

Meeting of:	Start Well Scrutiny Committee
Date of Meeting:	Monday, 06 July 2026
Relevant Scrutiny Committee:	Start Well Scrutiny Committee
Urgent Decision Procedure Used (If yes, why)	N/A
Item Type	Part I
Report Title:	Summary of Estyn inspection outcomes for spring term 2026 and update on schools in statutory follow-up.
Portfolio Holder:	Cabinet Member for Education, Arts and the Welsh Language
Strategic Leadership Team:	Director of Learning and Skills
Lead Officer:	Carys Pritchard, Lead Officer for School Improvement

1.0 **What is this report about?**

- 1.1 Estyn inspects quality and standards in education across Wales. A new inspection framework was introduced in September 2024. From September 2024, Estyn will be engaging more regularly with schools. Schools will now have a core inspection and an interim visit within the 6-year inspection period (2024 – 2030).
- 1.2 During the spring term 2026, six schools from the Vale of Glamorgan received a core inspection: Cowbridge School, St Nicholas Church in Wales Primary, Llantwit Major School, All Saints Church in Wales Primary, Cadoxton Primary and Llansannor and Llanharry Church in Wales Primary School.
- 1.3 No follow up work was identified by Estyn in relation to five out of the six schools that received a core inspection during the autumn term. Llantwit Major School has been placed in the Estyn statutory follow up category of special measures.
- 1.4 A ‘spotlight’ highlighting interesting or innovative practice is included within the inspection reports of four of the schools that were inspected. The inspection report for Cowbridge School highlights the school’s work in developing pupils’ reading skills and the collaborative culture of professional learning. St Nicholas’s report recognises effective curriculum development and the school’s work in promoting an anti-racist culture. Cadoxton’s report also provides a spotlight on their curriculum development, particularly the creation of an authentic curriculum that is raising standards. It further highlights the school’s work in breaking down barriers to learning, supporting pupil engagement and regular attendance. The inspection report for Llansannor and Llanharry Church in Wales Primary highlights an effective curriculum and the school’s success in developing independent learners.

- 1.5 During the spring term 2026, one school, Ysgol Iolo Morganwg, received an interim visit.
- 1.6 In terms of schools in a statutory follow up, Pencoedtre High School remains in special measures. The progress of the school is monitored by Estyn on a termly basis.
- 1.7 Fairfield Primary and St Richard Gwyn Catholic High are both in the statutory follow up category of significant improvement. Progress in both schools will be reviewed by Estyn 12-18 months following publication of their inspection reports. Fairfield's report was published in May 2025, and St Richard Gwyn in July 2025.

2.0 What are the Recommendations?

	Recommendations – What and How?	Reason for Recommendation – Why?
2.1	That Members consider the Estyn inspection outcomes for the spring term and congratulate Cowbridge School, St Nicholas Church in Wales Primary, All Saints Church in Wales Primary, Cadoxton Primary and Llansannor and Llanharry Church in Wales Primary on achieving core inspections with no follow-up activity.	To ensure Members are informed of Estyn findings relating to Vale of Glamorgan schools.
2.2	That Members consider: - the progress made by Pencoedtre High School, Fairfield Primary and St Richard Gwyn Catholic High School in addressing its Estyn recommendations - the initial work undertaken to support Llantwit Major High to address their Estyn recommendations	To ensure Members are aware of the progress being made by schools within Estyn statutory follow-up categories in addressing their recommendations.

3.0 What is the background to this report?

- 3.1 A new inspection framework was introduced by Estyn in September 2024. From September 2024, Estyn will be engaging more regularly with schools. Schools will now have a core inspection and an interim visit within the 6-year inspection period (2024 – 2030).
- 3.2 School inspections are governed by the Education Act 2025 and related regulations. Inspections must be conducted by teams of inspectors, led by an HMI, additional inspector or registered inspector, and must result in a written report. Section 28 of the Education Act 2005, says that inspectors must report on:
- the quality of education provided by the school

- how far education meets the needs of the range of pupils at the school
 - the educational standards achieved by the school
 - the quality of leadership and management of the school, including whether the financial resources are managed efficiently
 - the development of the pupils by reference to the four purposes of a curriculum for those pupils
 - the spiritual, moral, social and cultural development of pupils at the school
 - whether the provision promotes health eating and drinking
 - the contribution of the school to the well-being of pupils
- 3.3 With the new Estyn inspection framework introduced in September 2024, there are three inspection areas. They are:
- teaching and learning
 - well-being, care, support and guidance
 - leading and improving
- 3.4 Inspection reports from September 2024 include a section with additional information at the end of the report. This section includes statements on the following items:
- safeguarding arrangements
 - healthy eating and drinking
 - school funding
 - health and safety issues (safety on the site)
- 3.5 When conducting school inspections, the main forms of evidence considered are:
- samples of pupils' work
 - discussions with pupils, staff, leaders, managers, governors, parents/carers and others
 - observation of teaching and other activities, including evidence gathered through learning walks
 - pre-inspection questionnaire responses
 - documentary or electronic evidence, e.g. information on pupils' progress
 - relevant information from the local authority (LA) /regional consortium
 - professional dialogue
- 3.6 The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the school. Estyn publishes a report for the school and also a version for parents/carers.
- 3.7 The notice period for a school receiving a core inspection is ten working days.
- 3.8 During all core inspections, the inspection team will consider whether the school needs any follow-up activity.
- 3.9 With the new inspection framework introduced in September 2024, there are two types of follow-up category:
- significant improvement
 - special measures

- 3.10 All follow-up work up work involves activity by Estyn inspectors. The activity involves increasing levels of intervention in proportion to need.
- 3.11 A new feature of the inspection framework introduced in September 2024 is the interim visit led by Estyn. An interim visit will be a single day for most primary schools and for most secondary schools, the visit will last two days. For larger primaries, the visit can be extended up to two days.
- 3.12 The notice period for a school receiving an interim visit by Estyn is five working days.
- 3.13 The purpose of interim visits is to support schools with their self-evaluation and improvement plans.
- 3.14 Following an interim visit, feedback will be provided to the headteacher. A short letter will be published on the Estyn website summarising the outcome of the visit. The letter will outline feedback to support the school with the next steps in their improvement process.

4.0 What issues are there to be considered?

- 4.1 Six schools from the Vale of Glamorgan received a core inspection by Estyn during the spring term 2026: Cowbridge School, St Nicholas Church in Wales Primary, Llantwit Major School, All Saints Church in Wales Primary, Cadoxton Primary and Llansannor and Llanharry Church in Wales Primary School.
- 4.2 A summary of the inspection findings for the six schools is appended to this report (Appendix A).
- 4.3 Appendix B provides an overview of the schools who have received a core inspection by Estyn since the introduction of the new framework in September 2024.
- 4.4 No follow up work was identified by Estyn in relation to five schools inspected during the spring term: Cowbridge School, St Nicholas Church in Wales Primary, All Saints Church in Wales Primary, Cadoxton Primary and Llansannor and Llanharry Church in Wales Primary School. Llantwit Major School was placed in the statutory follow up category of special measures.
- 4.5 As a result of being in a statutory follow-up category, Llantwit Major School are required to draft a Post-Inspection Action Plan (PIAP) to address the Estyn recommendations. The plan must be presented to Estyn within 20 working days of the publication of their inspection report.
- 4.6 The PIAP sets out the work proposed to enable the school to make sufficient improvement to address the deficiencies identified by Estyn as soon as possible.
- 4.7 The LA has worked closely with the school in devising the draft PIAP. The plan also proposes any actions the LA will take in light of the inspection report and the support it will provide for the school.
- 4.8 Once the PIAP has been published the school will be subject to half termly multi-agency meetings. The purposes of the multi-agency meetings are to:
- hold the headteacher, senior leadership team, governing body and LA to account for delivering the actions within the PIAP
 - monitor progress towards PIAP targets and evaluate the impact of actions taken
 - ensure the school receives effective, focused support aligned to its improvement priorities and enables sustainable improvement
 - review the delivery and effectiveness of support, making revisions and commissioning additional support where necessary
- 4.9 The membership of the multi-agency progress review panel is as follows
- Headteacher and, as appropriate, school senior leaders

- Chair of governors
- LA Director of Learning and Skills
- LA Head of Standards and Provision
- Executive Leader of Vale of Glamorgan Council
- Cabinet Member for Education, Arts and the Welsh Language
- Chair of Start Well Scrutiny Committee
- LA Lead Officer for School Improvement
- LA School Improvement Officer
- Estyn

- 4.10 Estyn will be monitoring progress against recommendations on a termly basis.
- 4.11 Where inspectors identify interesting or innovative practice that is worthy of wider sharing, Estyn includes a short 'spotlight on...' section within the inspection report. Eight such spotlights were featured in the inspection reports published during the spring term. Cowbridge School's report includes two spotlights, focusing on the development of pupils' reading skills and the collaborative culture of professional learning. St Nicholas Church in Wales Primary's report also features two spotlights, highlighting effective curriculum development work and the promotion of an anti-racist culture. Cadoxton Primary's report includes a further two spotlights, focusing on the creation of an authentic curriculum that is raising standards, alongside the school's work in breaking down barriers to learning, supporting pupil engagement and improving attendance. The report for Llansannor and Llanharry Primary School includes two additional spotlights recognising an effective curriculum and the successful development of independent learners. Appendix C summarises all spotlights identified in Estyn reports for Vale of Glamorgan schools since September 2024.
- 4.12 One school, Ysgol Iolo Morganwg, received an interim visit during the spring term. The visit focused on progress in relation to two priorities as part of the current school improvement plan. Appendix D provides an overview of the schools who have received an interim visit by Estyn since the introduction of the new framework in September 2024.
- 4.13 During the spring term, three Vale of Glamorgan schools were in a statutory follow up category: Pencoedre High School in special measures, and Fairfield Primary and St Richard Gwyn Catholic High in significant improvement.
- 4.14 For Pencoedre, as a secondary school in special measures, a multi-agency panel has been established that includes an Estyn HMI, representatives from the school and LA. Two meetings of this panel were held during the spring term 2026.
- 4.15 Estyn piloted a pastoral visit to Pencoedre in March 2026. As part of this visit, two Estyn inspectors worked alongside school leaders and the LA School Improvement Officer to:
- discuss approaches to improving pupils' literacy skills
 - discuss approaches to self-evaluation activities
 - conduct joint activities that included learning walks and work scrutinies.
- 4.16 At Pencoedre, leadership at all levels is becoming increasingly cohesive and accountable.
- 4.17 There is a calmer learning environment with improved behaviour across the school.
- 4.18 In terms of attendance, processes are now more systematic, timely and responsive.
- 4.19 Attendance data indicates a clear improvement in overall school attendance, albeit from a low starting point. Despite improvements, there is recognition that further work is needed to improve attendance, particularly in relation to eFSM learners and persistent absence.

- 4.20 ALN processes are now systematic and appropriate. Significant progress has been made in developing and reviewing Individual Development Plans (IDPs), with a rolling programme now ensuring a timely and consistent review progress. Regular communication between the ALNCo and key staff, including fortnightly meetings with key stage leads, is ensuring ALN considerations are increasingly embedded in whole school systems.
- 4.21 Leaders are strengthening teaching and learning through a more collaborative culture and increased professional learning; this is resulting in improvements in classroom practice. There remain inconsistencies in key aspects of the quality of teaching and further work is needed in areas such as in teachers' use of modelling and questioning to deepen learning.
- 4.22 Skills development remains an ongoing priority for the school. Targeted skills lessons and appropriate interventions now support pupils with weaker skills. Work continues to further develop literacy skills in targeted subject areas across the curriculum.
- 4.23 In relation to Fairfield Primary, their PIAP has been approved by Estyn in July 2025.
- 4.24 Temporary leadership arrangements are in place at Fairfield primary for this academic year, involving an interim executive headteacher and an acting head of school. This arrangement has now been extended for the 2026-27 academic year.
- 4.25 Over the last eighteen months, Fairfield Primary has engaged well with support from Central South Consortium in relation to curriculum, teaching, and assessment; mathematics and numeracy, and Welsh. This support aligns closely with the Estyn recommendations.
- 4.26 In relation to St Richard Gwyn, their PIAP has been approved by Estyn in November 2025.
- 4.27 The school is working closely with the Central South Consortium and external providers to improve the quality of teaching, learning and skills development. In addition, new self-evaluation processes, including the introduction of 'Focus Fortnight' reviews, have been implemented this academic year. These provide leaders with greater clarity about strengths and areas for development, particularly in relation to the quality of teaching and its impact on learners.
- 4.28 In relation to both Fairfield and St Richard Gwyn, progress in relation to the PIAP is being monitored by the LA on a half-termly basis.
- 4.29 Progress in both schools will be reviewed by Estyn 12-18 months following publication of their inspection reports. Fairfield's report was published in May 2025, and St Richard Gwyn in July 2025.

5.0 How has evidence been used to inform the report, including the views of others?

- 5.1 Evidence used to inform the report includes:
- findings of Estyn core inspection reports
 - findings of Estyn interim visits
 - engagement of a LA School Improvement Officer in the Estyn pastoral visit to Pencoedtre High in March 2026
 - information relating to the PIAP of schools in statutory follow up
 - findings from progress meetings with schools in statutory follow up
 - feedback from Pencoedtre multi-agency meetings

6.0 What are the next steps if the recommendations are approved?

- 6.1 Lead Officer for School Improvement will write, on behalf of the Start Well Scrutiny Committee, to all schools.
- 6.2 Further updates to be provided on schools in statutory category on a termly basis.

7.0 How does this report support Vale 2030 and Reshaping?

- 7.1 There is clear alignment with the wellbeing objective to work with and for our communities to ensure everyone has a good start in life, particularly by providing learners of all ages with access to high-quality education, skills development and appropriate support.
- 7.2 The report also links inspection findings with broader priorities such as wellbeing, attendance, and skills, demonstrating a joined-up approach across education priorities.

8.0 How does this demonstrate the Five Ways of Working?

- 8.1 This report recognises the importance of identifying best practice in learning, provision and leadership in schools which will meet the needs of young people over the long term.
- 8.2 The report aligns clearly with the Vale 2030 wellbeing objectives, particularly ensuring learners receive a good start in life through high-quality education.
- 8.3 There is purposeful collaboration between schools, the local authority, Central South Consortium and Estyn particularly for those schools in Estyn statutory follow up category. Multi-agency meetings, targeted support, and regular monitoring of progress illustrate how collective working supports school improvement and system-wide learning.
- 8.4 All relevant stakeholders have been involved in the consultation process through this report.

Resources

9.0 Finance

- 9.1 There are no financial implications arising from this report.

10.0 Workforce

- 10.1 There are no workforce implications arising from this report.

11:0 Legal and Equalities

- 11.1 There are no equalities implications arising from this report.
- 11.2 There are no legal implications arising from this report.

12.0 Key Contacts

- 12.1 **Who are the primary officers to contact with any comments and/or queries on the report?**

Lead Officer: Carys Pritchard Lead Officer for School Improvement cpritchard@valeofglamorgan.gov.uk	Democratic Services Officer: Gareth Davies Democratic and Scrutiny Services Officer gjdavies@valeofglamorgan.gov.uk
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Appendix

Appendix A – School Inspections Spring 2026

Appendix B – Schools who have received a core inspection by Estyn since September 2024

Appendix C – Spotlights of effective practice identified by Estyn since September 2024

Appendix D – Schools who have received an interim visit by Estyn since September 2024

Background Documents

None.

Appendix A: School Inspections Spring 2026

School	Cowbridge School	Headteacher	Debra Thomas
Date	January 2026	Reporting Inspector	Vaughan Williams
Report	Inspection report Cowbridge School 2026		

Recommendations and context for recommendations
1. Strengthen strategic leadership to better support teaching and learning in foundation learning.
Reason/Context for recommendation Whilst foundation learning is in its early stage of development, it lacks the strategic direction and expertise required for it to flourish. There are inconsistencies in the foundation phase teaching that limit pupils' ability to develop their skills progressively over time.
2. Improve attendance
Reason/Context for recommendation Leaders are beginning to analyse attendance data to identify patterns and trends. However, they do not always do this precisely enough to help them plan for improvement. Although rates of attendance improved between 2022-2023 and 2023-2024, attendance fell slightly during 2024-2025. The attendance of pupils eligible for free school meals was below those of their counterparts in similar schools in 2023-2024 and 2024-2025.
3. Ensure that pupils have access to the full range of learning experiences until the end of Year 9 to conform to Welsh Government guidance
Reason/Context for recommendation Although the school has adapted its approach in Year 9 to ensure that pupils engage with a range of subjects, these pupils do not have access to the full range of learning experiences required by Curriculum for Wales.

Follow-Up Category: No follow up

Have Estyn highlighted any 'spotlights'? Yes

- Developing pupils' reading skills
- A collaborative culture of professional learning

School	St Nicholas Church in Wales Primary	Headteacher	Rachel Evans
Date	February 2026	Reporting Inspector	J Rees
Report	<u>Inspection report St Nicholas C.I.W. Primary 2026</u>		

Recommendations and context for recommendations
1. Provide effective feedback to ensure that all pupils develop a sound understanding of punctuation and grammar
Reason/Context for recommendation Staff generally provide effective feedback that helps pupils improve, but they do not always provide specific enough feedback to help them to improve their punctuation and grammar.
2. Reduce persistent absenteeism
Reason/Context for recommendation Overall attendance is good, but too many pupils are persistently absent from school.

Follow-Up Category: No follow up

Have Estyn highlighted any ‘spotlights’? Yes

- Effective curriculum development
- Promoting an anti-racist culture

School	Llantwit Major High	Headteacher	Charlotte Robbins
Date	February 2026	Reporting Inspector	Alan Edwards
Report	Inspection report Llantwit Major School 2026		

Recommendations and context for recommendations	
1. Address the safeguarding issue identified during the inspection	
Reason/Context for recommendation Currently, there are a large number of pupils that access these long-term external provisions. Whilst informal discussions involve parents and carers there is not a formal process to accurately record written agreement for their child to access such provision.	
2. Ensure leaders at all levels understand and carry out their roles effectively and that they are sufficiently held to account	
Reason/Context for recommendation The headteacher has recently restructured the leadership team to better align roles and responsibilities with the school's strategic priorities. However, it is not always clear who leads on specific aspects of the school's work. Senior leaders offer middle leaders suitable levels of support, but they do not hold them to account robustly enough. As a result, they do not help middle leaders to evaluate their provision precisely and accurately so that they can plan for and secure improvements in their areas of responsibility.	
3. Strengthen self-evaluation and improvement planning processes so that they focus clearly on the impact of provision on pupils' progress and well-being	
Reason/Context for recommendation There is a clear calendar of self-evaluation and improvement planning activities, and leaders at all levels now participate in these. However, most leaders do not consider the impact provision has on pupils' learning. They are over-reliant on compliance with school policies, pupil voice findings and Year 11 performance data and do not consider closely enough the progress pupils make in books and lessons.	
4. Improve curriculum provision and the quality of teaching so that all pupils make strong progress	
Reason/Context for recommendation The school's curriculum is not supporting the development of pupils' knowledge, skills and understanding well enough Staff do not plan sufficiently for the progressive development of pupils' literacy and numeracy skills. Overall, the school does not have a clear enough approach to its curriculum. As a result, planning for the progression of pupils' knowledge, understanding and skills is too variable. A few staff have beneficial opportunities to collaborate across areas of learning and experience or with primary colleagues to consider their approach to	

curriculum design. However, this has not led to secure improvements in the school's provision.

Pupils in Years 10 and 11 have access to a broad range of GCSE options. However, the option to study vocational qualifications is limited. Some pupils study for qualifications that do not always meet their needs or interests well enough. A minority of pupils in Year 10 do not receive appropriate provision for their personal and social education.

The school's curriculum is not supporting the development of pupils' knowledge, skills and understanding well enough.

5. Strengthen the co-ordination of the provision to support the progressive development of pupils' literacy and numeracy skills.

For literacy in particular:

- improve pupils' speaking and advanced reading skills
- ensure a consistently robust approach to improving the technical accuracy of pupils' writing

Reason/Context for recommendation

Staff do not plan sufficiently for the progressive development of pupils' literacy and numeracy skills. As a result, pupils do not have sufficient opportunities to apply or develop their skills, in particular their literacy and numeracy skills, across the curriculum.

Oracy: too often pupils offer only brief and underdeveloped spoken responses and use only a limited range of vocabulary. This is mainly because teachers do not support or challenge them well enough to improve their responses.

Reading: pupils do not have sufficient opportunities to develop or apply their advanced reading skills to support their learning.

Writing: pupils are not provided with sufficient opportunities to write at length across the curriculum and therefore do not develop their writing well enough. Too often, teachers do not ensure that pupils improve the accuracy of their written work. As a result, the majority of pupils make frequent basic errors and do not take sufficient responsibility for checking their work.

6. Improve attendance, pupils' behaviour and attitudes to learning

Reason/Context for recommendation

Attendance: The school's work on attendance led to an improvement in whole-school attendance last year. However, the rates of attendance remain notably below those of similar schools. The attendance of pupils eligible for free school meals is a cause for concern. Rates of persistent absenteeism remain well above those of similar schools.

Behaviour and attitudes to learning: pupils' behaviour within and outside of lessons often disrupts learning and too frequently pupils are allowed to remain passive in lessons. Too frequently, staff do not follow processes for managing

pupils' behaviour well enough. As a result, pupils' behaviour around the school and in lessons frequently disrupts learning.

7. Ensure robust financial management

Reason/Context for recommendation

Leaders do not always take a strategic enough approach to planning their finances. As a result, the school currently has a growing deficit budget and there is not currently an agreed recovery plan.

The impact of how the pupil development grant is deployed is not evaluated thoroughly enough to identify effective strategies and plan for further improvements.

Follow-Up Category: Special Measures

Have Estyn highlighted any 'spotlights'? No

School	All Saints Church in Wales Primary	Headteacher	Aled Williams
Date	March 2026	Reporting Inspector	Alison Williams
Report	<u>Inspection report All Saints C.I.W. Primary School 2026</u>		

Recommendations and context for recommendations
1. Ensure that teaching provides all pupils with effective challenge and support
Reason/Context for recommendation The level of challenge and support in lessons is not always appropriate to meet all pupils' needs, particularly for the most able pupils and those with additional learning needs in the older classes.
2. Improve pupils' Welsh language skills
Reason/Context for recommendation Overall, pupils make limited progress in the development of their Welsh language skills. By the time pupils reach the older classes, many respond appropriately to simple Welsh phrases and questions, but they often need prompting to do so. Good quality, informal Welsh language is infrequent in the daily life of the school, and this affects pupils' acquisition and progress

Follow-Up Category: No follow up

Have Estyn highlighted any 'spotlights'? No

School	Cadoxton Primary	Headteacher	Janet Hayward
Date	March 2026	Reporting Inspector	Jonathan Wright
Report	<u>Inspection report Cadoxton Primary School 2026</u>		

Recommendations and context for recommendations
1. Work with the local authority to reduce the school's budget deficit
Reason/Context for recommendation The school has revised spending across several areas to reduce its in-year overspend. Despite this, the budget remains in substantial deficit. Current financial management plans do not reduce this deficit. Current projections show that the shortfall will increase over the next few years.

Follow-Up Category: No follow up

Have Estyn highlighted any 'spotlights'? Yes

- An authentic curriculum that raises standards
- Breaking down barriers to learning, supporting pupil engagement and regular attendance

School	Llansannor and Llanharry Church in Wales Primary School	Headteacher	Stephanie Davies
Date	March 2026	Reporting Inspector	J Rees
Report	<u>Inspection report Llansannor and Llanharry CIW Primary School 2026</u>		

Recommendations and context for recommendations
1. Improve pupils' Welsh oracy skills
Reason/Context for recommendation While younger pupils use simple phrases enthusiastically, older pupils do not always demonstrate sufficient confidence to use Welsh spontaneously outside of structured lessons.

Follow-Up Category: No follow up

Have Estyn highlighted any 'spotlights'? Yes

- An effective curriculum
- Developing independent learners

Appendix B: Schools who have received a core inspection by Estyn since September 2024

Autumn 2024	
Gwenfo C/W Primary School	Read report here
St Athan Primary School	Read report here

Spring 2025	
Oak Field Primary and Nursery School	Read report here
Ysgol Y Deri	Read report here
Fairfield Primary School	Read report here
Ysgol Gymraeg Gwaun Y Nant	Read report here

Summer 2025	
Palmerston Primary	Read report here
St Richard Gwyn Catholic High School	Read report here

Autumn 2025	
Gladstone Primary	Read report here
Colcot Primary	Read report here
Ysgol Sant Baruc	Read report here

Spring 2026	
Cowbridge School	Read report here
St Nicholas Church in Wales Primary	Read report here
Llantwit Major High	Read report here
All Saints Church in Wales Primary	Read report here
Cadoxton Primary	Read report here
Llansannor and Llanharry Church in Wales Primary School	Read report here

Appendix C: Spotlights of effective practice identified by Estyn since September 2024

Autumn 2024	
Gwenfo Church in Wales Primary	Partnership and community working

Spring 2025	
Oak Field Primary	- Developing effective partnerships with parents to support pupils' learning and well-being - Developing a creative curriculum through a focus on the expressive arts and inquiry-based learning
Ysgol y Deri	- High quality interventions - The provision of assistive technology - Vocational curriculum - Outdoor experiences - Professional learning

Summer 2025	
Palmerston Primary	Effective Family Engagement

Autumn 2025	
Gladstone Primary	- Providing a highly effective enabling environment for younger pupils - Effective partnership working to support pupils and their families
Colcot Primary	Partnership Working and Supporting the Needs of Families
Ysgol Sant Baruc	Using a staff charter to facilitate the performance evaluation procedure

Spring 2026	
Cowbridge School	- Developing pupils' reading skills - A collaborative culture of professional learning
St Nicholas Church in Wales Primary	- Effective curriculum development - Promoting an anti-racist culture
Cadoxton Primary	- An authentic curriculum that raises standards - Breaking down barriers to learning, supporting pupil engagement and regular attendance

Llansannor and LLanharry
Church in Wales Primary

- An effective curriculum
- Developing independent learners

Appendix D: Schools who have received an interim visit by Estyn since September 2024

Autumn 2024	
Stanwell School	<u>Interim letter</u>

Spring 2025	
Llandough Primary	<u>Interim letter</u>
Whitmore High	<u>Interim letter</u>
St Joseph's Roman Catholic Primary	<u>Interim letter</u>
Albert Primary	<u>Interim letter</u>
Peterston Super Ely Church in Wales Primary	<u>Interim letter</u>
Sully Primary	<u>Interim letter</u>
Pendoylan Church in Wales Primary	<u>Interim letter</u>
Ysgol y Ddraig	<u>Interim letter</u>

Summer 2025	
Y Bont Faen Primary	<u>Interim letter</u>

Autumn 2025	
St Helen's Catholic Primary	<u>Interim letter</u>