

A report on
Llangynwyd Primary School

**Heol Cadrawd
Llangynwyd
Maesteg
Bridgend
CF34 9TE**

Date of inspection: November 2025

by

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

About Llangynwyd Primary School

Name of provider	Llangynwyd Primary School
Local authority	Bridgend County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	92
Pupils of statutory school age	74
Number in nursery classes	11
Percentage of 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 Primary is 21.7%)	38.6%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	39.2%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	06/01/2024

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Date of previous Estyn inspection (if applicable)	22/06/2018
Start date of inspection	10/11/2025

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

Llangynwyd Primary school is a welcoming and inclusive community where pupils and their families feel cared for and supported. The school provides a range of valuable opportunities for families to engage in school activities, including celebratory events and learning workshops and this helps sustain effective partnerships.

The acting headteacher establishes a strong team ethos focused on promoting pupils' well-being and improving pupil outcomes. Teachers know their pupils well and use this knowledge to plan suitable learning activities to support pupil progress. They make appropriate adaptations to learning environments and activities and this helps support the most vulnerable pupils and those with additional learning needs (ALN). As a result, many pupils, including those with ALN, make suitable progress in their learning.

Leaders work effectively with staff in the school's Care Base Classes to provide opportunities for pupils with social and communication needs to participate in school life and this successfully promotes equality and engagement across the school.

The school has developed a purposeful curriculum that reflects pupils' needs, interests and the local context. Many teachers use feedback effectively to help pupils understand their strengths and next steps. However, in a few lessons, teachers' expectations of what pupils can achieve are too low and opportunities to develop independent learning skills are limited. The school's provision to promote pupils' Welsh language skills is underdeveloped.

Leaders use the information gathered from self-evaluation and monitoring to identify school improvement priorities. They use this information successfully to plan specific actions that help raise standards in teaching and bring about improvements in pupils' learning. The governing body provides strong support to the school. Governors engage in whole school monitoring activities and develop an accurate understanding of pupils' progress and the impact of curriculum development on learning.

Leaders and governors monitor the school's budget and attendance rates closely. Although they work closely with the family engagement officers to support pupils who do not attend school regularly, the number of pupils who are persistently absent remains too high.

Recommendations

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

- R1. Address the inconsistencies in teaching to ensure that all pupils are challenged appropriately to become effective independent learners
- R2. Improve pupils' Welsh language skills
- R3. Address the persistent absenteeism affecting pupils' attendance

What happens next

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

Main evaluation

At Llangynwyd Primary School staff work effectively to create a welcoming and inclusive environment. Strong relationships across the school promote a team ethos and reflect the school's shared values of inclusion and equity. Staff share a clear vision that supports a holistic approach to meeting pupils' learning and emotional needs well.

Leaders build positive and trusting relationships with families and understand the needs of the community well. They work with staff and external agencies to provide purposeful opportunities for parents and carers to engage in their child's education, including pupil led workshops and celebratory events. Parents value the end of year reports they receive that inform them about their child's progress and appreciate the inclusion of video links that enable pupils to act as responsible learners when reviewing their strengths, achievements and targets for improvement.

During their time in school, many pupils, including those with additional learning needs (ALN), make suitable progress in developing their literacy, mathematical and digital skills. Many pupils develop effective oracy skills and develop as confident speakers, able to talk about their learning and personal experiences. Most younger pupils develop their reading skills well and use their knowledge of letters and the sounds they make to read and spell words independently. Many older pupils demonstrate an enjoyment in reading and read for a range of purposes.

Teachers provide regular opportunities for pupils to develop their writing skills suitably. From an early age, pupils mark make, then progress to forming letters and words. As they move through the school, pupils build on these skills to write for a range of purposes, including appropriate punctuation and making good attempts at accurate spelling.

Across the school, many pupils make good progress in developing their mathematical knowledge and their numeracy skills. Teachers plan sequences of lessons that build on pupils' skills progressively. They use questioning effectively to deepen pupils' understanding of number. When given the opportunity, older pupils apply their numeracy and problem-solving skills suitably.

Most pupils understand how to stay safe online and talk about the benefits and disadvantages of social media. Teachers provide purposeful opportunities for pupils to explore diversity and belonging, and older pupils develop a good understanding of the history and experiences of Black, Asian and minority ethnic groups when working with local library services to make comparisons within their community, past and present. Teachers provide opportunities for pupils to consider moral and ethical issues, although opportunities for pupils' leadership groups to act on these are at an early stage. Pupils

develop their creative and musical skills well, engaging in work with local artists and learning to play musical instruments.

Many younger pupils are enthusiastic when learning Welsh songs and rhymes but a majority of pupils do not have regular enough opportunities to learn Welsh and do not make enough progress in developing their Welsh language skills.

Across the school, teachers provide pupils with a range of opportunities to work collaboratively. The youngest pupils benefit from the effective and creative use of learning environments, indoors and outdoors, that support them to explore, make decisions about their learning and develop their independent and social skills effectively. In a few instances, teachers do not plan sufficient opportunities for pupils to develop as effective independent learners or to apply their skills in challenging enough contexts.

Leaders use assessment information effectively to identify pupils with ALN and those who require support. They use this information well to plan bespoke interventions that enable targeted pupils to make good progress towards meeting their individual targets. Staff in the school's Care Base Classes work closely with mainstream colleagues to implement strategies that support pupils' social and communication needs and this promotes successful inclusion across the school.

Overall, teachers use questioning and feedback effectively and this helps pupils understand what they are doing well and how to improve. Many older pupils use this information to review and refine their work. In the most effective lessons, staff use questioning to deepen pupils' thinking and plan activities that build on pupils' prior learning, enabling pupils to build on and apply their skills effectively. In a few lessons, expectations for pupils' are too low and activities restrict opportunities for pupils to make choices about their learning. At times, staff over-direct tasks, which limits a few pupils' independence and ability to take responsibility for their own work.

The school implements robust systems for monitoring the quality of teaching and learning. They use information well to identify the school's strengths and areas for improvement. Leaders work collaboratively with staff, governors and external partners to agree priorities and to develop relevant plans to address these. They ensure that professional learning opportunities align closely with the school's improvement priorities and provide worthwhile opportunities for staff to work with other schools and professionals to enhance their skills, particularly in relation to developing their understanding of Curriculum for Wales and ALN reform. This helps improve staff confidence and knowledge when developing the school curriculum.

Leaders work with the governing body to monitor school finances and attendance rates. They recognise the challenges they face to improve attendance and work with other

professionals to address these. Despite this, attendance rates remain low and persistent absence is rising.

Spotlight: Governing Body, Self-Evaluation and Improvement Planning

Leaders work closely with the governing body to develop a strong and professional partnership. The governing body is highly effective and demonstrates a deep understanding of the school's strengths and areas for development. Through regular engagement in monitoring activities including learning walks and meetings with pupils, governors gather first hand evidence about the school's curriculum and pupils' progress and use this information to contribute to the school's self-evaluation processes. This knowledge helps governors fulfil their roles and responsibilities effectively and develop meaningful dialogue to provide support and challenge to leaders.

Additional information

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

A site management concern was raised during the inspection, and the local authority has been notified

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 and the governing body 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 (where appropriate) 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 undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- 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.

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