

**A report on**

**Baglan Primary School**

**Elmwood Road  
Baglan  
Port Talbot  
SA12 8TF**

**Date of inspection: June 2025**

**by**

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

## About Baglan Primary School

Name of provider	Baglan Primary School
Local authority	Neath Port Talbot County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	261
Pupils of statutory school age	194
Number in nursery classes	41
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	20.5%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	13.9%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	02/01/2012

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Date of previous Estyn inspection (if applicable)	14/11/2016
Start date of inspection	23/06/2025

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](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

Pupils at Baglan Primary School benefit from a safe, inclusive, and nurturing environment. Strong working relationships between pupils and staff promote a positive culture where learners feel happy and valued, behave well and engage effectively in their learning. Governors understand the school well and provide valuable support to the headteacher. The school's partnership with parents and the wider community is highly effective. Regular communication strengthens trust and engagement.

Most pupils, including those with additional learning needs (ALN) and those from low-income households, make good progress from their starting points. They develop their skills in literacy, numeracy, and Welsh effectively. Provision to develop pupils' digital skills is generally underdeveloped. Pupils have exciting opportunities to learn about Welsh heritage through the school's curriculum, which fosters their sense of identity and belonging.

Many teachers engage pupils effectively with interesting and relevant learning experiences. They often use verbal feedback well to support learning. Written feedback does not always help pupils understand how to improve their work. In a few lessons, teachers over-direct learning and do not allow pupils enough opportunities to choose how and what they learn. This limits their independence.

Leaders use a range of evidence appropriately to identify school improvement priorities. They work effectively to address national priorities, such as developing the use of the Welsh language. However, they do not consistently allocate responsibilities effectively amongst the team of staff or focus monitoring activities sufficiently on the impact that teaching has on pupils' progress.

Provision for pupils with ALN is strong, with early identification and well-monitored support. Pupils, including those with ALN, contribute meaningfully to school life, developing their leadership and communication skills.

## **Recommendations**

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

- R1. Strengthen school improvement and self-evaluation processes to identify and address shortcomings in teaching, particularly the level of challenge given to pupils in lessons
- R2. Improve older pupils' digital skills

## **What happens next**

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

## Main evaluation

The headteacher fosters a safe and nurturing environment for pupils, their families and staff. There are strong relationships between pupils and staff, who treat each other with warmth, courtesy and respect. Pupils feel comfortable to speak to any member of staff should they feel worried or upset. Across the school, pupils' behaviour and attitudes to learning are good.

Staff work together successfully to address national priorities such as developing the Welsh language and promoting pupils' regular attendance. Leaders ensure that staff have a few purposeful opportunities to engage in worthwhile learning to develop aspects of their practice. This has included valuable work to develop the school's curriculum.

### **Spotlight: The development of the 'Cynefin Curriculum'**

The provision for developing pupils' understanding of their locality and the wider world is highly effective. The school's curriculum supports a strong sense of identity and belonging for pupils through purposeful experiences such as engagement with local visitors, and participation in Welsh Heritage concerts and awards. Staff provide meaningful activities that connect historical events in Wales with real life contexts, effectively meeting the needs and interests of the pupils. This focused approach to the 'Cynefin Curriculum' ensures depth in understanding, supporting positive learner outcomes.

Teachers plan a curriculum that supports many pupils, including those with additional learning needs (ALN) and those from low-income households, to make good progress with their literacy and numeracy skills.

Most pupils listen respectfully and respond thoughtfully to others. They speak clearly and confidently for a suitable range of purposes. Many pupils apply their reading skills confidently across the curriculum, using them to research and retrieve information, which enhances their understanding in topic-based work.

Teachers provide suitable opportunities for pupils to develop their writing skills. Many pupils write with increasing accuracy and purpose across the range of genres. In a few instances, they apply their writing skills appropriately in other areas of learning such as writing explanations in investigations and recording findings. However, teachers do not provide sufficient opportunities for pupils to develop, extend and refine their writing. In a few instances, feedback from teachers supports pupils to improve their work purposefully. However, generally, feedback lacks specific guidance which limits how well pupils understand their own progress and areas for improvement. This limits their ability to achieve the standards of which they are capable.

Across the school, pupils make good progress in learning Welsh. Younger pupils are enthusiastic and develop early language skills quickly, while older pupils use a range of sentence patterns to communicate effectively. Most pupils develop a love of the language and enjoy speaking Welsh to each other and visitors.

Younger pupils develop their understanding of number effectively from an early age through engaging practical activities. Across the school, most pupils make good progress in mathematics and use their knowledge to solve problems with increasing confidence. Many older pupils apply their mathematical understanding effectively to other areas of the curriculum, supporting their learning across a range of areas of learning experiences.

Many younger pupils use a range of digital applications confidently. However, older pupils have fewer opportunities to apply a wide range of digital skills across the curriculum, mainly using technology for research or completing homework tasks. As a result, many pupils' digital skills are limited.

School governors are enthusiastic and know the school community well. They are developing their role as a critical friend and work appropriately with leaders to monitor and evaluate the quality of aspects of the school's work such as expenditure and grant funding. However, leaders do not always focus evaluations sharply enough on the impact of teaching on pupils' learning and progress. As a result, leaders do not always identify the most important areas for improvement. In addition, arrangements to distribute leadership roles at the school are underdeveloped.

Where teaching is most effective, teachers deliver well-paced lessons with purposeful activities that meets the needs of many pupils appropriately, leading to high levels of engagement and good progress. However, learning experiences do not always challenge all pupils sufficiently to make the progress that they are capable of. In general, staff use an appropriate range of questioning methods. This helps pupils to recall previous learning and staff to check pupils' understanding effectively. This supports them to think more deeply about their learning.

The school raises pupil aspirations through effective engagement with local business role models. Pupils benefit from learning about a range of cultures and religions, including learning about inspirational women from diverse backgrounds across Wales. This contributes well to pupils understanding of diversity and of how people can make a positive difference to society.

The school supports pupils to develop as confident individuals who have a good awareness of the importance of healthy relationships and keeping themselves safe. Staff provide many valuable opportunities to develop pupils' physical skills. Pupils enjoy participating in a range of sporting activities.

Provision for pupils with ALN is strong. Leaders ensure that there are appropriate arrangements to facilitate early identification of pupils who require additional support. Staff work purposefully with external agencies and monitor pupils' well-being and progress carefully. Nearly all pupils with ALN make good progress in relation to their individual targets.

Staff provide regular opportunities for pupils to lead on important aspects of school's work, which develops important skills such as co-operation, communication and empathy. They take their responsibilities seriously and are proud of their school. For example, The Rights Respecting Committee produced a meaningful video promoting the importance of attendance which they shared with pupils and the local community.

### **Spotlight: Supporting service families**

A notable feature of the school is the provision for supporting pupils from service families. The Little Troopers club gives pupils from these families an opportunity to articulate their experiences and emotions. School ensures that the well-being and self-esteem of these pupils is a high priority. Staff provide a range of meaningful activities at the school to ensure that pupils feel valued and appreciated, for example Forces Fun Day, where service families and their children from the locality are invited to a fun day of activities.

Leaders and staff have highly effective working relationship with parents and the wider community. They encourage parents to be a part of school life and, where appropriate, draw upon parents' skills to enrich learning experiences. This contributes to a successful culture of co-operation that contributes significantly to the school's caring and welcoming ethos.

### **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/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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