

A report on

Ysgol Gyfun Gymraeg Glantaf

**Bridge Rd
Llandaff North
Cardiff
CF14 2JL**

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 Gyfun Gymraeg Glantaf

Name of provider	Ysgol Gyfun Gymraeg Glantaf
Local authority	Cardiff Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Ysgol Gyfun Gymraeg
Type of school	Secondary
Religious character	None
Number of pupils on roll	1498
Pupils of statutory school age	1184
Number in the sixth form	313
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the secondary sector is 20.3%)</i>	7.2%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the secondary sector is 9.0%)</i>	4.7%
Percentage of pupils who speak Welsh at home	49.1%
Percentage of pupils with English as an additional language	*
Lead partner for Initial teacher education	Yes
Date of headteacher appointment	September 2020

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February 2026

Date of previous Estyn inspection (if applicable)	23/05/2017
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

A notable aspect of Ysgol Gyfun Gymraeg Glantaf is the ambition, independence and pride in their Welshness demonstrated by most pupils in the school. Most pupils behave well in their lessons and around the site, and treat their peers, staff and visitors with respect.

Governors and leaders at all levels know the school well and work together effectively to plan for improvement and address local and national priorities. There is a close link between self-evaluation and improvement planning processes and professional learning at the school and, as a result, this has led to improvements in the quality of teaching and support for pupils' well-being.

The school provide rich learning experiences for pupils both inside and outside lessons. The curriculum builds effectively on pupils' previous learning and, in most cases, it meets pupils' aspirations and needs. However, the school's current Year 9 curriculum limits the breadth of experiences. Pupils benefit from a comprehensive range of extra-curricular activities.

In many instances, teaching is effective. In these cases, teachers plan carefully to build pupils' understanding and prepare them to cope well with tasks that challenge them. This contributes well to developing the independence and ambition demonstrated by pupils and enables them to make good progress in their learning. Sixth-form pupils are mature and most work hard in their lessons. They make a strong contribution to school life, for example by supporting younger pupils to develop their skills.

There are effective procedures to promote good attendance and behaviour and to support pupils' well-being. Opportunities for pupils to express an opinion and develop their leadership skills are a strength.

Pupils with additional learning needs are supported well. In Canolfan Ethni, the local authority's additional learning needs unit which is part of the school, staff have high expectations of pupils. They track pupils' progress effectively to ensure that learning experiences are tailored to pupils' needs. Staff support pupils well and, as a result, most pupils at the centre make sound progress in their learning skills and life skills.

Recommendations

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

- R1 Ensure that pupils have access to the full range of learning experiences until the end of Year 9, to comply with Welsh Government guidance
- R2 Disseminate the excellent teaching practices seen in the best lessons to strengthen the quality of teaching even further

What happens next

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

Estyn will invite the school to prepare case studies on its work in relation to the way in which the school:

- has prioritised pupil-centred teaching, strengthened the pupils' voice and supported pupils' well-being to improve pupils' commitment to learning and their behaviour;
- promotes equality

to be disseminated on Estyn's website.

Main findings

Teaching and learning

The positive working relationships between staff and pupils at Ysgol Gyfun Gymraeg Glantaf are a notable strength. In nearly all cases, teachers demonstrate sound subject knowledge and, in most lessons, they create a pleasant and purposeful environment which promotes learning effectively. They direct learning purposefully and give pupils clear and useful explanations. As a result, most pupils are enthusiastic and show a desire to learn.

Many teachers are effective language models who introduce and explain key vocabulary skilfully. These teachers have high expectations of what pupils are able to achieve. They plan lessons purposefully and the activities provided offer a level of challenge that meets pupils' needs suitably. These teachers provide beneficial opportunities for pupils to work independently on tasks. As a result, pupils develop their resilience and thinking skills well. Many teachers check pupils' work effectively and provide them with useful encouragement and feedback which supports them to complete tasks to a high standard. They asked closed questions purposefully to support pupils to recall previous knowledge and check their understanding. As a result, misconceptions are identified and resolved promptly. Pupils in these lessons, including those with additional learning needs (ALN), make sound progress.

In a minority of lessons, teaching is notably strong and, as a result, pupils make significant progress. In these lessons, teachers:

- present in an inspirational way, are passionate about their subject and have infectious enthusiasm
- draw skilfully on their subject knowledge to break learning down into smaller steps with which pupils are able to cope
- provide high quality explanations and model their expectations skilfully
- prepare pupils to enable them to succeed independently with challenging tasks
- use questioning methods skilfully to probe and explore pupils' ideas, encouraging them to explain and justify their responses
- plan skilfully to develop pupils' skills, along with their subject knowledge and skills

In a few lessons, shortcomings in teaching limit the progress made by pupils. In these lessons, teachers' expectations of what pupils are able to achieve are not high enough, teachers do not anticipate misconceptions quickly enough or they over-direct with presentations and explanations that are too long.

On the whole, the quality and effect of teachers' written feedback on pupils' work and progress varies between and within departments. In the best examples, feedback provides valuable advice on the exact aspects the pupil needs to improve. Pupils are given beneficial opportunities to respond fully to teachers' feedback and, as a result, they make further progress in their learning. Where feedback is less effective, it does not always give specific enough advice on how to improve and, in some cases, it is too complimentary or too generic.

Curriculum

The school's vision for its curriculum is based on developing pride in the rich history and culture of 'our communities, our capital city and our country'. Strong emphasis is placed on developing pupils' skills and ensuring an ambitious curriculum that is relevant to all members of the school community. The school has worked purposefully with partner primary schools to plan provision that ensures progressive development from primary to secondary. The curriculum provides suitable breadth and depth for pupils in Year 7 and 8; however, the breadth of the curriculum is limited for pupils in Year 9.

A notable strength within the curriculum is the purposeful planning to teach pupils about equality, challenge prejudices and celebrate diversity, in addition to developing an understanding of the experiences and perspectives of the local area, Wales and the wider world. This permeates the schemes of work of the majority of subjects, for example work on women's rights in Afghanistan in religion, values and ethics lessons and work on refugees by studying the selection of short stories, '*Rhyngom*', in drama lessons. As a result, most pupils feel that they are encouraged to respect other people.

The health and well-being programme is a core part of the curriculum. It provides valuable, relevant and timely opportunities for pupils to learn about important themes such as online safety, substance misuse, as well as diversity and equality. This contributes significantly to a whole-school culture of safeguarding and respect. External providers and visitors come to the school regularly to enrich this provision. Provision has been planned effectively, ensuring that it builds purposefully on pupils' personal and social development. As a result, provision for relationships and sexuality education is sound. Leaders make effective use of data from well-being questionnaires, the school's safeguarding systems and up-to-date information about social issues to adapt and tailor the programme to target concerns within specific year groups.

Leaders give full consideration to pupils' opinions and aspirations when planning the 14-16 and post-16 curriculum. By working effectively in partnership with other nearby institutions, the school offers a suitable and broad range of general and vocational subjects, for example economics, criminology and engineering. As a result, the school's options offer meets the needs of nearly all pupils. The school provides opportunities for

pupils to learn about their heritage and celebrate Welshness in a multicultural world. 'Coron Gwlad' lessons in Year 7 explore identity by introducing local and national history, the journey of the founding of Ysgol Gyfun Gymraeg Glantaf and the development of the Welsh language. As a result, the school's pupils take pride in their Welshness.

An excellent feature of the school's work is the very broad and extensive range of extra-curricular experiences and opportunities that are provided to enrich the curriculum and expand pupils' experiences. This includes numerous clubs and activities within the school; local visits, for examples to theatres and galleries; and national and international residential trips.

The school provides very rich opportunities to support pupils' creative development within expressive arts lessons and beyond. Pupils benefit from regular arts and cultural activities such as musicals, an orchestra and opportunities to compete in eisteddfodau. Pupils' participation in these activities is impressively high. All of this ensures robust social, spiritual, moral and cultural development for pupils.

Most pupils understand the importance of developing their fitness and living a healthy life. Many participate enthusiastically in a range of activities in physical education lessons and through a rich range of extra-curricular sports opportunities. A strong feature of this is the opportunities for pupils to coach and lead their peers and develop their independence and resilience.

Literacy

Leaders provide a range of purposeful professional learning opportunities for staff to develop pupils' literacy skills. A strong feature is the literacy website which includes a host of purposeful resources, various strategies to use and examples of good practice to be shared.

Most pupils listen carefully to each other's views and to the teacher's instructions. Many are happy to contribute positively to class discussions and express themselves clearly. A majority build appropriately on the contributions of their peers and many pupils discuss maturely when working in pairs or groups. Many use subject vocabulary correctly to support their contributions and explain their ideas fluently in Welsh and English. Most learners benefit from using language mats to enrich their responses or evaluate each other's work orally. A minority express themselves exceptionally and structure their responses skilfully, by using rich vocabulary expertly. Many pupils discuss their work appropriately in Welsh in lessons when they are given opportunities to work independently. However, a few pupils turn to English when undertaking work in groups or pairs.

Many pupils write sentences correctly and use subject terminology suitably. Many pupils organise and structure their work purposefully by using paragraphs sensibly. A minority of pupils write sophisticated extended pieces and demonstrate a very good understanding of the audience and purpose of the piece. On the whole, many pupils write correctly in terms of syntax, grammar and spelling in both Welsh and English. However, the work of a few pupils is littered with spelling and grammatical errors.

Reading

The school has recognised the importance of improving pupils' reading skills and has made it a priority across the whole school. It has already begun on the journey of developing a culture of reading. The '*Deffro'r Dychymyg*' website is an innovative and exciting development. The website is comprehensive, colourful and attractive and has been created to increase interest and promote an enjoyment of reading among pupils.

Many pupils understand texts appropriately. Many locate information confidently and gather information from texts to reflect the key messages. However, a few pupils copy information rather than summarising it. Most pupils succeed in identifying and explaining stylistic features suitably, with a minority doing so very skilfully and explaining the effect these features have on the reader both in Welsh and English. A minority of pupils analyse literary texts maturely and effectively, for example when considering an excerpt from 'The Bees' in English lessons. However, a few pupils respond superficially to literary texts. A minority of pupils develop their advanced reading skills effectively. For example, they use the 'Reciprocal Reading' method to predict, question, explain and summarise purposefully.

The school's transition arrangements identify and support pupils who reach Year 7 with weak reading skills. Standardised tests and information from staff are used to identify those who need additional support. The school implements strategies that ensure a consistent approach across the cluster, focusing on appropriate use of language and subject terminology. Interventions in 'Hafan Roger Boore' also support pupils to develop their reading skills and increase their confidence in taking part in reading activities in the classroom.

Most pupils understand the importance of reading. A majority of pupils enjoy reading and many are given an opportunity to read the work of popular authors and about topics that are of interest to them at the school. A majority also agree that teachers encourage them to read in subjects other than Welsh or English. Reading aloud within lessons is used regularly to improve pupils' confidence and, by doing so, many pupils read confidently and a majority vary their intonation and tone appropriately. However, a few pupils can be reticent and have difficulty pronouncing complex words.

Numeracy

The school provides a wide range of opportunities for pupils to develop their numeracy skills. This includes suitable opportunities for pupils to deepen their understanding of mathematical concepts in this subject's lessons. In relevant subjects across the curriculum, there are valuable opportunities for pupils to apply their skills. In general, these opportunities provide pupils with a suitable level of challenge, and a strong feature of the cross-curricular numeracy provision is the way it is planned so that tasks always enrich learning within that subject. As a result, many pupils make sound progress in developing their numeracy skills.

Many pupils have strong basic number skills which lay a firm foundation for all aspects of mathematics and numeracy. They use the four rules confidently and have a sound grasp of fractions, percentages, ratios and decimals. In their mathematics lessons, they demonstrate a good understanding of standard form and, in their science lessons, they succeed in using a variety of equations to solve problems. In their physical education lessons, they demonstrate mathematical fluency when calculating how much exercise they need to do to burn calories when eating a meal from a popular restaurant.

Many pupils have a suitable understanding of concepts relating to geometry and measurement and a similar proportion analyse data effectively. They solve problems relating to averages and plot a variety of graphs correctly. Many analyse graphs to draw conclusions and identify trends. A minority of pupils have strong numeracy skills. They demonstrate fluency when working with complex concepts such as surds and they have well-developed algebra skills. In a few cases, pupils' basic number skills have not been developed fully. This means that they find it difficult to undertake activities such as interpreting an unfamiliar scale or solving problems that include negative numbers.

Digital

Many pupils demonstrate well-developed digital skills in their information technology lessons through the use of coding to write programmes, create games and produce animations. Across the curriculum, there are beneficial opportunities for pupils to gather, analyse and interpret data by creating graphs, charts and spreadsheets with complex formulae. For example, in their physical education lessons, most use exercise data and a variety of software to present graphs on sports performance. There are numerous opportunities for pupils to use digital equipment effectively in a range of contexts. They produce purposeful digital content that uses a range of software to apply design principles effectively. For example, through a business project in Year 8, digital equipment is used creatively to solve problems and develop *'Pentref Taf'*.

Sixth form

Sixth-form pupils have a mature attitude to their work. Most demonstrate independence and a genuine interest in what they learn, and work hard in their lessons. They have well-developed thinking skills and recall previous learning well, applying it to new situations effectively. For example, in their economics lessons, pupils apply the idea of inelastic supply to a situation where tariffs are introduced on steel imports. Most pupils listen well in lessons. They contribute enthusiastically to group and class discussions and use subject terminology effectively when offering extended explanations of their reasoning. Pupils ask their own questions and respond constructively and maturely to the teacher's feedback, making improvements to their work.

Canolfan Ethni

In Canolfan Ethni, staff organise rich learning experiences for pupils within the unit and as pupils join their peers in mainstream sessions. They know the pupils well and the thorough assessment and tracking system allows teachers and support staff to provide work that offers the correct level of challenge. They use the total communication method effectively, for example by using sign language, facial expressions, core boards and visual timetables. As a result, most pupils understand what is happening and what they need to do to develop their skills. Pupils are given suitable opportunities outside the classroom with regular trips to the community and whole-school trips with their peers. Most pupils listen well in lessons and participate fully in activities. As a result, most make consistently good progress, particularly in improving their life skills.

Well-being, care, support and guidance

The well-being, attendance and behaviour team leads with a clear and robust vision that emphasises the importance of ensuring that all pupils feel happy and ready to engage with their learning from the outset. Promoting and maintaining pupils' well-being forms the basis of its work and the staff's dedication to supporting pupils to develop as confident and independent individuals is a notable feature of their work. Staff foster supportive and respectful working relationships with pupils. Their commitment to listening to pupils' views and acting on well-being issues is a notable strength. The school tailors provision effectively to meet pupils' needs. Staff in 'Ystafell Keri', 'Hafan Roger Boore' and the reflection room provide purposeful support that enables a few pupils who need additional support to re-engage with their learning. The school has strong links with a range of external agencies, including a youth worker and a nurse, which enriches well-being provision further. Pupils also benefit from a wide range of extra-curricular activities in sport, drama and music, which are well-attended and contribute positively to their overall well-being.

A culture of safeguarding permeates the life and work of the school and promoting pupils' safety and well-being is a clear priority for all staff. The school has established robust processes for recording and responding to concerns about individual pupils, ensuring that procedures are followed consistently and effectively. There is clear and regular training for staff at all levels on safeguarding issues, including preventing radicalisation and identifying possible signs of abuse, which contributes to a sound understanding of their responsibilities. The school takes proactive action across the curriculum to develop pupils' understanding of how to stay safe in a variety of contexts. There is purposeful co-operation with external agencies and the local authority to support pupils' well-being and safety. This contributes towards creating a positive culture where most pupils feel safe at school and treat others with respect.

The school has robust systems for monitoring and supporting pupils' attendance. Staff forge strong relationships with families and emphasise the importance and effect of attending school on a daily basis. The school identifies and targets the attendance of groups of pupils and works with the attendance team and external agencies to provide suitable interventions. Over the past three years, the school's attendance, including the attendance rates of pupils who are eligible for free school meals, is higher than that in similar schools.

Most pupils' behaviour in the school is excellent. They demonstrate strong social skills, treat adults and each other with respect and courtesy and greet visitors cheerfully, showing pride in their school, their work and the Welsh language. Most demonstrate positive attitudes to learning and behave well in lessons. They move around the school sensibly and respectfully. Staff maintain a positive and supportive working relationship with pupils. They implement consistent and fair systems to maintain and support pupils' behaviour.

Spotlight: Seeking pupils' views

There is a range of valuable opportunities for pupils to express their opinions openly and honestly on issues relating to well-being. For example, the '*Fy Llais*' system provides a secure and, if desired, anonymous platform for pupils to share views and raise concerns. The '*Sgwrs am Les*' system also provides pupils with an opportunity to influence provision. The information that is gathered is analysed and given careful consideration by staff. As a result, pupils feel that the school listens to them and responds appropriately to their needs. This has contributed to developing an open and supportive culture. The school's willingness to listen strengthens pupils' sense of being heard and reinforces the strong ethos of safeguarding that permeates the school.

Pupil voice is a clear strength within the school and informs important aspects of its work. There is a wide range of opportunities for pupils to undertake leadership roles through the school parliament, its sub-committees, extra-curricular activities and year forums. Representatives contribute maturely to discussions and ensure that pupils' views influence strategic decisions, including aspects of appointing staff and improvements to facilities. The anti-racism parliament has played an important part in raising awareness of issues relating to minority groups and has planned a strong anti-racist statement jointly on behalf of the school. Similarly, the female empowerment committee has developed effective leadership skills through community projects, including working with partner primary schools and taking part in valuable international experiences. A strong feature of the school's work is the way in which older pupils in the sixth form support their younger peers by acting as mentors. They lead weekly intervention sessions to support pupils with their literacy and numeracy skills, fostering a strong sense of community and responsibility across the school.

The school adopts an inclusive and supportive approach to meeting the needs of pupils with ALN, with pupils feeling safe and trusting the arrangements that are in place. They are encouraged to participate fully in school life and benefit from a range of extra-curricular activities, experiences outside the classroom, occupational courses and post-16 opportunities. The ALN team has a good knowledge of the needs of pupils with specific learning difficulties. Pupils with ALN have relevant individual development plans which are reviewed appropriately in cooperation with external agencies, parents and pupils. The school promotes the independence, resilience and life skills of pupils with ALN, for example through travel training, employability skills and support from youth services. Staff across the school benefit from relevant professional learning associated with ALN and a useful summary of pupils' learning needs is available to staff. However, teachers do not always use this information incisively enough to ensure that their planning meets all pupils' individual needs. The school uses data on literacy, numeracy and emotional well-being to inform the most suitable interventions. Tracking and monitoring arrangements ensure that pupils' progress is reviewed regularly, enabling the team to adapt support according to need. There are effective procedures in place to identify pupils' needs at an early stage through the strong transition process, by increasing the confidence of pupils with ALN and reducing their concerns as they move between stages of education.

In Canolfan Ethni, there is a strong sense of belonging among pupils and staff offer high quality care for well-being. The *'Ffordd i Ffynnu'* system helps pupils understand their feelings and is used purposefully within the centre and when pupils attend mainstream lessons. Through this, staff are able to identify when there is something wrong and can intervene in a timely manner. As a result, pupils make good progress in their ability to manage their emotions and treat others kindly and sensitively. There is regular contact

with the parents of pupils at the centre through a purposeful app, parents' meetings and person-centred meetings.

Leading and improving

The executive headteacher and leadership team provide robust and effective leadership. They are passionate about upholding the vision of developing well-rounded citizens and share this vision successfully with the school community. They create an inclusive and supportive learning environment in which all individuals are valued.

The roles and responsibilities of the leadership team have been distributed sensibly and generally align with their background and expertise. All members undertake their work positively and passionately. Together, they work closely and ensure consistency of action across the school, including within Canolfan Ethni.

The relationship between middle leaders and the leadership team is positive and lines of accountability are defined clearly. Senior leaders hold middle leaders to account well through line management meetings. There are beneficial opportunities in these meetings to discuss pupils' achievement and progress towards improvement priorities. The leadership team sets appropriate expectations of middle leaders to take action in a timely manner. Middle leaders value the support and challenge provided and, in turn, they hold members of their areas of responsibility to account appropriately.

The school has suitable systems for reviewing staff's professional development. Staff's objectives link appropriately to the priorities of the school, the department and personal development. The professional learning needs of each individual is noted clearly. Professional learning provision is broad and purposeful and a firm focus is placed on developing teaching and learning. There is a valuable programme of training for the school's teaching staff. For example, '*Rhaglen Addysg Glantaf*' provides opportunities for staff to carry out research to develop pedagogy and share good practices. As a result, aspects of teaching have been developed strongly.

The school has a comprehensive calendar of suitable self-evaluation activities. This includes lesson observations, scrutiny of work, data analyses, the use of questionnaires and opportunities for pupils to share their views. '*Sgwrs am Les*' and '*Sgwrs am Waith*' activities are valuable opportunities for pupils to influence the school's work. There are beneficial opportunities for staff and leaders at all levels to undertake self-evaluation activities. However, they do not always look incisively enough at the effect of provision and teaching on pupils' learning. Across the school, leaders identify sensible improvement priorities, including those to develop effective teaching. Over time, leadership has had a positive effect on pupils' well-being and ensured strong teaching and learning.

Leaders respond appropriately to a number of national priorities, such as alleviating the impact of poverty, promoting the Welsh language and developing pupils' reading skills. They cater effectively for those pupils from low-income households. They ensure that provision is suitable for them and that there is equal access to the curriculum.

Pupils and their families are supported further by using the pupil development grant to fund educational trips and provide equal experiences. Leaders evaluate the use and effect of the grant on pupils' standards thoroughly. As a result, the performance and attendance of pupils who are eligible for free school meals is better than that of those in similar schools.

Leaders manage and monitor the school's budget very carefully and consider whether any expenditure is affordable. Appropriate use of other grants is ensured and they are prudent in searching for sources of funding for different projects.

Governors are enthusiastic supporters of the school and are ambitious in terms of ensuring the best for pupils. They are knowledgeable about the school's work based on information from their own evaluation activity and what is shared by the leadership time. They visit the school regularly to conduct learning walks or to support celebrations and other events. In general, governors have a suitable understanding of how the school responds to national priorities, such as developing the Welsh language, safeguarding pupils and reducing the impact of poverty. However, they do not ensure that the requirements of Curriculum for Wales are met in full by the end of Year 9.

The school communicates appropriately with parents through a combination of newsletters and the use of social media. It shares useful information and celebrates pupils' successes. Parents' views are sought through occasional and ad hoc questionnaires.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

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

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

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent 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 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 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, where appropriate
- visit a broad sample of lessons, 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 (<http://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:

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