

A report on

Pen Y Fro Primary

**Priors Crescent
Dunvant
SA2 7UF**

Date of inspection: June 2025

by

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

About Pen Y Fro Primary

Name of provider	Pen Y Fro Primary
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	196
Pupils of statutory school age	156
Number in nursery classes	19
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%)	7.8%
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%)	5.8%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	3.8%
Date of headteacher appointment	01/01/2007
Date of previous Estyn inspection (if applicable)	22/03/2017

Start date of inspection	30/06/2025
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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

Pen Y Fro Primary School is a welcoming, friendly and happy school. Supportive relationships between staff and pupils contribute significantly to pupils' strong sense of belonging and their positive attitudes towards learning. The headteacher has established a clear vision focused on meeting the individual needs of each pupil. Most pupils, including those eligible for free school meals and those with additional learning needs (ALN), make at least good progress in their learning.

Collaboration is a particularly strong feature of the school. Leaders and staff share a team approach to establish high quality provision for all pupils across most aspects of the school's work. For instance, they work together well to meet the needs of pupils with ALN, ensuring they flourish as valued members of the school community.

Teaching across the school is strong and staff have established a broad and balanced curriculum that engages pupils well. The school provides beneficial opportunities for pupils to extend their imagination and think creatively. However, leaders and staff are at an early stage in planning for the progression of pupils' expressive arts skills as they move through the school.

Throughout the school, a range of engaging and fun approaches to teaching numeracy are particularly beneficial. This results in pupils developing strong skills in this area. Most pupils advance their literacy and digital skills successfully. The school promotes Welsh language through purposeful lessons and activities. However, pupils lack the confidence to use their Welsh language skills beyond formal sessions.

Across the school, support for pupil voice is strong. Staff provide ongoing opportunities for pupils to make decisions about what and how they learn. They encourage pupils to join a range of effective pupil leadership groups. For instance, pupils in the well-being ambassador group provide a listening ear and support for those who may be experiencing difficulties or need someone to talk to.

The school develops strong working relationships with parents based on trust and respect. Parents are highly supportive of the school. They value the individualised care, encouragement and guidance provided for their children which goes alongside high expectations for all.

Recommendations

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

- R1. Ensure that pupils develop their expressive art skills progressively
- R2. Improve pupils' use of incidental Welsh

What happens next

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

Main evaluation

Pen Y Fro Primary School is a welcoming, friendly and happy school. Supportive relationships between staff and pupils contribute significantly to pupils' strong sense of belonging and their positive attitudes towards learning. The headteacher, has established a clear vision focused on meeting the individual needs of each pupil. Through reflective and thoughtful leadership, she has developed a highly committed staff team and established a nurturing, inclusive ethos, where pupils feel safe, encouraged and listened to. Most pupils, including those eligible for free school meals and those with additional learning needs (ALN), make at least good progress in their learning.

Leaders are strong role models. They have high expectations and communicate these clearly to pupils, parents and staff. A good example of this is the way the school has developed high quality provision for pupils with ALN. Staff work to ensure that pupils are fully included in the life of the school and take on responsibility within a range of pupil leadership roles successfully. This enables pupils with ALN to flourish as valued members of the school community.

Teachers have ambitious expectations of what pupils can achieve. They share clear learning objectives and link lessons to previous learning well. Staff encourage pupils to try things out, explain their thinking and justify their ideas. This supports pupils to increase independence in their learning successfully. Teachers use helpful assessment strategies to assess progress and inform future learning. They encourage pupils to reflect on their progress and challenge themselves further.

Most pupils across the school develop their literacy skills well. The teaching of phonics is robust and most younger pupils readily gain an understanding of the relationship between letters and sounds. They apply this knowledge to their reading and writing successfully. Older pupils read with fluency and understanding. Teachers provide regular worthwhile opportunities for pupils to write at length for a variety of purposes. This builds pupils' confidence and by Year 6, most write effectively using an increasingly adventurous range of vocabulary.

The school promotes Welsh language through beneficial lessons and activities. This develops pupils' use of sentence patterns effectively. However, there are not enough opportunities for pupils to speak Welsh throughout the school day. As a result, pupils lack the confidence to use their Welsh skills beyond formal sessions. Most pupils develop strong digital skills. Pupils understand how to keep themselves safe online and know what to do if they experience any cyber bullying.

Spotlight: Engaging approaches to teaching numeracy

In many cases, throughout the school, the teaching of numeracy is highly effective. Most pupils make strong progress in this area, and many demonstrate particular enjoyment in lessons. Teachers regularly challenge pupils through an investigative approach. They encourage pupils to ask questions, spot patterns and make predictions successfully. Staff promote the use of practical equipment to support pupils' understanding of mathematical concepts consistently. This has a positive impact and from a young age pupils readily select resources to support their thinking. Enjoyable whole-school events such as 'The Potato Olympics', where pupils engage in a variety of numeracy activities, capture pupils' interest effectively. This motivates pupils well and strengthens their ability to apply numeracy skills across the curriculum.

The school has developed a broad and balanced curriculum that engages pupils well. Staff take account of pupils' interests and ensure that their ideas regularly influence the curriculum. This gives pupils a strong sense of ownership over their learning. Staff have begun to further enhance the curriculum through working with external creative practitioners. However, the school is at an early stage in planning for the progression of pupils' expressive arts skills as they move through the school. The curriculum supports pupils' spiritual, moral, social and cultural development effectively.

Staff encourage pupil voice within the school through a range of purposeful pupil leadership groups. Pupils within the well-being ambassador group play a crucial role in promoting a positive and caring environment. They provide a listening ear and support for pupils who may be experiencing difficulties or need someone to talk to. The ambassadors understand the importance of making sure that no pupil feels alone.

Leaders take a robust and transparent approach to self-evaluation involving a wide range of stakeholders. This ensures governors and staff establish a full and accurate picture of the school's strengths and areas to develop. Leaders provide a range of worthwhile professional learning opportunities for staff, which have a positive impact on pupils' well-being and progress. For instance, professional learning to improve the use of effective questioning has had a positive impact.

Spotlight: Building quality through collaborative leadership

Collaboration is a particularly strong feature of the school's work. Shared values and a determined drive to do the best for every pupil underpin a strong team ethos amongst staff. When staff identify that a pupil needs extra care or support, colleagues from across the school work together to share expertise and find solutions. Senior leaders extend their collaborative approach to strengthening leadership across the school. All teaching staff lead an area of school improvement as well as providing support to those leading other aspects of the school's development plan. This shared approach builds capacity and enables leaders to establish high quality provision across most aspects of the school's work.

The school develops strong working relationships with parents based on trust and respect. Parents are highly supportive of the school. They value the individualised care, encouragement and guidance provided for their children, which goes alongside high expectations for all.

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)

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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