

Report summary for parents and carers on Ysgol Y Graig

Date of inspection: 08/06/2026

This report is also available in Welsh

Summary

Ysgol y Graig is a safe and happy community where there is a caring ethos and where there are positive and respectful relationships between staff and pupils. Most pupils behave well and engage enthusiastically in learning. Practical tasks stimulate effective learning among the youngest pupils. Many pupils, including those with additional learning needs and those from low-income families, make consistent progress in their skills.

Leaders have a clear vision for the school and aspire to ensure the best possible well-being for pupils. Governors are committed to developing the school and support leaders appropriately. However, self-evaluation processes are not strategic enough to ensure consistency in effective teaching across the school.

Staff fosters its close relationship with the local community to provide a curriculum that is rooted effectively in the local context of the school, which. This supports pupils to show genuine pride in their ‘*cynefin*’ and their local area.

In the best practices, such as in the youngest pupils’ classes, where rich activities are presented to them, many pupils make good progress in their Welsh oral and literacy skills. As pupils move up the school, teachers do not always provide activities that challenge pupils’ learning, particularly that of more able pupils, consistently enough. Teachers tend to over-direct learning and this limits consistent progress in pupils’ basic skills. A minority of pupils do not develop their listening skills effectively enough which, in turn, disrupts the flow of teaching and learning. Many pupils make good progress in their mathematics skills over time, but very few opportunities are provided to support older pupils to apply their numeracy skills across the curriculum.

Many pupils read confidently and demonstrate an appropriate understanding of texts. The youngest pupils make sound progress in developing their writing skills for a range of purposes. However, older pupils do not develop their higher-order reading skills effectively enough to gather information independently from a range of sources. They are also not given regular enough opportunities to develop their extended writing skills across the areas of learning.

Recommendations and next steps

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

- R1 Improve teaching for older pupils to ensure that activities challenge them consistently and support them to develop their independent learning skills
- R2 Strengthen evaluation and improvement processes
- R3 Ensure that older pupils develop their reading and writing skills constructively
- R4 Provide purposeful opportunities for older pupils to apply their numeracy skills across the curriculum

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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