

A report on

Ysgol Gynradd Gymraeg Tregeles

**St John's Terrace
Neath Abbey
Neath
SA10 7ND**

Date of inspection: November 2025

by

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

This report is also available in Welsh

About Ysgol Gynradd Gymraeg Tregeles

Name of provider	Ysgol Gynradd Gymraeg Tregeles
Local authority	Neath Port Talbot County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	43
Pupils of statutory school age	*
Number in nursery classes	31
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 the primary sector is 22.9%)	0.0%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)	0.0%
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	
Date of headteacher appointment	01/11/2023

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November 2025

Date of previous Estyn inspection (if applicable)	n/a
Start date of inspection	17/11/2025

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

The headteacher has established a welcoming and successful school that places high quality learning and wellbeing at the heart of all activities. Staff work closely together to create a safe and stimulating environment for all children. Close relationships with parents and governors are an integral part of this culture and contribute to a happy school community.

Staff know the pupils well and provide activities that match their individual needs. Most pupils make strong progress from their starting points, including those with additional learning needs (ALN) and those from low-income households. Teachers ensure that they provide clear instructions, a suitable balance of challenge and support, and beneficial opportunities for pupils to investigate for themselves. This helps pupils foster confidence and independence. In the best practice, staff's open-ended questions encourage pupils to think more deeply in order to strengthen their understanding. When this is not as effective, staff tend to ask more superficial questions and do not allow pupils enough opportunities to think or respond.

Promoting the Welsh language is an integral part of the school's life. Pupils respond enthusiastically to staff's modelling of rich language. They develop their reading and writing skills robustly. Staff make good use of the school building and the external areas to provide exciting and wide-ranging experiences for pupils. Most pupils develop sound mathematical knowledge and skills. They use practical resources purposefully to support their understanding and apply their skills effectively to solve problems.

Although staff provide opportunities for older pupils to lead and contribute as members of the School Council, they do not always have enough experiences to have a wider influence on the school's life.

Recommendations

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

- R1. Ensure consistency in the use of effective questioning to challenge and develop pupils' understanding further
- R2. Provide purposeful opportunities for pupils to develop their leadership skills and influence the school's work

What happens next

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

Main evaluation

The headteacher has worked diligently to establish a successful new school with a clear vision based on promoting pupils' wellbeing and high standards in order to create a community that is a happy and kind family. This is realised through a strong relationship with parents and governors. The headteacher has high expectations of herself, all staff and pupils. She leads by example and shows clear direction to an effective team of staff that enables pupils to learn in a stimulating environment and to receive wide-ranging and exciting experiences.

All staff consider a wide range of evidence in order to identify the school's strengths and aspects that are in need of development. They work together to set sensible priorities for moving the school forward toward its full growth. These priorities focus on developing provision to improve pupils' well-being, learning experiences and progress in their skills appropriately. Governors are very knowledgeable about the school's self-evaluation processes and procedures and their input is an important part of setting whole-school priorities. They have worked closely with the headteacher and supported and challenged her to establish a curriculum that is based on the principles of foundation learning as the root of the school's growth. All staff work together successfully to realise the vision for the curriculum.

Staff foster a wonderful relationship with pupils. Over time, most pupils, including those with additional learning needs (ALN) and those from low-income households, make sound progress from their individual starting point. Pupils trust the staff and listen to them well.

Staff's clear instructions and their classroom organisation enable pupils to learn and play and develop their independence skills effectively. Teachers and assistants move the learning forward at a purposeful pace and offer a suitable level of challenge and support. They encourage pupils to discover for themselves purposefully and intervene when appropriate to support learning. They know pupils very well and adapt activities effectively to their individual needs. In the best practice, staff use open-ended questions to encourage pupils to think about their answers and to deepen their understanding. When this is not as effective, staff ask superficial questions and do not provide enough time or opportunities for pupils to think and react. Teachers make effective use of the learning areas inside and outside the building.

All staff are effective language models who introduce pupils to a rich vocabulary from an early age, and who encourage all pupils to speak Welsh to high standard. Pupils respond enthusiastically with most demonstrating positive attitudes towards the language and using it purposefully as a core part of their learning and play. By Year 2, most pupils speak confidently and discuss their work knowledgeably and with mature vocabulary. Many pupils develop early reading skills successfully. They show an enjoyment of reading, for example, as they select books from different areas of the class and ask adults to read with them. They retell stories accurately and are aware that words convey meaning. The older pupils read accurately and fluently and a few of them use tone of voice purposefully. Pupils' early writing skills develop strongly. Teachers understand children's development well and ensure that pupils have plenty of opportunities to practise their fine and gross motor skills in order to make marks successfully when they begin to write. When they are ready to do so, pupils begin to write more formally. On the whole, they are beginning to write a series of sentences independently with correct punctuation.

Teachers take advantage of a number of opportunities to stimulate pupils by inviting various visitors into school or by taking the pupils on walks in the local area. For example, their visits to a local old people's home raise pupils' awareness of their local area and strengthen their relationship with the community. Staff support pupils' spiritual, moral, social and cultural awareness successfully. They promote values such as respect, resilience and diversity effectively and provide beneficial opportunities for pupils to reflect. This has a positive influence on pupils' attitude towards their learning. They work together successfully from an early age and persevere for extended periods on a regular basis. All staff promote positive behaviour among pupils. As a result, almost all show respect and courtesy to their peers, staff and visitors. Staff are beginning to develop older pupils' leadership skills by offering them suitable opportunities to make decisions and lead the activities of the School Council. However, there are few opportunities for them to influence school life more widely.

Teachers and assistants track pupils' engagement and progress regularly. They ensure that their observations feed their planning as they prepare the classroom areas and the resources that are available to pupils. Teachers respond appropriately to pupils during the learning sessions and prepare activities that respond to their needs and ideas.

Most pupils develop sound numeracy skills. Teachers and assistants introduce accurate mathematical vocabulary to the children from an early age as they play. Staff provide a wide range of resources to help pupils develop their understanding of simple concepts and they encourage them to think and discover while they play. The oldest pupils develop a sound understanding of place value. Most deal with hundreds, tens and units confidently and apply their mathematical skills in everyday contexts inside and outside the classroom.

Almost all pupils use digital tools naturally and appropriately during activities. As a result, their early digital skills develop successfully. The older pupils log into online resources independently and use coding programmes and spreadsheets skilfully.

The school has comprehensive arrangements for identifying pupils with ALN. Staff act in a timely manner to identify and meet pupils' needs, as required. They work purposefully with parents and other partners, including the childcare setting that feeds the nursery class, to develop provision that addresses almost all pupils' needs beneficially.

The headteacher and the governing body manage finances effectively. They make wise decisions in securing a fair budget from the authority and in planning for growing the school. The headteacher and all staff make effective use of the school's resources to ensure high quality teaching and learning and good quality support for pupils' wellbeing. The headteacher provides and delivers purposeful professional learning opportunities to staff, which have a positive effect on pupils' learning and wellbeing which aligns with current strategic priorities.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for the management of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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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Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 22/01/2026