

# **Report summary for parents and carers on Cwmtawe Community School**

Date of inspection: 02/03/2026

# Summary

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Cwmtawe Community School is an inclusive and supportive community where most pupils behave well, show respect and engage positively in lessons. Many pupils make at least suitable progress due to teachers using secure subject knowledge, establishing clear routines, modelling learning effectively and providing helpful resources that support pupils to focus and understand what is expected of them. In a very few lessons, pupils make strong progress. However, while teachers do enable pupils to progress in their learning, in most lessons, teachers do not support pupils well enough to make strong progress. This is due to ineffective questioning, a lack of challenge and variable feedback.

In general, pupils develop their skills suitably over time, helped by the school's successful development of a positive reading culture. Many pupils apply effectively their advanced reading skills when analysing and synthesising texts. There are suitable opportunities for pupils to write across the curriculum. Many pupils listen attentively and many contribute verbally to lessons. Numeracy skills are generally secure, with many pupils calculating accurately, applying methods confidently and presenting their work clearly.

The curriculum is broad and reflects the school's vision for authentic learning, although pupils in Year 9 do not access the full range of experiences required by Curriculum for Wales. The school offers a wide range of extra-curricular activities and educational visits which enrich pupils' learning and contribute positively to their personal development.

The school promotes well-being effectively, creating an environment where pupils feel supported and able to participate confidently in school life. Pupils benefit from a wide range of meaningful leadership opportunities that encourage responsibility and involvement across the school community. Attendance has improved over time but remains below pre pandemic levels.

Provision for pupils with additional learning needs is a strong feature of the school's work. Interventions are well tailored, transition arrangements are effective, and partnerships with parents and external agencies are positive. As a result, most pupils, including those who attend the school's specialist resource base, make suitable progress. The culture of safeguarding is strong.

Leaders promote a clear whole-school vision that emphasises providing the best start in life for all pupils. Leadership structures are clear and leaders contribute appropriately to self-evaluation activities. However, evaluations of teaching and learning are often too generous and do not focus precisely enough on the impact of provision on pupils' progress. Professional learning is aligned to school priorities, but its impact is not evaluated well enough. Improvement planning identifies relevant priorities and leaders have secured improvements in several important areas of the school's work. Governors provide suitable challenge and monitor the use of resources and grants appropriately.

## Recommendations and next steps

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

- R1 Strengthen teaching particularly around the quality of questioning and challenge to maximise all pupils' learning
- R2 Sharpen self-evaluation processes to strengthen improvement planning and support accountability
- R3 Ensure that pupils have access to the full range of learning experiences until the end of Year 9

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](#)

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