

**A report on**

**Ysgol Y Berllan Deg**

**Circle Way East  
Llanedeyrn  
CF23 9LD**

**Date of inspection: March 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Y Berllan Deg

|   |                               |
|---|-------------------------------|
| Name of provider  | Ysgol Y Berllan Deg           |
| Local authority   | Cardiff Council               |
| Language of the provider  | Welsh                         |
| School category according to Welsh-medium provision   | Welsh language Primary School |
| Type of school  | Primary                       |
| Religious character   |                               |
| Number of pupils on roll  | 388                           |
| Pupils of statutory school age  | 297                           |
| Number in nursery classes   | 50                            |
| Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i><br><i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%)</i> | 5.7%                          |
| Percentage of statutory school age pupils identified as having additional learning needs (a)<br><i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)</i>                      | 1.7%                          |
| Percentage of statutory school age pupils who speak Welsh at home   | 33.3%                         |
| Percentage of pupils with English as an additional language   | 0.0%                          |
| Date of headteacher appointment   | 01/09/2008                    |

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|  |            |
|--|------------|
| Date of previous Estyn inspection<br>(if applicable) | 11/09/2017 |
| Start date of inspection                             | 03/03/2025 |

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from 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

At the heart of the school there is purposeful leadership and dedicated staff who work together to create a caring, welcoming and inspiring learning environment. The headteacher and leadership team set a suitable strategic direction, building a happy community where respect and Welsh identity are valued.

Pupils across the school behave kindly and maturely, and show respect for staff and visitors. The school's inclusive ethos ensures that all pupils feel safe and receive the support they need to succeed. As a result, most pupils across the school make good progress. Pupils with additional learning needs receive purposeful support, with staff working closely with external services to ensure beneficial progress.

Staff are committed to providing rich learning experiences, including educational visits and creative activities such as theatre projects and opportunities to perform, which support pupils' understanding and interest. As a result, most pupils show positive attitudes towards learning, taking pride in their school and community. Teachers cooperate closely and plan interesting learning activities that are designed for an appropriate range of attainment levels. However, they do not always challenge pupils sufficiently to ensure the best progress.

The school has appropriate monitoring and planning for improvement arrangements that identify effectively some key elements of the provision that need to be improved. However, they do not always set out actions that are detailed enough or evaluate the effect of actions on improving the quality of teaching and learning. As a result, the history of school improvement is inconsistent. Governors undertake a hands-on role in school life and work enthusiastically to improve the wider community's understanding of the benefits of Welsh language education.

The school places a strong emphasis on developing pupils' Welsh language skills, ensuring that Welsh is a natural part of everyday life. It also supports parents with Welsh lessons to promote the use of the language at home. In addition, mathematics and literacy skills are developed effectively, with opportunities to learn through practical experiences and real-life problems. However, teachers tend to over-direct and limit opportunities for pupils to take responsibility for their learning in order to become independent learners.

The school works closely with its cluster to share good practice and transition to secondary school is organised well and prepares pupils confidently for the next stage in their education.

## Recommendations

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

- R1. Strengthen strategic leadership and improve self-evaluation and planning for improvement procedures in order to strengthen and ensure consistency in provision
- R2. Provide regular opportunities for pupils to take responsibility for their learning and develop them as independent learners
- R3. Ensure consistency in effective teaching practices across the school and raise staff's expectations to provide a consistent challenge for all pupils

## What happens next

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

## Main evaluation

The headteacher, leaders, and all staff co-operate effectively to create a caring and welcoming learning environment for pupils. By co-operating closely, they ensure that the school offers a nurturing atmosphere that supports learning and fosters pupils' Welsh identity. All staff members have clear responsibilities and, on the whole, fulfil their roles effectively.

The headteacher's purposeful leadership, along with the senior leadership team, sets an appropriate strategic direction for developing the school, in line with their vision to create a happy and secure school community. The school gives a clear priority to develop respect and a sense of Welshness among pupils. The headteacher has high expectations of herself, staff and pupils which ensures that a caring and hardworking ethos permeates all school activities. Her energetic and lively commitment contributes to ensuring that all pupils receive suitable care and learning opportunities.

Leaders have established suitable self-evaluation arrangements for monitoring provision and planning for improvement. They use an appropriate range of evidence to identify strengths and areas for development. However, they do not always set out actions that are detailed enough or evaluate the effect of actions on improving the quality of teaching and learning. As a result, the history of school improvement has been inconsistent.

Governors play a key role in developing the school. They are supportive, know the area they serve well and work enthusiastically to improve the wider community's understanding of the benefits of Welsh language education. However, they do not always challenge leaders about key aspects of the provision effectively enough to ensure continuous improvement.

The headteacher is supported well by a dedicated and knowledgeable team of staff who co-operate diligently to ensure that pupils' learning experiences are stimulating and develop their interests effectively. Staff provide valuable opportunities for pupils to explore and learn by visiting local locations, such as Big Pit, which deepens their understanding of the industrial revolution. In addition, visits by theatre companies enrich pupils' knowledge of historical figures such as Buddug and Beti Campbell. As a result, most pupils show positive attitudes towards learning, taking pride in their school and local area.

The learning environments across the school are calm and nurturing and promote a very supportive atmosphere. There is a strong working relationship between staff and pupils in every class. In the best practice, staff have high expectations and meet many pupils' learning needs through differentiating effectively. However, teachers do not always challenge pupils further to ensure they make the best progress.

Pupils' behaviour across the school is very good. Teachers and assistants set clear expectations in terms of respect and values, which results in pupils who are kind and courteous towards their peers, staff and visitors. They show pride in their school and community and behave maturely, supporting each other sensibly. The school's inclusive ethos helps to foster positive behaviour and make the school a safe and welcoming place for all pupils.

About half of pupils enter the school with skills that are in line with, or exceed, expectations. However, their communication skills through the medium of Welsh are lower than expected. During their time at the school, most make good progress, especially in developing their oral skills. The school places a strong emphasis on developing the Welsh language, and staff are very good language models for pupils. As a result, by the time they reach the top of the school, most pupils have developed very good skills, are confident when participating in discussions and express themselves maturely in Welsh and English. Many pupils encourage each other to speak Welsh while speaking casually around the school. The school encourages the use of Welsh at home by offering Welsh lessons to parents, which contributes to ensuring that the language is a natural part of pupils' daily lives.

Most pupils show a natural interest in reading, with the youngest pupils starting with picture books before progressing to develop their reading skills independently. Literacy is fostered well across the curriculum, with the older pupils writing effectively for various purposes, such as persuasion letters. Standards of mathematics are also robust, with teachers providing good opportunities for pupils to develop and apply their mathematics skills by solving real-life problems.

The school supports the use of digital technology well. Pupils take part in creative activities, such as creating animations or building robots. They also develop their cooperation and problem-solving skills well through the use of technology. Their creative and physical skills are fostered well through art projects and outdoor activities, including planting vegetables in the school garden.

The school shares good practice with other schools in the cluster, by co-operating on developing a curriculum that meets the needs of each pupil. They are beginning to plan activities and opportunities that offer an appropriate balance of adult-led activities and opportunities for pupils to work independently. However, teachers tend to over-direct and limit opportunities for pupils to take responsibility for their learning in order to become independent learners.

The school offers effective support to pupils with additional learning needs (ALN), ensuring that learning plans are adapted to their individual needs. Strong co-operation between the additional learning needs co-ordinator (ALNCo) and external bodies ensures that pupils make good progress and build confidence. Together, they organise effective training and guidance for teachers to improve their understanding of how to support ALN pupils within their classes.

Older pupils benefit from opportunities to develop their leadership skills, particularly by contributing to 'pupil's voice' committees. They play an active role in organising fundraising events and have recently supported a local cancer charity and bought a bench in memory of a member of staff.

Transition to secondary school is organised very well, with residential events and rich and exciting opportunities for pupils to cooperate with their older peers, making the process smooth and less worrying. This ensures that pupils are ready and confident to take the next step in their education.

## **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 a cause for concern and have been brought to the attention of the local authority.

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 questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee 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, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, 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 lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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 refers 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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**This document has been translated by Trosol (Welsh to English).**