

A report on
Ysgol Gynradd Gymraeg Tyle'r Ynn

**Llansawel Crescent
Briton Ferry
Neath
SA11 2UN**

Date of inspection: March 2026

by

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

This report is also available in Welsh

About Ysgol Gynradd Gymraeg Tyle'r Ynn

Name of provider	Ysgol Gynradd Gymraeg Tyle'r Ynn
Local authority	Neath Port Talbot 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	292
Pupils of statutory school age	198
Number in nursery classes	55
Percentage of statutory school age 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 21.7%)	24.4%
Percentage of statutory school age 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 9.2%)	4.0%
Percentage of pupils who speak Welsh at home	17.7%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	

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March 2026

Date of headteacher appointment	
Date of previous Estyn inspection (if applicable)	
Start date of inspection	09/03/2026

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

There is a strong sense of belonging among pupils and staff at Ysgol Gynradd Gymraeg Tyle'r Ynn, who work closely together to create a happy and inclusive learning community. Positive and respectful relationships between staff and pupils are an obvious strength. This supports pupils to demonstrate positive attitudes towards their learning and very good behaviour from an early age.

The acting headteacher, with effective support from the senior leadership team, provides considerate leadership which establishes a clear strategic direction for developing the school. Her creative and Welsh vision has been shared successfully with the school community and permeates all aspects of its work robustly.

The school is a safe and supportive haven where staff have a thorough knowledge of the needs of pupils, families and the community and ensure that activities are accessible to all. Strong partnerships with parents and the community enrich learning experiences and support pupils' well-being extremely effectively.

Over time, most pupils, including those with additional learning needs, make sound progress in a good range of skills from their starting points. Staff use effective teaching methods consistently and provide valuable opportunities for pupils to contribute to their learning and improve their work purposefully.

The curriculum is broad, rich and relevant and teachers provide interesting experiences that ignite pupils' curiosity and reflect the nature of the local area and Wales successfully. Leaders and staff promote the Welsh language and Welsh culture successfully, fostering pupils' pride in their heritage. Experiences that are planned to develop digital skills are a notable feature of provision, with pupils using technology confidently in meaningful contexts.

The governing body is dedicated and supportive of the school. Robust self-evaluation arrangements ensure that leaders have a sound understanding of the school's strengths and areas for improvement. Although leaders work continuously to support attendance, the absence of a few pupils remains too high.

Recommendations

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

R1 Improve the attendance of pupils who are absent from school persistently

What happens next

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

Main evaluation

The acting headteacher, with robust support from the senior leadership team, provides considerate leadership and sets a clear strategic direction for developing the school. She has a creative and Welsh vision, which has been shared effectively with staff, pupils and the school community. There is a strong sense of belonging to 'Teulu'r Tyle', with staff and pupils working together closely to realise the school's aspiration to develop a happy and inclusive learning community to 'Challenge today, succeed tomorrow'. This vision is embedded firmly in all aspects of the school's work.

Through consistent and shared expectations, leaders and staff uphold good values and a high standard of professional conduct, which contributes positively to ensuring that Ysgol Gynradd Gymraeg Tyle'r Ynn is a safe, homely and inclusive haven for pupils. Leaders and staff know the needs of pupils, staff and the local community exceptionally well. Together, they ensure that all the school's activities are accessible to all pupils.

The supportive and warm working relationship between pupils and staff, which is based on mutual respect and trust, is a clear strength. This contributes effectively towards most pupils' positive attitudes to their learning and very good standards of behaviour by pupils from an early age. A notable feature of the school's supportive provision is the school's extremely strong relationship with parents and the wider community.

Spotlight 1: A strong partnership with families and the community to support pupils' well-being and learning

The school is at the heart of its community and takes advantage of the local area effectively to enrich pupils' learning, well-being and personal development. Pupils in the reception class visit the local canal to present stories they have written about the 'Three Billy Goats Gruff', while Year 5 pupils strengthen their understanding of changes in the local area over time purposefully by discussing with local residents. These beneficial experiences deepen their awareness of the community and their role in it purposefully. Leaders forge strong relationships with families by providing them with valuable opportunities to support their children's education. Valuable initiatives such as 'Y Clwb Teulu' provide beneficial creative, digital and well-being activities for parents and children. Leaders and staff encourage pupils to contribute conscientiously to their community. Year 6 pupils visit a local care home regularly as part of the 'Cariad at ein Cymuned' ('Love for our Community') concept and pupils participate actively in the 'Tyfu yn y Tyle' community garden at the school, harvesting vegetables and using them to prepare food for their families. These initiatives strengthen the link between the school and the community extremely effectively.

During their time at the school, most pupils, including those from low-income households, make strong progress from their starting points. Provision for pupils with additional learning needs (ALN) is co-ordinated effectively. Staff identify pupils' needs at an early stage and provide timely support. Where appropriate, staff work closely with external agencies and track pupils' progress and well-being carefully. Over time, most pupils with ALN make sound progress in line with their targets.

Staff plan together diligently to provide a rich, relevant and exciting curriculum that encompasses the areas of learning and experience carefully and reflects the school's nature, local context and place in Wales and the wider world successfully. The stimulating experiences provided motivate pupils and ignite their natural curiosity skilfully from an early age. Staff consider pupils' ideas and questions regularly in planning interesting learning activities that engage their interest in the termly themes effectively.

Over time, most pupils develop their listening skills purposefully and nurture their oral skills effectively by participating enthusiastically in discussions that are relevant to them. For example, Year 2 pupils discuss and review music by famous Welsh musicians thoughtfully. They build on these skills successfully over time, with Year 6 pupils expressing an opinion maturely when discussing the advantages and disadvantages of allowing the use of mobile phones at the school.

Most pupils nurture their reading skills increasingly robustly, which supports them to research information and concepts in learning activities across the areas of learning and experience. Staff provide meaningful opportunities to enrich these experiences, for example by holding a reading workshop with a famous author and opportunities for Year 6 pupils to support Year 1 pupils with their reading. This strengthens pupils' engagement with their learning and nurtures their enjoyment of reading purposefully. As their skills mature, most write with increasing confidence in an appropriate range of genres and purposes in both languages. For example, Year 4 pupils write persuasive letters to the residents of Britton Ferry to encourage them to recycle thoughtfully.

Over time, most pupils develop a sound understanding of mathematical concepts and apply them purposefully to solve problems in real-life contexts. For example, Year 5 pupils use their measuring skills with increasing confidence to evaluate how inclusive the school site is for wheelchair users and share their findings and sensible recommendations with the headteacher by e-mail.

A notable element of provision is the way in which staff plan meaningful and contemporary experiences to develop pupils' digital skills in relevant contexts. By Year 1 and 2, most use an appropriate range of digital equipment and apps confidently to create animations skilfully. As they make progress in their skills over time, they nurture their wider digital skills extremely effectively. Older pupils use coding devices confidently to

program robots and begin to experiment purposefully with artificial intelligence to bring legendary characters to life, for example.

Staff use a range of effective teaching methods and develop learning activities that have a suitable pace. They use probing questioning and timely encouragement to support pupils' progress and extend their knowledge and understanding purposefully in different contexts. Teachers and assistants tailor learning activities appropriately to pupils' needs and include them purposefully in the process of planning learning. They also provide suitable opportunities for pupils to make decisions about how to record and present their work and to discuss and improve their work as an integral part of learning.

Staff promote the Welsh language and Welsh values effectively. They are robust linguistic role models and encourage pupils to use the language purposefully and correctly as a core part of their learning and play. They elicit and support pupils' pride in Welsh culture and heritage skilfully.

Spotlight 2: Raise the profile of the Welsh language through contemporary activities

Leaders and staff place a clear priority on developing the Welsh language skills of pupils and their families within a context where only a very few pupils come from homes in which the Welsh language is spoken completely naturally. By planning a purposeful range of creative activities, staff provide meaningful opportunities for pupils to use and promote the Welsh language in interesting contexts. The 'Cyngor Cymraeg Cŵl' council produces a monthly radio programme, 'Tiwns y Tyle', which is shared with the school community and more widely. Year 5 pupils also lead informal sessions in the 'Caffi Cymraeg' to support parents and their children to learn the language and produce purposeful digital resources, where they model useful vocabulary and language patterns regularly. This strengthens parents' engagement with the Welsh language successfully and supports the use of the language outside school purposefully.

Across the provision, staff create an engaging indoor and outdoor learning environment which ignites pupils' enthusiasm and curiosity. They celebrate pupils' achievements regularly, for example by creating displays of their work around the school, which promotes their well-being and motivation to learn purposefully. The 'Ysgol Goed' provision also supports pupils to develop a wide range of skills through purposeful creative, physical and well-being activities. For example, Year 2 pupils work together enthusiastically to put up tents and make bracelets from natural materials carefully.

Leaders foster a positive culture which promotes professional learning and responds effectively to the needs of staff and the school's priorities. Staff share effective practices intelligently. This, for example, has supported staff to strengthen provision in the nursery and reception class to ensure that planning that responds to pupils' interests and learning

methods is an integral part of continuous provision. Through this, pupils benefit from rich learning experiences and nurture their independent skills effectively through purposeful play and learning.

Leadership at all levels is embedded firmly, which allows staff to foster their leadership skills effectively. Evaluating and planning for improvement are an integral part of their work and, as a result, they have a shared understanding of the school's strengths and areas for development. Robust self-evaluation arrangements consider the views of pupils and parents on aspects of the school's life and work regularly. Leaders use these findings purposefully to set shared and sensible priorities to refine provision and raise standards over time.

The governing body knows the school and its community very well and acts as a strong advocate on its behalf. Members use their diverse expertise conscientiously to provide the headteacher with a mindful balance of support and challenge. They contribute beneficially to improvement support arrangements, for example when working with leaders to strengthen approaches to improve pupils' attendance. Although leaders strive continuously to engage with families with the purposeful support of the welfare officer, the absence rate of a few pupils remains too high.

As part of the natural work of the school, staff promote pupils' spiritual, moral, social and cultural development successfully. Most pupils respect and foster a sound understanding of the opinions and values of others.

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/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.

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