

Report summary for parents and carers on Ysgol Swn Y Don

Date of inspection: 09/02/2026

Summary

Leaders and staff create a caring and inclusive ethos where pupils' well-being is at the heart of their work. This helps to ensure a calm environment in which pupils feel safe, respected and valued. Across the school, most pupils are polite and considerate, and many younger pupils show positive attitudes towards learning. However, although leaders promote pupils' well-being successfully, they do not focus sharply enough on securing consistently high standards in teaching and learning.

Pupils in the youngest classes make suitable progress in their communication skills. Staff provide stimulating activities and are strong language role models. As pupils move through the school, they develop their literacy skills appropriately, but opportunities to build these skills progressively are limited. In the older classes, expectations of the quality and quantity of written work are often too low. While many pupils begin to develop suitable Welsh oracy skills, these are not built on well enough over time. In the learning resource base (LRB) classes and across the school, staff provide effective support for pupils with additional learning needs (ALN) to manage their emotions and behaviour.

Younger pupils apply their mathematical skills purposefully in practical contexts. Older pupils learn appropriate calculation methods, but their work does not always match their needs closely enough and their skills do not develop progressively. Many pupils use digital devices regularly to access spelling or mathematical programmes, but they do not develop wider digital skills systematically. Overall, the quality of teaching from Year 3 upwards is too variable. Activities do not always build effectively on prior learning and expectations are not consistently high.

Leaders review the school's work suitably, but their evaluations do not focus sharply enough on the quality of teaching, or the progress pupils make. In addition, improvement priorities are often too broad. Overall, school governors provide enthusiastic support but rely heavily on information from leaders.

The school has developed strong links with parents and families. They collaborate well and this is beginning to impact positively on pupil attendance.

Recommendations and next steps

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

- R1 Improve the quality of self-evaluation and improvement activities so that leaders identify and prioritise the areas of the school's work that are in most need of improvement.
- R2 Improve the quality and consistency of teaching and ensure that all staff maintain high expectations of pupils.
- R3 Ensure that pupils' literacy, numeracy and digital skills develop progressively and systematically over time.

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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