

Report summary for parents and carers on Dwr-Y-Felin Comprehensive School

Date of inspection: 11/05/2026

Summary

Dŵr y Felin Comprehensive School is a caring and supportive community where staff know pupils and their families well. This strong understanding enables staff to provide effective support for pupils' well-being and personal development. Many pupils feel safe in school and value the help they receive from the pastoral team. A suitable range of opportunities, including extra-curricular activities, trips and leadership roles, helps pupils build confidence and feel part of the school community.

In the majority of lessons, there are clear routines, and pupils settle quickly, behave well and engage positively with their work. In a few lessons, effective teaching enables pupils to make strong progress. Teachers in these lessons use thoughtful questioning and give helpful and constructive feedback to deepen pupils' understanding. However, in a minority of cases, pupils make limited progress because questioning does not challenge their thinking enough and activities do not focus clearly on what pupils need to learn. Furthermore, the behaviour of a minority of pupils, especially boys, disrupts learning. Feedback also varies too much and does not always help pupils improve their work effectively.

The school provides effective support for pupils with additional learning needs (ALN) through, for example, the support hubs and ALN transition programme for Year 6 pupils. The learning support centre (LSC) provides a caring environment. Staff are successful in supporting pupils to make strong progress from their starting points, particularly in relation to their social and communication skills.

The school is working hard to improve attendance through targeted support and clear monitoring systems. This has led to some improvements in recent years. However, despite these efforts, improvements are held back by the persistent absence of a few pupils.

Leaders have established a clear vision and strengthened leadership structures. They have appropriate systems for accountability, self-evaluation and professional learning, and manage the school's finances effectively. Leaders pay appropriate attention to several key national priorities such as the development of pupils' numeracy and Welsh language skills.

However, there remains significant work to be done to see the required impact on aspects such as the progressive development of pupils' literacy skills and the quality of teaching. In addition, whilst self-evaluation and improvement processes provide opportunities for leaders to gather first-hand evidence, this is not done with sufficient focus and precision in relation to teaching. As a result, leaders do not always plan appropriately to make improvement in certain aspects of teaching.

Recommendations and next steps

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

- R1 Improve the quality of teaching
- R2 Strengthen the coordination, provision and delivery of opportunities for pupils to develop their literacy skills progressively
- R3 Improve the behaviour and attitudes to learning of a minority of pupils and the approaches used by all staff to support pupils' behaviour
- R4 Improve attendance
- R5 Ensure that self-evaluation and improvement processes focus more precisely on improving teaching and its impact on pupils' progress and their attitudes to learning

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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