

A report on

**Ysgol Cynwyd Sant
Pen-yr-Ysgol
Maesteg
Bridgend
CF34 9YE**

Date of inspection: February 2026

by

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

This report is also available in Welsh

About Ysgol Cynwyd Sant

Name of provider	Ysgol Cynwyd Sant
Local authority	Bridgend 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	271
Pupils of statutory school age	208
Number in nursery classes	40
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%)	22.7%
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%)	9.1%
Percentage of pupils who speak Welsh at home	35.1%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	05/01/2019

A report on Ysgol Cynwyd Sant
February 2026

Date of previous Estyn inspection (if applicable)	18/10/2016
Start date of inspection	09/02/2026

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

Under the headteacher's effective leadership, the school has an agreed vision based on providing a safe environment that fosters Welshness and pride in pupils' identity. Staff and governors share this vision and contribute effectively to the school's robust work. Governors know the school and its community well and ensure the best opportunities for pupils.

One of the school's strengths is the natural use of the Welsh language by staff and pupils. From an early age, pupils begin to speak confidently, and by the time they reach the top of the school, they use mature and accurate language. The curriculum is broad and the learning experiences offer a purposeful level of challenge and support. Through consistent teaching, pupils work diligently and both their ideas and those of their parents are a useful basis for teachers' planning. In addition, teachers ensure constructive progression in pupils' literacy, numeracy and digital skills, as well as other skills. A very few activities provide beneficial opportunities to develop pupils into independent learners but, in general, this practice is not embedded fully.

The school's strong working relationships with parents and the wider community are particularly strong. Through a number of regular activities, the school listens to the views of parents and supports the needs of families successfully. As a result, almost all of them feel a part of the 'Cynwyd Sant Family'.

Staff identify pupils' individual needs successfully and respond promptly. In doing so, most pupils with additional learning needs (ALN), including pupils in the moderate needs class, make good progress.

Recommendations

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

R1 Strengthen the opportunities for pupils to develop as independent learners

What happens next

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

Main evaluation

The warm and welcoming atmosphere at Ysgol Cynwyd Sant is the basis for a happy and inclusive learning community. The headteacher is an excellent role model who engenders the respect of almost every member of the school community. She has high expectations of herself, staff and pupils. She works diligently with staff, governors and the wider community to set a robust strategic direction and provide consistent education, care and support to pupils. This contributes to ensuring that the majority of pupils make good progress in their learning.

The leaders are passionate that the motto 'Cariad, Cymreictod, Cyrhaeddiad (Love, Welshness, Attainment)' is at the heart of all the school's work and there is a clear emphasis on using and celebrating the Welsh language. Few pupils speak Welsh completely naturally when they start at the school but with the support of staff who are effective language models, the majority of pupils develop into confident and lively speakers.

Spotlight – developing natural and mature Welsh speakers

The provision for developing pupils as natural Welsh speakers is a strength. The leadership of the school's leaders promotes a deep love for the Welsh language and Welshness, which fosters pupils' strong pride in the language. Oracy is a clear priority across the school and the daily opportunities to develop correct language patterns and syntax foster fluent, polished Welsh speakers from an early age. The progress is clear and there is robust progression in pupils' language skills, with most showing linguistic maturity and richness by the time they reach the top of the school.

Leaders distribute roles and responsibilities sensibly to meet pupils' needs and encourage improvements in the school's provision. Leaders self-evaluate thoroughly, and all staff and pupils contribute purposefully to considering the effect of the school's provision. Leaders use a wide range of evidence to identify the school's improvement priorities which focus well on improving provision, well-being, learning experiences and progress in pupils' skills. In addition, they create and maintain a positive culture to promote staff's professional development which aligns closely with improvement priorities. Governors are very supportive of the school and have a strong understanding of the financial situation and manage it jointly carefully. They have recently begun to engage in direct activities in order to develop their ability to challenge leaders on aspects of learning and teaching.

The provision for supporting pupils' wellbeing is a strength. All staff develop positive relationships with the pupils. As a result, the behaviour and attitudes of almost all pupils in lessons and around the school are excellent. In addition, pupils' pride towards their school

is very evident, with a strong sense of belonging to one family. They show respect, courtesy and kindness towards each other, adults and visitors.

Staff have very good knowledge of the needs of individual pupils. The school has robust arrangements to support pupils from low-income households and those with ALN, including pupils in the moderate needs class. Staff monitor and track pupils' progress thoroughly from their starting points and provide a comprehensive timetable of purposeful support programmes that respond to pupils' requirements beneficially. Assistants work knowledgeably and skilfully to support pupils' wellbeing and learning and most pupils make strong progress from their starting points.

Pupils receive beneficial opportunities to contribute to the school's work through various specific committees. As a result, they influence strategic decisions, including improving aspects of well-being and aspects of external provision successfully. These experiences develop pupils' leadership skills in an excellent way, and they are confident that staff listen and act on their ideas.

The school provides a broad and balanced curriculum that is rooted in their area, their Welsh identity and the wider world. It engages the enthusiasm of almost all pupils across the school, including those in the moderate needs class. There are valuable opportunities for pupils and their parents to influence their learning and teachers make sensible use of these ideas in planning termly projects. As a result, pupils develop into principled citizens and are very proud of their history and culture. In addition, teachers plan regular opportunities for pupils to deepen their spiritual, moral, social, and cultural awareness successfully. Pupils consider a variety of perspectives and values and show tolerance and empathy for others who are different from them.

In most lessons, teachers share the learning objectives and question pupils purposefully. In addition, they offer regular opportunities for pupils to recall their previous learning and extend their knowledge and understanding. In general, teachers provide beneficial support and challenge in engaging and interesting activities that engage most pupils' interest. They offer a variety of opportunities to develop literacy, numeracy, digital and creative skills. Staff in the moderate needs class pair learning activities with individual needs skilfully, helping pupils to deepen their learning and understanding. There is consistency across the school in the feedback to pupils which helps them identify the next steps in their learning. However, staff across the mainstream tend to over-lead the learning which, in turn, limits opportunities for pupils to develop their independent learning skills.

A notable strength of the school is the close working relationship that staff have with pupils' families. The commitment to developing the support for them is very valuable and

supports the wellbeing of pupils and their parents within and beyond the school successfully.

Spotlight – supporting the wellbeing of pupils and their families

Leaders value the school's families as key partners by recognising the effect of a supportive home on pupils' wellbeing and learning. They make extremely effective use of the family engagement officer who offers a purposeful menu of weekly workshops to support parents. Through sessions on how to establish sleep patterns, for example, there is a positive effect on pupils' punctuality and attendance levels. In addition, a purposeful plan that supports close family members who are not at home for a certain period of time is very effective. As a result, parents and carers feel that someone listens to them, without prejudice, and the support ensures that pupils are more stable, happy and ready to learn.

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: 15/04/2026