

**A report on**

**Cynffig Comprehensive School**

**East Avenue  
Kenfig Hill  
CF33 6NP**

**Date of inspection: March 2026**

**by**

**Estyn, His Majesty's Inspectorate for Education**

**and Training in Wales**

## About Cynffig Comprehensive School

Name of provider	Cynffig Comprehensive School
Local authority	Bridgend County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Secondary
Religious character	*
Number of pupils on roll	777
Pupils of statutory school age	703
Number in sixth form	73
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 Secondary is 20.3%)	31.9%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Secondary is 9.0%)	10.0%
Percentage of pupils who speak Welsh at home	3.1%
Percentage of pupils with English as an additional language	0.9%
Lead partner for Initial teacher education	No
Date of headteacher appointment	14/10/2013

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March 2026

Date of previous Estyn inspection (if applicable)	22/10/2017
Start date of inspection	16/03/2026

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](http://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 strong, respectful relationships between staff and pupils are a notable feature of Cynffig Comprehensive School. This contributes well to its welcoming, inclusive ethos that is underpinned by the 'Cynffig Culture'. As a result, most pupils are respectful to peers, teachers and visitors. They behave well and have positive attitudes to learning.

In many lessons, teaching is effective. In these lessons teachers engage pupils well and ensure that they make secure progress in their learning. However, in a minority of lessons there is not always enough challenge, and this limits pupils from making as much progress as they could.

Teachers use a range of effective approaches to support pupils' literacy development. Many pupils speak confidently and explain their ideas clearly. The school has established a strong, inclusive reading culture that is embedded consistently in daily practice; for example, through regular shared reading and by structured discussion during registration. This ensures that all pupils, including those eligible for free school meals, benefit from frequent exposure to high-quality texts.

Across the curriculum, there are a few useful opportunities for pupils to apply their numeracy skills, but opportunities are not always purposeful. Although the school provides suitable support for pupils with very weak numeracy skills, leaders do not plan for or coordinate the provision for the progressive development of pupils' numeracy skills well-enough.

Pupils benefit from a broad and relevant curriculum which includes a range of purposeful partnerships to strengthen its sixth form offer. There are well-considered opportunities for pupils to develop their understanding of diversity and cultures through, for example, the use of relevant contemporary literature across the curriculum.

The school fosters a strong culture of care, support and inclusion. Effective pastoral systems and targeted support such as the 'Wellness Centre' and 'Tŷ Dawel' have had a positive impact on helping pupils to manage their behaviour successfully. Leaders also support pupils with additional learning needs (ALN) effectively. In the Specialist Resource Centre (SRC), structured teaching and strong support enable pupils to make strong progress and develop their independence.

The headteacher provides highly reflective, purposeful leadership and, with the senior leadership team, has established a strong culture based on the school's values of 'challenge, commit, succeed'. Leaders support staff well, promote high morale and use a wide range of information and quality assurance activities to understand the school's work and identify priorities for improvement. Leaders have established an appropriate range of

self-evaluation processes, however they do not focus closely enough on evaluating the impact these have on pupil progress.

Leaders have worked diligently to mitigate the impact of poverty on educational attainment. As a result, the attendance of pupils eligible for free school meals in 2024-2025 was well above that of similar schools and attendance nationally. Additionally, over the last three years, the performance of those Year 11 pupils eligible for free school meals is generally above their counterparts in similar schools.

## **Recommendations**

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

- R1 Refine self-evaluation and improvement planning processes so that leaders focus precisely on the impact of teaching and provision on pupil progress
- R2 Strengthen the quality of teaching so that pupils are consistently challenged to make stronger progress in a minority of lessons
- R3 Improve the quality and coordination of the provision to develop pupils' numeracy skills

## **What happens next**

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

## Main findings

### Teaching and learning

Most pupils at Cynffig Comprehensive School are highly respectful towards each other and their teachers. They are polite and welcoming to visitors. They are punctual to their lessons, settle quickly to work and behave well in lessons. They sustain their concentration when working independently and collaborate well in pairs and group work. Many pupils, including those with additional learning needs (ALN) make at least expected progress and a few make strong progress.

Most teachers develop positive working relationships with pupils and establish helpful routines in lessons. They have good subject knowledge. These teachers:

- break the learning down into well-sequenced steps
- give clear instructions and explanations
- plan engaging tasks supported by effective resources
- maintain an appropriate pace in lessons to match the learning
- ask helpful questions to check understanding
- model clearly what pupils should do
- monitor learning closely and provide helpful verbal feedback.

These teachers know their pupils well and use a range of beneficial strategies to meet their needs, with a focus on developing skills alongside subject knowledge and understanding. However, on occasions, in a minority of lessons, pupils' progress is impeded by a lack of suitable challenge for pupils of all abilities. Sometimes this is because the tasks that teachers plan are too basic; on other occasions it is because teachers provide high levels of unnecessary support. This limits the opportunity for pupils to demonstrate what they can do independently. As a result, this prevents pupils from making the progress that they could.

Where teaching is highly effective, teachers support all pupils particularly well, in a variety of ways, to help them access the learning and make strong progress. They question pupils skilfully to deepen their thinking, identifying misconceptions and addressing them before moving on. These teachers adapt their lessons effectively in light of how well pupils are engaging with and grasping the concepts or skills being studied. They have very high expectations of pupils' participation and what they should know and do. They teach with particular passion, enthusiasm and humour so that pupils are highly motivated to learn. As a result, a few pupils make strong progress.

A few teachers' expectations of pupils' work are too low. The pace in these lessons is often slow with too much teacher direction and time wasted. These teachers miss valuable

opportunities to develop pupils' skills or do not always manage pupils' off-task behaviour well enough.

In many subjects, they assess important pieces of work appropriately, providing some helpful feedback and giving time for pupils to respond to this. The majority of pupils make suitable use of these opportunities to improve their work. However, there continues to be variation within and across departments in the quality and impact of feedback.

## **Literacy**

The school has well-established strategies to develop pupils' literacy skills across the curriculum. In general, these are implemented consistently and effectively enough to have a notable impact on aspects of pupils' literacy. For example, many pupils speak clearly and confidently when answering questions in lessons. In their speech and writing, many pupils use a broad range of vocabulary well, including less familiar words like 'epitome', 'intrinsic' and 'autonomy'.

Most pupils listen attentively to each other and their teachers. Many provide appropriate responses to teachers' questions and discuss work together productively when asked to do so. In a few subjects, pupils are adept at supporting and challenging each other in discussions and frame their comments effectively using well-rehearsed sentence patterns. A few pupils respond particularly well when questioned or speak articulately when presenting, exhibiting a sophisticated vocabulary and engaging style. However, a few pupils have only a basic vocabulary and speak too informally in lessons.

The school provides valuable opportunities for pupils of all abilities to read aloud in class and many do so with confidence, fluency and enthusiasm. Many use a wide range of basic and advanced reading skills suitably when interpreting the varied texts they encounter, including images and infographics. They locate information accurately from different texts and, when given the opportunity to do so, synthesise this appropriately. In history, many pupils analyse a range of sources suitably, considering the context and reliability, for example when deciding whether Mary Tudor deserves the title 'Bloody Mary'. Many demonstrate sound prediction, inference, comparison and summary skills in English lessons. They highlight and annotate texts in detail, for example when studying poetry of conflict. A few show particular perception of meaning and appreciation of the writers' style and intent.

Many pupils plan their writing appropriately, when asked to do so, and write with suitable accuracy. They structure their ideas logically in paragraphs and use connectives well to link these together. In a few subjects, there are worthwhile opportunities to write at length and many pupils make good use of these to develop their ideas, such as when writing persuasively to promote tourism to a chosen place. Where appropriate, they incorporate

relevant information and quotations to support discursive writing or literary analysis. A few pupils write with exceptional flair, using an engaging range of sentence structures, stylistic techniques and sophisticated vocabulary, for example when creating a narrative inspired by reading 'Lord of the Flies' or producing their own novella. A minority of pupils make continued basic spelling, punctuation and grammar errors in their writing. A few do not always use the correct tone and register in formal writing or rely too heavily on support provided by the teacher.

## **Cymraeg**

Many pupils make suitable progress in their Welsh lessons. They listen well to instructions and pronounce Welsh vocabulary suitably. They are able to identify key information from text and can express their opinions appropriately. However, a minority of pupils find it difficult to recall prior learning, rely too heavily on vocabulary lists and lack confidence to speak spontaneously.

The school promotes the Welsh language and culture well through a wide range of activities and events. Leaders have a strong focus on developing pupils' understanding of 'Cynefin' and fostering a positive ethos towards the Welsh language. The 'Cryw Cymraeg' play an active role in promoting Welsh language and culture through assemblies and arranging whole school activities linked to national celebrations such as 'Diwrnod Shwmae Su'mae', 'Dydd Miwsig Cymru' and St David's Day. In addition, pupils benefit from worthwhile enrichment opportunities, including workshops with organisations such as the Urdd and Menter Iaith.

## **Numeracy**

A majority of pupils have a secure grasp of number. They use these skills confidently when adding and subtracting fractions or estimating a given degree of accuracy. The majority of pupils develop a sound understanding of geometry and statistics. For example, they recall their knowledge of angle facts appropriately when calculating missing angles involving cyclic quadrilaterals or the median of a discrete data set. A few pupils develop a secure understanding of more advanced mathematical skills, such as when forming and solving algebraic equations. However, a minority of pupils do not have a secure grasp of number and do not organise their workings clearly enough. As a result, they struggle to recall and apply prior learning well enough.

Across the curriculum, leaders have identified a few useful opportunities for pupils to apply their numeracy skills in relevant subject areas. For example, a majority of pupils construct climate graphs accurately in geography, although they do not always analyse these graphs in sufficient depth. In science, a few pupils calculate energy transfer accurately using an appropriate method.

Within mathematics and across the curriculum, opportunities for pupils to develop their advanced numeracy skills are variable. In a few instances, these opportunities are not purposeful in supporting the development of pupils' subject understanding well enough alongside their numeracy skills. At times, teaching within mathematics and across the curriculum does not consistently develop conceptual understanding well enough. In these instances, pupils are too reliant on short cuts, which hinders their ability to apply their learning confidently in a range of contexts.

The school uses a suitable range of baseline assessments to identify weaknesses in pupils' numeracy skills and provides targeted interventions for pupils with weaker skills. However, overall, leaders do not evaluate the provision to support the development of pupils' numeracy skills precisely enough. As a result, the strategic planning and coordination of the provision for the progressive development of pupils' numeracy skills is not fully developed.

### **Digital**

Overall, many pupils develop their digital skills suitably. Within information technology lessons, pupils use digital tools purposefully, for example when designing their own websites. There are several worthwhile opportunities for pupils to develop their skills in a few subjects across the curriculum. For example, they use online platforms to access, record and appraise their work in technology, science and music. However, the strategic coordination of the provision to support the purposeful development of pupils' digital skills across the curriculum is in the early stages of development.

### **Wider skills**

In general, pupils have a range of purposeful opportunities to develop their creative skills. For example, they demonstrate imaginative thinking when creating compositions in music based on their knowledge of 'the blues'. They also develop their physical skills appropriately, such as when practising the accuracy of their forehand shots in pickleball. This is supported by high levels of participation and enthusiasm during their physical education lessons.

### **Sixth Form**

Nearly all pupils in the sixth form behave in an exemplary manner. They demonstrate respectful relationships with their peers, for example when discussing in 'challenge sessions' whether national service should be reinstated. Many pupils are highly motivated and engage promptly in their learning. They display sound recall of prior learning and, when given the opportunity, explain their thinking suitably.

## Curriculum

The school has established an ambitious vision for its curriculum, driven by its aim to meet the needs of its community and to 'teach pupils how to live successfully'. Staff have collaborated and consulted suitably as part of their ongoing curriculum development work. As a result, they have developed a shared understanding of how the curriculum contributes to the total learning experience of their pupils.

The school offers a broad and relevant curriculum which meets the needs of its pupils well. Curriculum planning is appropriately sequenced and focuses suitably on progression in both subject knowledge and skills across year groups. In Years 10 and 11, pupils benefit from a suitable range of courses, including vocational options such as engineering, hospitality and catering and construction. In the sixth form, the school works effectively with local providers to extend its curriculum offer to pupils.

Pupils benefit from a helpful range of impartial information and opportunities, supported by strong external partnerships, to help inform their options and career choices. For example, they arrange a careers fayre, meeting with careers Wales advisor and a parents' options evening.

There is well-coordinated provision for health and well-being and religion, values and ethics. This helps pupils to develop their spiritual, moral, social and cultural awareness well. The school takes a proactive approach to developing pupils' understanding of how to stay safe, including online safety and healthy relationships, through a well-planned curriculum and assemblies. Leaders revise and adapt the provision well, informed by findings from health questionnaires and from pupil and staff voice, to recognise key themes. These themes are carefully explored through events, assemblies, other subject areas and external organisations.

Pupils benefit from meaningful opportunities to develop their understanding of diversity by learning about gender equality, the experiences of black, Asian and minority ethnic people and the LGBTQ+ community. For example, pupils read relevant contemporary literature which supports their development of vocabulary and helps pupils develop their wider knowledge beyond their everyday experiences. This contributes to pupils' strong sense of belonging and helps them to develop respectful relationships with each other, staff and visitors.

Pupils benefit from a wide range of worthwhile enrichment and extra-curricular activities that broaden their learning experiences. These contribute positively to pupils' personal and social development as well as their physical and creative skills beyond the classroom.

## **Well-being, care, support and guidance**

The whole school commitment to the 'Cynffig Culture' fosters a strong sense of community, belonging and shared values among pupils, staff and families. Relationships throughout the school are respectful and supportive, creating an inclusive environment where individuals feel valued and safe. They show respect for staff, their peers and visitors, and contribute to a calm, welcoming and purposeful atmosphere.

There is a strong, proactive safeguarding culture across the school. Staff and governors engage in regular, purposeful training that supports a secure understanding of their safeguarding responsibilities. This includes safer recruitment and the identification of pupils at risk of radicalisation. Robust safeguarding arrangements are in place and are well understood by staff who respond appropriately and promptly to any concerns raised. The safeguarding team respond proactively and make timely referrals where appropriate. They work effectively in partnership with a range of external services, such as Young Carers, to support pupil well-being successfully. Pupils know how to share, and who to approach, if they have concerns and are confident that the school will take appropriate action. Most pupils report that they feel safe in school.

The school promotes and celebrates positive attendance well and demonstrates a strong commitment to this aspect of its work through a wide range of approaches such as 'challenge time', assemblies, rewards and social media. Pastoral support and attendance teams work effectively with a range of partners to monitor and address poor attendance and persistent absence, ensuring a swift response to absences. Leaders have effective procedures and systems for monitoring and tracking attendance to help improve the attendance of various groups of pupils. Leaders work closely with the school's attendance and pastoral support officers to address barriers to attendance through daily, weekly, and half-termly protocols. In addition, form tutors work directly with targeted pupils in their form to improve attendance. Targeted short-term interventions, for example, the 'Girls Achieving Lasting Success' (GALS) intervention has improved the attendance of this group of pupils notably. As a result, whole-school attendance improved between 2022-2023 and 2023-2024, and in 2024-2025 was above that of similar schools and the national average. Although attendance remains below pre-pandemic levels, the attendance of pupils eligible for free school meals in 2024-2025 was well above that of similar schools and nationally.

School leaders use data suitably to inform their strategy to improve pupil behaviour and identify and support pupils' needs. Pastoral staff understand their roles well and are supported by an effective team with clear responsibilities. The pastoral team is clearly visible around the school. They know their pupils well and pupils are fully aware of who to approach for support. The 'Positive Relationships' behaviour approach develops a culture of mutual respect between staff and pupils and has a positive impact on pupils' behaviour in lessons and around the school. Consequently, most pupils behave well, show respect to

their teachers and peers and are polite to visitors. The school uses appropriate behaviour interventions well to promote and develop positive pupil behaviour, including the 'Reflection Zone'. In addition, the school makes effective use of external agencies, a range of interventions and resources to support pupils' well-being and improve behaviour.

The school fosters opportunities for pupils to influence the life of the school that are purposeful and lead to improvements, such as having access to water fountains. Pupils have valuable opportunities to develop their leadership skills by participating in and leading events and activities such as the Christmas toy challenge and collecting for the local foodbank. The Pupil Leadership Team consists of several groups, such as an eco-committee and teaching and learning ambassadors, who identify their own key priorities. The teaching and learning ambassadors support their peers to set and reflect on personal targets and raise aspirations. At present, the work of the Pupil Leadership Team is not widely known by all pupils in the school and there are no pupil governor representatives.

The 'Wellness Centre' and 'Tŷ Dawel' provide welcoming safe spaces for pupils who require additional support to manage their emotions. This has a positive impact on enabling pupils to continue with their learning. Incidents of bullying are rare, monitored closely and dealt with effectively. Pupils are confident in how to report incidents of bullying including via the school website. Trained anti-bullying mentors support their peers appropriately.

Pastoral transition is a strength of the school. Learning Leaders and pastoral staff visit pupils in their primary schools to build relationships and support a smooth transition so that pupils and parents feel supported. Additional visits, including to the school production and enhanced transition days, provide further opportunities for pupils to experience school life.

The school has a wide range of suitable facilities and offers an extensive range of extra-curricular enrichment activities and clubs such as basketball, art club, jewellery club and the strings group. Generally, pupils are appreciative of these opportunities and understand the value of these on their personal and social development.

Leaders demonstrate a strong commitment to supporting pupils with additional learning needs (ALN). Individual Development Plans (IDPs) and one-page profiles take suitable account of the views of pupils and their parents. The ALN team works well with mainstream staff to provide appropriate professional learning to enable them support pupils' progress across the curriculum. Staff use this information well to understand the barriers to learning of individual pupils and to plan how to support them. As a result, pupils with ALN make at least suitable progress against their targets.

The school has effective arrangements to support pupils with ALN. These begin with careful planning before pupils transfer to the school from their partner primary schools.

Enhanced transition activities, such as 'Helping Hands', provide beneficial support to these pupils. The school provides a range of helpful interventions to support pupils with weak literacy and numeracy skills. The school's well-being provision 'Tŷ Dawel' provides a safe place for pupils to develop their confidence and self-esteem, and to seek support when they face challenges. The school offers a range of appropriate interventions to support the academic, social and behavioural needs of pupils with ALN, such as outdoor learning and peer mentoring. Pupils make beneficial progress in these specific areas.

### **Specialist Resource Centre**

Overall, teaching for pupils in the Specialist Resource Centre (SRC) is effective and generally well matched to their additional learning needs. Staff plan structured lessons that nurture positive relationships, creating a purposeful learning environment in which many pupils develop their literacy skills appropriately. Support staff play a valuable role, providing consistent engagement and building trusting relationships that help pupils engage well with learning. As a result, most pupils make strong progress from their starting points.

Over time, many pupils develop a strong range of skills that support their learning and independence. As a result, pupils become increasingly confident in expressing their ideas, including explaining their reasoning and contributing to discussions, and develop practical, communication and social skills. Wider experiences, such as the 'Duke of Edinburgh Scheme' and travel training support pupils' independence and resilience well.

### **Leading and improving**

The headteacher provides well-considered, highly reflective and purpose-driven leadership. Together with the senior leadership team, she articulates a clear vision and set of values that place the school at the heart of its community. Through a clear and sustained focus on the school's values and vision, leaders have secured a strong and coherent culture across the school. As a result, staff and pupils consistently embody the school's values of 'challenge, commit, succeed' in their daily work.

The senior leadership team supports the headteacher effectively. Leaders' roles and responsibilities are equitably distributed, and staff have a clear understanding of leadership structures and lines of accountability. Senior leaders give thoughtful consideration to staff well-being and balance high expectations for professional practice with appropriate care and support. Consequently, staff morale is high. Staff express pride in being members of the school community and show strong commitment to realising the school's vision.

Leaders use a wide range of relevant progress information to monitor pupils' attainment and well-being. This enables staff to identify promptly pupils who require additional

support or intervention. The school's quality assurance processes draw on a broad range of first-hand evidence, giving leaders a secure understanding of the quality of provision. Leaders check the consistency with which teachers apply agreed whole-school approaches, such as the focus on reading. However, in a few instances, leaders' self-evaluation places too little emphasis on evaluating the impact of teaching on pupils' knowledge, understanding, skills and progress in lessons. This limits leaders' ability to evaluate precisely which strategies make the greatest difference to pupils' learning.

In general, leaders strike an effective balance between support and challenge for staff. Through regular line management discussions, senior and middle leaders review pupils' progress towards agreed targets and consider the quality of teaching. Pastoral leaders and the ALNCo meet senior leaders regularly to review the progress and well-being of individual pupils, ensuring that support is timely and appropriate. Across the school, middle leaders understand their responsibilities and identify suitable priorities for improvement. Where leadership is strongest, department leaders evaluate their teams' work incisively, secure consistently strong teaching and ensure pupils make at least expected progress. However, this practice is not consistent across all departments, and the impact of middle leadership on improving teaching, and in particular its impact on learning, is variable.

Professional learning is a strong feature of the school's work. Leaders align a wide range of purposeful professional learning opportunities closely to whole-school priorities, with a clear emphasis on improving teaching and leadership practice. The programme is thoughtfully planned and focuses effectively on the school's principles of lesson planning. Leaders enhance this provision through a dedicated professional learning hour, research 'vivas' and collaborative exchange meetings. As a result, professional learning contributes well to staff development and supports sustained improvements in classroom practice.

The school has a clear professional development review process that aligns appropriately with the school improvement plan, professional standards and relevant research. Staff engage well with the process and generally provide suitable evidence of progress towards their objectives. Leaders have recently strengthened links between individual objectives and whole-school priorities, improving coherence and focus. On occasions, leaders do not always evaluate the impact of professional learning on pupil progress closely enough.

Leaders address national priorities successfully, including improving reading, attendance and promoting the Welsh language. The school has a strong and well-developed approach to addressing the impact of poverty, underpinned by a clear whole-school ethos in which all staff support pupils from socio-economically disadvantaged contexts. Purposeful teaching approaches, alongside well-targeted interventions, ensure that these pupils receive effective support for their learning. Leaders also provide well-planned well-being provision for pupils and their families, including the work of the family engagement officer,

the 'Wellness Centre' and 'Tŷ Dawel'. In addition, leaders promote participation in a wide range of beneficial enrichment activities, such as peripatetic music lessons and cultural experiences, which broaden pupils' learning experiences and support inclusion. Over the last three years, the performance of those Year 11 pupils eligible for free school meals is generally above their counterparts in similar schools.

### **Spotlight: Alleviating the impact of poverty through reading**

All pupils, including pupils eligible for free school meals and those from low-income households, benefit greatly from the school's strong, whole-school emphasis on reading. This approach is embedded through activities such as shared class novels during registration, engaging World Book Day events, and accessible book swap opportunities. This consistent focus, alongside the use of well-planned reading strategies across lessons, supports pupils' engagement and helps to strengthen their literacy skills and broaden their vocabulary and wider knowledge.

Governors are committed and knowledgeable supporters of the school and provide appropriate support and challenge, particularly where this aligns with their areas of expertise. The headteacher, school business manager and governors monitor the budget closely. The school makes purposeful and diligent use of grant funding, including equity and standards funding, to alleviate the impact of poverty on educational attainment, for example, through targeted support for pupils with weaker skills. As a result, resources are used appropriately to support pupils' learning and well-being.

### **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 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 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 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, where appropriate
- visit a broad sample of lessons, 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 (<http://www.estyn.gov.wales/>)

The report was produced in accordance with Section 28 of the Education Act 2005.

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