

A report on
Ysgol Gymraeg Bro Morgannwg

Colcot Road
Barry
CF62 8YU

Date of inspection: April 2026

by

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

This report is also available in Welsh

About Ysgol Gymraeg Bro Morgannwg

Name of provider	Ysgol Gymraeg Bro Morgannwg
Local authority	Vale of Glamorgan Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh-medium
Type of school	All-age school
Religious character	*
Number of pupils on roll	1431
Pupils of statutory school age	1179
Number in the sixth form	192
Number in nursery classes	29
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> (The national percentage of pupils eligible for free school meals over a three-year average in the all-age sector is 18.9%)	11.1%
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 all-age sector is 8.1%)	4.4%
Percentage of statutory school age pupils who speak Welsh at home	37.2%
Percentage of pupils with English as an additional language	*
Lead partner for Initial Teacher Education	No

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April 2026

Date of headteacher appointment	01/01/2021
Date of previous Estyn inspection (if applicable)	18/03/2019
Start date of inspection	27/04/2026

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

Ysgol Gymraeg Bro Morgannwg is a caring and inclusive community where most pupils take pride in being Welsh and demonstrate very positive attitudes towards the Welsh language. Nearly all teachers foster productive working relationships with pupils and provide a purposeful learning environment in which there are high expectations in terms of behaviour and engagement. Many pupils make at least the expected progress in their learning, including pupils with additional learning needs and pupils in the 'Hafan' provision. A minority of pupils make strong and swift progress as a result of very effective teaching.

The school provides a broad and rich curriculum, including an extensive range of valuable extra-curricular experiences. These have a significant effect on pupils' personal and social development. Provision to develop pupils' oracy skills is a notable strength. The school also strongly prioritises the development of pupils' reading skills, including encouraging them to read for pleasure and providing suitable opportunities for them to use their advanced reading skills in subjects across the curriculum. The school promotes pupils' understanding of equality, diversity and anti-racism successfully. The work of the ethnic minority pupil group has had a beneficial influence on developing provision that celebrates diversity and raises staff's awareness of pupils' real-life experiences.

The upper school's numeracy provision is strong and provides rich opportunities for pupils to apply their skills in different subjects. However, opportunities for lower school pupils to apply their numeracy skills in different contexts are not always consistent enough. Although there are many useful opportunities for pupils to develop digital skills across the curriculum, provision is not co-ordinated fully to ensure that pupils develop their skills progressively over time.

The school provides a wide range of support and assistance for pupils' well-being. Most pupils behave well and feel safe at school. Provision to support pupils with additional learning needs, including the 'Hafan' provision, is a strong feature.

Leaders and governors have ensured a number of important improvements and promote a strong culture of co-operation and professional learning. A notable element of this is the valuable enquiry projects undertaken by teachers. Although attendance has improved recently, attendance levels over time are too low. The school is also working with the local authority in relation to the financial deficit.

Recommendations

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

- R1 Improve attendance
- R2 Ensure that opportunities for pupils to apply their numeracy and digital skills are consistent across the school
- R3 Work with the local authority to address the budget deficit

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 how the school supports and enriches pupils' Welsh language skills and how it uses enquiry projects within its professional learning programme to improve teaching and learning, to be disseminated on Estyn's website.

Main findings

Teaching and learning

Most pupils' attitudes to the Welsh language are very positive and they embrace it with pride and confidence in a variety of situations. They listen carefully to their teachers and peers and, when given an opportunity to do so, they contribute enthusiastically to class discussions. They work together and support each other effectively in pairs and small groups. Many pupils work diligently, concentrate successfully for appropriate periods and take pride in the presentation of their work.

Nearly all teachers across the school forge a productive working relationship with pupils. They know the pupils well and offer consistent encouragement, which contributes to a purposeful learning environment. They also have clear classroom routines and high expectations in terms of engagement and behaviour. Most teachers have sound subject knowledge and provide clear instructions and explanations which support learning well.

Many teachers have high expectations. They plan effectively, ensuring that tasks build logically on each other and challenge pupils appropriately. They use a suitable variety of activities to enrich pupils' experiences and model work effectively so that pupils understand the expectations. Many teachers use a variety of suitable questions to ensure engagement and develop pupils' understanding. They also provide purposeful verbal feedback which supports pupils to understand what they have done well and how to further improve their work. As a result, many pupils, including those with additional learning needs (ALN) and pupils in the 'Hafan' provision, make at least the progress expected for their age and ability.

In a minority of sessions where the most effective teaching can be seen, pupils make strong and swift progress. In these sessions, teachers have very high expectations of what pupils can achieve. They are passionate about their area of learning and are inspiring. They use an effective combination of closed and open-ended questions, demanding extended responses from pupils, which deepens learning purposefully. Where appropriate, they use specific strategies to assess each pupil's understanding and use this information to adapt teaching skilfully. These teachers provide learning experiences and activities that meet the needs of pupils of all abilities successfully.

In the few cases where pupils make less progress than expected, teachers' expectations are not always high enough. At times, they over-direct learning or provide long explanations that hinder the development of pupils' independent learning skills. These

teachers also do not question pupils effectively enough to develop and deepen their knowledge and understanding.

The quality of written feedback on pupils' work varies within and across classes and subjects. In the best cases, teachers identify and celebrate strengths in pupils' work and provide useful feedback on aspects that need to be improved. This includes correcting spelling and grammatical errors. In these cases, pupils' respond appropriately and improve their work purposefully. However, in other cases, feedback does not support pupils to improve their work effectively enough. Additionally, in a few cases, teachers do not draw attention to linguistic errors and subject misconceptions and, as a result, pupils repeat these mistakes over time.

Literacy

The school's work to develop pupils' speaking and listening skills through initiatives such as 'Llais y Fro' and 'Siarada Gymraeg gyda fi' have had a notable effect on the development of their oracy skills. Most teachers model language robustly, while a minority teach very skilfully to ensure that pupils across the ability range express themselves in a sophisticated manner.

In the lower school, most pupils make the expected progress in their oracy skills. The youngest pupils' Welsh speaking skills develop well as they acquire language and vocabulary. As they move through the lower school, most pupils are able to offer simple opinions when discussing concepts and events and usually support their views with sensible reasons. Many respond confidently in Welsh and use technical and relevant subject language and vocabulary that is within their experience correctly.

In the upper school, most pupils listen well to their teachers and the contributions of their peers. Many contribute confidently and at length to class discussions and when working in pairs and groups. In their French and Spanish sessions, many pupils discuss appropriately in the target language, using complete sentences. A minority of pupils have very well-developed oral skills. They have an extremely rich vocabulary in Welsh and English and express themselves eloquently when discussing and responding to questions. Only a few pupils are reticent or offer short, undeveloped answers when questioned by their teachers.

Reading

Leaders recognise the importance of nurturing pupils' oracy and reading skills alongside each other, to develop their vocabulary and support their understanding. Stimulating pupils' interest in reading for pleasure is a core part of the school's arrangements for

developing literacy. Purposeful professional learning and resources are provided for staff to support them to develop provision and encourage a sound culture of reading. Pupils are given regular opportunities to read parts of novels and articles during registration periods to whet their appetite to read more. Teachers plan valuable opportunities for pupils to read suitable texts in terms of challenge to develop their knowledge and understanding across the curriculum. The lower and upper school libraries have also been re-established to provide regular opportunities for many pupils to enjoy a purposeful reading environment during their Welsh and English sessions. Whole-school strategies, such as developing skills in reading aloud, have a positive effective on pupils' confidence and attitude towards reading.

Most of the school's youngest pupils have a clear love of reading and discuss books and texts enthusiastically. They enjoy reading and talking about their books and enjoy listening to stories read by an adult. By Year 2, many read with increasing confidence in different contexts, using various strategies to identify less familiar words. By the end of their time in the lower school, many pupils read confidently and maturely. They discuss the reasons why different texts appeal to them and show a sound understanding of what they have read.

Most pupils from Year 3 onwards use their basic reading skills confidently in subjects across the curriculum. A few do not have a firm enough grasp of strategies to support them in reading and understanding less familiar words. Most pupils locate information effectively, annotating texts and answering factual questions appropriately. Many secondary-aged pupils are able to identify stylistic features effectively and summarise the main points of texts confidently. They develop their higher-order reading skills increasingly skilfully in Welsh and English, analysing how authors create an atmosphere and using quotations to support their points. A minority of the school's older pupils do this proficiently, for example as they analyse the 'Tynged yr Iaith' lecture to inspire their own speeches on 'Miliwn o siaradwyr Cymraeg: Breuddwyd gwrach?' ('A million Welsh speakers: wishful thinking?') in Welsh sessions. Opportunities for pupils to develop their advanced reading skills in subjects across the curriculum are developing suitably, although teachers do not always ensure that pupils develop these skills progressively over time.

The writing skills of many pupils in the lower school develop well in Welsh and English over time. Pupils in the nursery class acquire early writing skills successfully by experimenting freely while making marks by using a wide range of appropriate implements and media. By the end of their time in the lower school, pupils write maturely in a good range of genres

and contexts. A few choose imaginative and adventurous vocabulary to produce impressive pieces of writing that consider the audience carefully.

In the upper school, many pupils write interesting extended pieces that are structured effectively in their Welsh and English sessions. These pupils show an increasing awareness of how to use linguistic techniques effectively to have an impact on the reader. A minority of pupils write sophisticatedly in a myriad of forms and show a broad understanding of how to write for a purpose and for different audiences. For example, in their English sessions, pupils structure arguments maturely and skilfully to present opinions about school rules. A minority of pupils also write polished creative pieces and succeed in selecting vocabulary and phrases masterfully. In subjects across the curriculum, pupils in the upper school write appropriate extended pieces and organise their work sensibly. However, a few pupils make careless spelling and grammatical errors or are over-reliant on structured guidance.

Numeracy

Provision supports many pupils in the lower school to develop their mathematics and numeracy skills appropriately. Pupils in the nursery and reception classes count objects confidently and begin adding simple numbers successfully. In the later years of the lower school, pupils use a range of calculation methods purposefully and explain their chosen method confidently. However, there are few opportunities for pupils to apply their numeracy skills across the areas of learning and to solve a full range of problems by the end of their time in the lower school.

Within mathematics sessions in the upper school, robust provision supports the development of pupils' mathematics skills well. Lessons provide extensive opportunities for pupils to apply their skills and deepen their understanding by developing the five proficiencies. Across the upper school curriculum, there are rich opportunities for pupils to apply their numeracy skills to support pupils to make sound progress. Many pupils have appropriate number skills and have a good understanding of the concepts of shape and measurement. They solve multi-step problems and contextualised problems confidently. For example, they simplify surds by considering different methods and choosing the most efficient ones to use according to the situation. A few pupils' problem-solving skills have not developed sufficiently, as they do not have sound enough basic skills or a deep enough understanding of numerical concepts. When they are given an opportunity to do so, many analyse data and graphs appropriately to draw sensible conclusions.

Digital

Most pupils in the lower school make suitable progress in their digital skills. They have an appropriate understanding of how to work safely online and apply their skills successfully across the curriculum. Many pupils in the upper school develop their skills appropriately across the curriculum. In their digital technology sessions, they develop their awareness of sophisticated coding systems and begin to expand their understanding of how artificial intelligence can be used to adapt images. In other subjects, pupils use spreadsheets suitably to display data in graphs and create videos with sound and music successfully. Although there are a variety of opportunities across the subjects, they are not planned strategically enough to develop skills progressively over time.

Curriculum

Leaders have a clear vision for the curriculum, which is based on promoting high expectations and reflects the school's core values to develop resilient and respectful pupils within a Welsh culture. On the whole, the school provides an ambitious and rich curriculum that ensures appropriate progression from 3 to 19 years of age. The school has worked beneficially with partner primary schools to plan opportunities for pupils to develop their literacy skills progressively and make progress in their learning. There are valuable opportunities for pupils in the lower school to take advantage of the subject expertise of the upper school's staff, for example through physical education and science sessions. However, pupils start their GCSE Science course from the beginning of Year 9, which means that the school does not follow Curriculum for Wales guidelines in full.

A wide range of general and vocational subjects are offered in Years 10 and 11, including dance, sociology and Spanish for business. In the sixth form, there is a wide selection of courses, including engineering, politics, criminology and outdoor learning.

Pupils are given valuable opportunities to develop their moral and spiritual understanding by learning about equality and challenging prejudices through the curriculum. For example, pupils' understanding of ethnic diversity and diverse identities is developed successfully in the context of Wales and the wider world.

Spotlight: Anti-racism strategy to develop curricular provision

The curriculum teaches pupils effectively about the history and experiences of Black, Asian and Minority Ethnic people. An ethnic minority pupil group has had a beneficial influence on leadership and curricular provision by raising staff's awareness of pupils' real-life experiences. This focus group has made a valuable contribution to developing the school's

anti-racism policy. Professional development sessions and research projects for staff have also provided robust opportunities for staff to deepen their understanding of anti-racism and adapt curricular provision as a result.

In the lower school, pupils are given valuable opportunities to study the life journey of local individuals from various ethnic backgrounds. In their Welsh sessions, pupils develop their understanding of white privilege and the experiences and perspectives of minority communities by reading anti-racism texts. Pupils study poems from different cultures in the English sessions, while the international languages department promotes diversity and respect towards other cultures by using resources and stories from different countries. Emphasis is placed on sharing positive stories in addition to telling the story of the oppression of Black and Minority Ethnic people in the past through lessons in the humanities subjects.

The curriculum supports pupils' creative and cultural development purposefully. This is done through sessions within the performing and expressive arts and through valuable extra-curricular opportunities, such as membership of choirs, competing in Eisteddfodau and performing in concerts and school shows. The school's broad extra-curricular provision is a notable strength. These extra-curricular opportunities are designed to complement curricular work, embed knowledge and bring learning to life for pupils. For example, it includes visits to the Gurdwara in Cardiff as part of the religion, values and ethics curriculum, and public-speaking competitions as part of the English department's provision for more able and talented pupils.

The health and well-being curriculum has been planned thoughtfully to support pupils' personal and social development. They develop the knowledge and understanding they need to make healthy lifestyle choices, such as healthy eating, mental health, sleep hygiene and substance misuse. There are also valuable opportunities to learn about tolerance, sexuality and equality, for example by considering the contribution of women to society.

Sixth form

Most sixth-form pupils show positive and mature attitudes towards their studies. They concentrate diligently during their sessions and demonstrate resilience, perseverance and maturity when working together. They often discuss their work in a sophisticated manner and show a good understanding of complex subjects and concepts. They also demonstrate

curiosity when asking questions to deepen their own understanding and responding to their teachers' feedback.

Well-being, care, support and guidance

The school is a happy and caring learning community where there is a strong and respectful working relationship between pupils and the adults who take care of them. Staff have high expectations of pupils and the maturity and excellent behaviour of most pupils is a notable strength. The youngest pupils play together successfully and the oldest pupils treat their peers with respect. They demonstrate positive attitudes towards their work and a desire to learn. They take pride in their Welshness and use the language in all aspects of their school life. This contributes towards creating an inclusive and supportive environment that fosters a strong sense of belonging and makes a positive contribution to the school's ethos and identity.

The contribution of pupils' voice to the work of the school is a strength. Pupils lead the school Senedd and participate enthusiastically in forums such as the Welsh, eco, charities, equality and lower school forums. The views of all pupils are gathered systematically through questionnaires and structured registration sessions. However, the Senedd does not communicate the impact of its work regularly enough to the remainder of the school's pupils.

The wide variety of extra-curricular activities allows pupils to make a valuable contribution to school life, broaden their horizons and develop beneficial personal and social skills. Pupils also benefit from a wide range of valuable opportunities to lead through initiatives such as 'Urddas Misglwyf' ('Period Dignity'), 'Menter Maths' and 'Siarada Gymraeg gyda fi'. Many demonstrate mature and responsible leadership skills and have a positive influence on the experiences of their fellow pupils and the school's inclusive ethos.

Staff know the pupils very well and use a wide range of information, including relevant data, to respond early and effectively to their emotional, health and social needs. Staff understand their role in promoting pupils' well-being and a graduated support structure is available for vulnerable pupils. Well-being provision across the school provides beneficial interventions that are tailored skilfully for individual pupils to support them with their emotional needs. Relevant staff work with external agencies to support pupils who are at risk of disengaging from education. These staff have effective processes for responding to pupils' needs and plan purposeful support for them. They ensure a balance between supporting the well-being needs of individuals and developing their resilience, independence and willingness to learn. The safeguarding and well-being team meets regularly to discuss pupils' needs, monitor the effectiveness of intervention programmes and adapt provision, as necessary.

During the pandemic, the decrease in the school's attendance was less than that seen nationally. However, during the 2023-2024 and 2024-2025 academic years, the rate of improvement in attendance was very slow and the attendance of pupils who are eligible for free school meals was significantly lower than in similar schools. Over the past eighteen months, the school has taken purposeful action to improve this aspect by increasing the capacity to support and tighten processes for monitoring pupils' attendance. A structure of graduated interventions is now in place. All of the school's staff understand their responsibilities to support attendance, and interventions include beneficial co-operation with the local authority and external agencies. Over the past year, the school has focused on building positive relationships with the families of those who are absent persistently, to overcome any obstacles to regular attendance. As a result, unverified data shows that attendance rates, including the attendance of pupils who are eligible for free school meals, for this academic year have improved, although they remain lower than pre-pandemic levels.

Suitable regular training is provided for all staff on safeguarding issues. There is a purposeful programme of varied activities throughout the year to ensure that pupils understand how to stay safe and make wise choices. All of this has contributed towards creating a suitable culture of safeguarding within the school, where most pupils feel safe.

Provision to support pupils with additional learning needs is a strong feature. Leaders have a clear vision for ensuring inclusion so that pupils with learning difficulties receive thorough and effective support to develop confidence and make progress both socially and academically.

The ALN team works effectively with parents and carers to ensure that the school has thorough information about pupils interests to adapt the curriculum so that it is inclusive and accessible to them. They use data purposefully to measure progress over time and evaluate the effect of different learning methods and interventions. A wide range of evidence is included within detailed individual development plans and this is used to evaluate pupils' progress over time. Staff are given beneficial training to ensure that they practise inclusive pedagogic methods that take into account the needs of all pupils. A strong feature of the school's work is the way in which leaders and staff ensure opportunities for pupils with ALN to enjoy the full range of extra-curricular experiences that are available.

Pupils who have difficulty coping with mainstream education receive beneficial support to maintain their well-being and develop self-confidence. 'Hafan', which is the local authority provision, provides specialist support for pupils on the autistic spectrum. Staff at 'Hafan' ensure that pupils have regular access to mainstream classes to follow their courses, where appropriate. Across the school, a team of skilful support staff work effectively with teachers to provide support for pupils as required within the mainstream classes.

The school has rigorous transition arrangements to support pupils from the partner primary school as they transfer to Year 7. There is effective provision to advise pupils as they prepare for the next stage in their lives.

Leading and improving

The school's leaders have a clear vision which is based firmly on the values of respect, Welshness and perseverance. They communicate this vision successfully to the school community. There is an ethos of effective co-operation and high expectations to ensure that all pupils receive the best education and rich opportunities to realise their dreams, in line with the motto 'Dyro dy law i mi ac fe awn i ben y mynydd' ('Put your hand in mine and we will go to the mountain top'). The headteachers undertake his responsibilities positively and strategically, continuing to develop leadership for an all-age school.

Recently, following changes to the senior leadership team, the responsibilities of senior leaders have been modified and allocated sensibly to align generally with personal expertise. Line management arrangements are clear and agreed. Regular link meetings are a beneficial opportunity to discuss relevant issues, including pupils' outcomes, provision and progress against improvement plans. Link managers provide clear support, appropriate challenge and constructive advice. The school has appropriate systems for managing staff performance, with a purposeful link to professional learning.

The school is developing a culture of professional learning successfully. The programme aligns with whole-school and departmental priorities and staff's training needs. Leaders benefit from worthwhile opportunities to co-operate with other Welsh-medium schools through various networks. Staff value the professional learning opportunities provided, including training on specific aspects of pedagogy. They benefit from useful opportunities to share good practice during meetings and watch short films of their fellow teachers modelling successful teaching strategies. Teachers are given valuable opportunities to work together in triads on specific inquiry projects, including projects on live feedback,

'Llais y Fro' and anti-racism. At the end of the academic year, staff share the findings of these projects and consider the effect of the work on improving pupils' standards.

Leaders respond appropriately to a number of national priorities, such as mitigating the effect of poverty, promoting and developing Welshness, and reading skills. They provide effectively for those pupils who are from low-income households. For example, they ensure that the curriculum is suitable for them and that there is equal access to extra-curricular and residential trips. They also ensure that appropriate school uniform is available and that there is free transport following after-school activities. The Welsh language and Welshness are key to school life. This is promoted in particular through high expectations, Eisteddfod activities, sports and the 'Siarada Gymraeg gyda fi' scheme.

The leadership of 'Hafan' has developed as a result of working closely with the local authority and partner schools. 'Hafan' staff benefit from beneficial professional learning to meet the needs of pupils who have access to the provision.

The whole-school strategy of 'Canfod, Rhannu, Cysoni' means that staff are aware of the link between self-evaluation activities, sharing good practice and improvement planning. Leaders at all levels are given opportunities to take part in useful self-evaluation activities such as session observations, learning walks, scrutiny of books and listening to learners. The findings are used to shape whole-school priorities. There is a clear link between these priorities and the focus of learning walks, such as evaluating the effect of 'Llais y Fro' on developing pupils' advanced reading skills.

Middle leaders have benefitted from valuable professional learning opportunities to conduct quality assurance activities and use their findings to plan for improvement. They have been given beneficial opportunities to observe jointly with members of the senior leadership team and discuss findings when scrutinising pupils' work. Most middle leaders have a good understanding of their departments' main strengths and areas for improvement and they use this knowledge effectively to plan improvement. Curricular and pastoral middle leaders undertake their work energetically and enthusiastically. They analyse a wide range of data, including attainment and attendance data, carefully and formulate questions about the school's performance. Many leaders give full consideration to findings from the range of quality assurance activities purposefully. However, there is some variation in how well leaders evaluate provision according to its effect on pupils' learning. As a result, a few leaders do not always identify the exact aspects that are in need of improvement incisively enough.

The governing body supports the school effectively and understands its role as a critical friend. Many of the governors are experienced, offer expertise and have a sound understanding of the work of an all-age school, which enables them to support and challenge leaders suitably. A few governors conduct purposeful learning walks and share the findings appropriately with the full body. They contribute appropriately to shaping the priorities in the school improvement plan and monitor progress against these regularly.

Leaders monitor and manage the budget appropriately, despite the recent financial challenges. However, the school is in a significant financial deficit and senior leaders are working with the local authority to rectify the situation. The pupil development grant is used appropriately, which has had a positive effect on the attendance of pupils who are eligible for free school meals during the current academic year. In general, these pupils perform better than their peers in similar schools at the end of Year 11.

The school communicates appropriately with parents through a variety of media. These include the headteacher's video message to parents, praise postcards, reports for parents about their children's attainment and newsletters to celebrate successes. Over time, leadership has had a positive effect on the quality of teaching, the development of oral and reading skills and provision to support pupils' well-being.

Additional information

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

Concern was raised about the management of the site during the inspection and the local authority has been informed.

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

Although leaders and governors monitor and manage the budget appropriately, the school has a significant financial deficit.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee 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, middle leaders, 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
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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 refers 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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