Dreigiau, the pupils' leadership group, share their passion for the language while introducing vocabulary to residents of the local community. They encourage them to use the Welsh language and place Welsh language signs in local businesses.

The school's staff have developed a broad and stimulating curriculum that engages pupils' interest. Through opportunities for pupils to contribute their ideas and to learn outdoors frequently, pupils are passionate about learning and are very proud of their work. The curriculum builds well on previous knowledge, skills and understanding, with a purposeful focus on developing pupils' physical, social and emotional skills.

Teachers offer beneficial opportunities for pupils to develop their understanding of mathematical concepts well and they use increasing digital skills to support and present their work. Provision for developing writing and reading skills in both languages is purposeful, and by the end of their time at the school, many pupils write confidently.

Pupils develop to become principled citizens and proud of their history and culture. In addition, teachers plan regular opportunities for pupils to deepen their knowledge and understanding of religions, morals and practices in different cultures in joint worship sessions, classroom activities and by inviting visitors to the school. As a result, pupils show tolerance, empathy and kindness naturally within the school's inclusive provision.

Teachers use various teaching methods effectively to build on pupils' previous learning and to deepen their understanding of different themes. There are clear explanations and an appropriate pace to the learning sessions with a good balance between challenge and support. There are numerous opportunities for pupils to address errors in a timely manner and the majority of pupils improve their own work confidently. There is consistency across the school in the feedback to pupils which helps pupils to identify the next steps in their learning. However, the opportunities for pupils to explore and solve problems for themselves are less developed because of adults' input into the activities. Staff across the school tend to over-lead learning which, in turn, limits opportunities for pupils to develop their independent learning skills.

The school has robust arrangements to support pupils with ALN and those from low-income households. Staff monitor and track pupils' progress from their starting points thoroughly and plan a comprehensive timetable of purposeful support programmes that respond to pupils' requirements beneficially. Teaching assistants work knowledgeably and skilfully to support pupils' wellbeing and learning and most make strong progress from their starting points. The school uses information and links with external agencies effectively to ensure the best possible support for pupils.

The school has a positive relationship with parents. Relevant information about the school's activities is shared with them regularly.

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.