

# **Report summary for parents and carers on Afon Taf High School**

**Date of inspection: September  
2025**

# Summary

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The care and support for pupils is a particularly strong feature of the school. Allied to the excellent behaviour and positive attitudes to their learning of many of these pupils, this creates a very respectful climate where pupils and staff flourish. Afon Taf High School is a very happy school.

The school focuses strongly on providing all pupils with the best start in life. This includes ensuring highly effective support for those with additional learning needs or those from low-income households.

In many lessons, pupils of all abilities make at least the progress expected and in a few they make significantly more. In the best lessons, teachers have particularly ambitious expectations for their pupils, who respond accordingly. The school has taken positive steps to support those pupils who arrive with weaker skills and although this is supporting pupils' writing well, there is still work to do regarding their reading, digital and numeracy skills.

The school has worked closely with partners and the local community to develop a curriculum that meets the needs of nearly all pupils well. This is enhanced by a broad range of enrichment and extra-curricular opportunities in which many pupils participate.

The learning resource base (LRB) for pupils with a range of communication difficulties provides a calm and welcoming environment that supports pupils' wellbeing and purposeful learning. Nearly all pupils make strong progress as they benefit from individualised support in understanding and managing their emotions.

The headteacher and his senior team provide thoughtful and supportive leadership to the school community. This is reflected in the work of staff which contributes significantly to pupils' attendance, wellbeing and attainment. Leaders have established an appropriate range of self-evaluation processes which provide them with a broad knowledge of the school, though the precision of these processes is too variable.

# Recommendations and next steps

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

R1. Continue to develop a coherent approach to the progressive development of pupils' skills, particularly their reading and numeracy skills

R2. Increase the precision of self-evaluation and improvement processes

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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