

# **Report summary for parents and carers on Llangatwg Community School**

**Date of inspection: May 2025**

# Summary

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Llangatwg Community School is a supportive school where staff place a strong emphasis on supporting the well-being of pupils. Pupils are friendly and welcoming to visitors. Many behave well in lessons and around the school and most feel free from bullying and know to whom to turn should they need help. The provision for the well-being, care, support and guidance of pupils is comprehensive. In particular, pastoral transition arrangements and the provision for careers and the world of work education are strengths. Support for pupils with additional learning needs (ALN) is also strong. However, despite recent improvements, attendance remains too low and the strategic leadership of this area lacks clarity.

In many lessons, pupils make at least adequate progress and a few of these pupils make strong progress. In these lessons, teachers plan activities that build well on each other to enable pupils to make progress. In a minority of lessons, pupils do not make as much progress as they could and a few of these make limited progress. This is generally due to a lack of challenge and weaknesses in lesson planning.

Leaders have made sound progress in improving the school's provision to develop pupils' numeracy and reading skills, and are strengthening the provision to develop other skills appropriately. The provision to develop pupils' numeracy skills in mathematics lessons is a particular strength. The school's curriculum is suitably broad and balanced and has been adapted helpfully to meet the needs of specific groups of pupils.

There is a palpable sense of teamwork among staff, who are eager to continue to improve the work of the school. In the very short time she has been in post, the new headteacher has gained the respect of the school community. She has accurately identified the main strengths and areas of improvement and has a clear vision for the school's future. She is supported by a dedicated team of leaders. The school has provided leadership opportunities for a wide range of staff, but current roles and responsibilities lack clarity, which has resulted in a lack of strategic leadership in a few areas.

Overall, leaders at all levels evaluate the impact of their work generally accurately. Leaders have been successful in improving important aspects of the school's work such as the culture of safeguarding, staff morale, and the provision to support pupils' numeracy and reading skills. However, improvement planning is not always sufficiently precise or strategic. In these cases, leadership has not been effective enough in improving aspects such as teaching in a minority of instances and whole-school attendance.

The school uses grant funding effectively to support pupils impacted by poverty and leaders evaluate the spending of the pupil development grant well. However, the school currently has a deficit budget.

# Recommendations and next steps

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**We have made four recommendations to help the school continue to improve:**

R1 Improve teaching and assessment

R2 Improve attendance

R3 Improve strategic improvement planning

R4 Clarify the roles and responsibilities of leaders

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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