

A report on
Ysgol Gynradd Gymunedol Gymraeg Llantrisant

**Ffordd Cefn yr Hendy
Miskin
Pontyclun
Rhondda Cynon Taf
CF72 8TL**

Date of inspection: June 2026

by

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

This report is also available in Welsh

About Ysgol Gynradd Gymunedol Gymraeg Llantrisant

Name of provider	Ysgol Gynradd Gymunedol Gymraeg Llantrisant
Local authority	Rhondda Cynon Taf 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	213
Pupils of statutory school age	164
Number in nursery classes	26
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%)	3.1%
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 primary sector is 9.2%)	*
Percentage of pupils who speak Welsh at home	45.1%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No

Date of headteacher appointment	September 2012
Date of previous Estyn inspection (if applicable)	24/09/2018
Start date of inspection	01/06/2026

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

The headteacher provides inspirational leadership which sets a clear strategic direction for the school's work. An inclusive, caring and Welsh ethos permeates all aspects. This contributes strongly to the well-being of pupils and staff and creates a positive learning environment where most pupils make strong progress from their starting points.

Most pupils develop effective communication skills and use the Welsh language confidently in a variety of situations. Their reading and writing skills develop robustly in Welsh and English and many older pupils write maturely and express ideas creatively. Pupils' mathematics and numeracy skills are sound and they use their previous knowledge successfully when completing tasks across the curriculum.

The curriculum provides interesting and relevant experiences that engage pupils' interest and encourage them to participate actively in their learning. There are valuable opportunities for pupils to contribute ideas and influence aspects of school life. As a result, they show enthusiasm towards their work and develop self-confidence and leadership skills effectively. However, at times, teachers over-direct learning, which limits opportunities for the youngest pupils to make independent choices about their learning both inside and outside the classroom.

Leaders promote a strong culture of professional learning. Staff inquire purposefully and work together purposefully to improve teaching. Leaders use robust self-evaluation processes to identify the school's strengths and improvement priorities. They respond successfully to national priorities and promote high attendance, which has a positive effect on pupils' experiences and progress. Governors are supportive and contribute appropriately to the school's improvement procedures, although there is room to strengthen their role in challenging and evaluating the effect of provision. The school's close relationship with parents and the community is a clear strength that supports pupils' well-being and development successfully.

Recommendations

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

- R1 Provide regular opportunities for the youngest pupils to develop their independent learning and play skills both inside and outside the classroom.

What happens next

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

Main evaluation

The headteacher provides inspirational and extremely effective leadership, which sets a clear strategic direction for the school. He shares an agreed vision successfully across the school community. An inclusive, caring and Welsh ethos permeates all aspects of the school's work. This contributes strongly to supporting the well-being of pupils and staff and creates a positive learning environment where most pupils, including those with additional learning needs (ALN) and those from low-income households, make strong progress from their starting points.

The school's staff have an excellent working relationship with pupils, which fosters a kind, respectful and supportive learning environment. Staff model language successfully and a strong emphasis is placed on developing oral skills, which supports most pupils to develop as confident and mature speakers from an early age. They show pride in the Welsh language. The school's provision for developing reading and writing skills in both languages is strong and most pupils make sound progress in developing these skills. Many older pupils apply their writing skills masterfully in a range of contexts.

Most pupils develop a comprehensive range of numeracy skills. Through skilful planning, there is sound understanding and subsequent progress in pupils' skills over time. Pupils across the school recall previously learned knowledge and skills effectively and apply them confidently as they complete their tasks independently across the curriculum.

Spotlight: Applying pupils' literacy and numeracy skills across the curriculum

Teachers have developed a stimulating, creative and relevant curriculum that considers the context of the school, the local area and the wider world skilfully. They develop pupils' literacy and numeracy skills carefully, by weaving them purposefully across all aspects of the curriculum. As a result, pupils apply their skills completely naturally and independently in their day-to-day work. They engage very well with their learning, and the contemporary and exciting content engages their interest. There are beneficial opportunities for pupils to influence their learning and teachers use pupils' ideas regularly when planning the work for the term.

Teachers have high expectations of pupils. They know the pupils well and ensure that they are given an opportunity to work to the best of their ability. In the best practices, teachers

facilitate older pupils' learning to apply skills independently successfully. However, provision for the youngest pupils does not allow them to make regular choices about their learning and to work and play independently both inside and outside the classroom. At times, the timing of presentations and teachers' tendency to over-direct learning hinders the youngest pupils' ability to work independently. Teachers support pupils to understand their own strengths and areas for development by responding to their learning effectively. As a result, pupils improve their own work and that of their peers independently and identify progress in their learning.

Staff promote moral and spiritual values, courtesy and respect as an integral part of their work. As a result, the behaviour of nearly all pupils is excellent. Staff foster an open and supportive environment where nearly all pupils feel safe. Robust transition arrangements ensure that pupils transfer smoothly between stages.

Pupil voice has a meaningful influence on the school's life and work. Members of the representation committees speak confidently and maturely about their contributions when representing their peers.

Spotlight: The pupil's voice supporting pupils' well-being

Pupil voice is at the heart of school life and contributes effectively to pupils' well-being and personal development. By contributing to the school's decisions and initiatives, pupils develop self-confidence, leadership skills and the ability to express an opinion maturely. Initiatives that have been planned and launched by the pupils themselves are an impressive example of acting on the child's voice. Their work through the *Criw Ysgolion Iach*, the *Criw Cymraeg* and charitable initiatives such as the book swap shop, '*O Law i Law*', fosters empathy, a sense of belonging and an understanding of the importance of contributing to the well-being of others.

Provision for pupils with ALN is robust and effective. Staff identify needs at an early stage and track progress thoroughly. Leaders work effectively in partnership with external agencies.

Leaders have established a strong culture of self-evaluation and continuous improvement. They use a wide range of monitoring and evaluation activities to identify the school's strengths and priorities for improvement. Leaders respond proactively to national priorities, particularly developing the Welsh language and improving reading skills, and this has a positive effect on provision and learning experiences for pupils. Strong arrangements for promoting and monitoring attendance also have a positive effect on the high attendance rates.

Governors are committed and very supportive. They have a sound understanding of the school's strengths and areas for improvement. They contribute appropriately to

monitoring, self-evaluation and improvement planning processes. However, they do not always hold the school to account rigorously enough for the effect of provision on pupils' standards and outcomes.

The headteacher promotes staff well-being effectively. He ensures that there is a comprehensive range of support, which foster a strong culture where most staff feel valued and well supported. Leaders promote an effective culture of professional learning, where staff work together purposefully, research their practices and use findings to improve the quality of teaching. Performance management arrangements are robust and link effectively with the school's improvement priorities and staff professional development.

The school's relationship with parents and the community is a notable strength, which contributes significantly to the strong ethos of belonging and support. Leaders know the needs of pupils, the school and its community exceptionally well and provide valuable opportunities for parents to support learning.

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/carers and pupil questionnaires and consider the views of teachers, staff and the governing body/committee members 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 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 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 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 03/08/2026