

**A report on**

**Cwmrhydyceirw Primary School**

**Maes y Gwernen Road  
Morrison  
SA6 6LL**

**Date of inspection: March 2026**

**by**

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

## About Cwmrhydyceirw Primary School

Name of provider	Cwmrhydyceirw Primary School
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	530
Pupils of statutory school age	395
Number in nursery classes	70
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 21.7%)	19.6%
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 9.2%)	4.6%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	3.8%
Lead partner in Initial teacher education	No
Date of headteacher appointment	04/01/2012

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Date of previous Estyn inspection (if applicable)	11/01/2018
Start date of inspection	16/03/2026

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

Cwmrhydyceirw Primary School is a warm, welcoming learning community where pupils benefit from a supportive ethos. The headteacher sets high expectations and promotes a collaborative culture where staff, parents and governors work together successfully in pupils' best interests. Staff and leaders build highly positive relationships with pupils. As a result, pupils are happy in school and engage positively with one another.

The school has created an engaging curriculum that develops pupils' skills and understanding well across all areas of learning. Leaders and teachers ensure that pupils benefit from a wide range of enrichment activities that motivate them highly effectively. Provision for relationships, health and wellbeing is strong, offering pupils meaningful, age-appropriate learning. Leaders have established robust arrangements to identify and support pupils with additional learning needs (ALN). Most pupils, including those with ALN and those eligible for free school meals, make strong progress.

As pupils move through the school, nearly all develop their oracy, reading and writing skills effectively. Younger pupils develop their early language and reading skills successfully through purposeful play. Older pupils often produce high-quality non-fiction and imaginative writing.

Most pupils make good progress in their mathematics, numeracy and digital skills. The curriculum offers plentiful opportunities for pupils to develop a strong sense of Welsh culture and identity. Most pupils make good progress in developing their Welsh language skills.

Teachers use questioning effectively to deepen pupils' thinking. In the younger classes, teachers provide a valuable balance between adult-led and child-led activities. Most teachers provide pupils with helpful verbal feedback. However, their feedback does not always support pupils effectively enough in improving their work. The school's approach to evaluating and monitoring pupils' progress is systematic, purposeful, and responsive to individual's needs.

In most instances, leaders address areas for school improvement successfully. However, they do not always identify clearly enough the most important areas for development or the intended outcomes for pupils' learning. Governors are dedicated to the school and contribute a wide range of expertise.

## **Recommendations**

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

- R1      Sharpen self-evaluation and improvement processes so that they focus precisely on pupils' learning and progress
  
- R2      Improve the quality of teachers' feedback and how well pupils use it to improve their learning

## **What happens next**

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

## Main evaluation

Cwmrhydyceirw Primary School is a warm and welcoming learning community where pupils feel a strong sense of belonging and benefit from a supportive ethos. Staff and leaders demonstrate a strong commitment to the children in their care and take time to understand the needs of pupils and their families. They build highly positive and supportive relationships with pupils. As a result, pupils are happy in school, are polite and respectful and work together very well.

The headteacher sets high expectations for all and communicates a clear vision focused on securing strong outcomes for pupils' well-being, learning and life chances. Leaders distribute roles and responsibilities widely and purposefully. This contributes to a strong sense of teamwork and a positive 'can do' ethos. They foster a collaborative culture where staff, parents and governors work together successfully in pupils' best interests. Many pupils' leadership skills develop well as members of a range of purposeful committees. They represent their peers diligently.

The school has worked effectively to create an engaging and purposeful curriculum that develops pupils' knowledge, skills and understanding well. Leaders and teachers ensure that pupils benefit from a wide range of enrichment activities that motivate them highly effectively, such as the pupil run Café Ceirw. Pupils have plentiful opportunities to contribute their own ideas to what and how they learn. The use of individual 'passion projects' helps pupils to gain valuable skills in directing their own learning and making presentations to others. This contributes well to pupils' independence and engagement in learning. Overall, most pupils make strong progress as they move through the school, including those with additional learning needs (ALN), pupils eligible for free school meals and those from low-income households.

Provision for relationships, health and wellbeing is particularly strong. It offers pupils meaningful, age-appropriate learning that builds progressively from early understanding of friendships and growing-up to more complex issues such as consent, cyberbullying and emotional well-being. This is supported well by a broad range of opportunities that strengthen pupils' spiritual, moral, social and cultural development. Through these experiences, and collective worship, pupils learn about diverse religions and worldviews. They explore issues such as prejudice and gender inequality, and develop empathy, fairness and respect for others.

### **Spotlight: Highly effective support for pupils with ALN**

Leaders have developed robust arrangements to identify and support pupils with ALN. Staff monitor and track pupils' progress thoroughly from their individual starting points and provide a comprehensive range of support programmes that respond well to pupils' needs. All staff have a comprehensive understanding of the needs of individual pupils, and this allows them to support these pupils consistently effectively. The school has developed an in-house specialist provision that provides pupils with a safe and nurturing environment tailored to their complex needs.

As pupils move through the school, nearly all develop their oracy skills effectively. The youngest pupils develop their talk well, experimenting with vocabulary through imaginative role-play. Older pupils contribute thoughtfully to discussions, articulate their ideas clearly and ask purposeful questions that deepen their understanding. They listen attentively to others and consider different viewpoints effectively.

Provision for reading across the school is strong. In the nursery, pupils develop their early language and reading skills effectively through purposeful play. Younger pupils progress from a secure recognition of initial sounds and simple blends to reading simple sentences with growing accuracy and confidence. Most older pupils develop positive attitudes towards reading. They reflect thoughtfully on what they have read and refer to evidence to support their views. Most pupils apply their reading skills well across the curriculum.

Most pupils make strong progress in developing their writing skills. Many younger pupils practise emergent writing independently. By Year 2, most engage enthusiastically in tasks that support writing for varied purposes, often writing in a joined, legible style and spelling common words accurately. Older pupils often produce high-quality extended pieces of factual and creative writing. By Year 6, many identify and apply literary features, such as metaphor and personification successfully in their work. Most pupils apply their writing skills effectively across the curriculum. However, they do not always have enough opportunities to revisit, edit and improve their writing.

Over time, most pupils make strong progress in developing their mathematics and numeracy skills. Teachers often provide pupils with practical, real-world tasks that help them to understand mathematical concepts and apply their learning meaningfully across the curriculum. The youngest pupils sort and count, then move on to pattern-making and simple data recording confidently. Most older pupils develop a secure and increasingly sophisticated understanding across a range of mathematical topics. They use and apply this knowledge purposefully, such as when calculating mean averages accurately as part of data-handling work.

The curriculum offers pupils plentiful opportunities to learn about and develop a strong sense of Welsh heritage, culture and identity, fostering pride, belonging and a clear commitment to bilingualism. Most pupils make good progress in developing their Welsh language skills and demonstrate increasing confidence when speaking in familiar contexts.

Most pupils also make good progress in developing their digital skills. They use a suitable range of tools confidently to support their learning. Most share their work electronically with increasing independence and develop a sound understanding of online safety, including recognising 'clickbait' and considering the responsible use of Artificial Intelligence.

Teachers provide pupils with a range of engaging learning experiences. Many help pupils to make effective links with prior learning and real-life contexts. They use questioning effectively to encourage pupils to think more deeply about their learning. In the younger classes, teachers provide a valuable balance between adult-led and pupil-led activities, using the outdoors thoughtfully to ensure that pupils have opportunities to explore, investigate and apply their learning in meaningful contexts. Teacher assistants work skilfully to support pupils' well-being and learning. However, in the older classes, during activities linked with the class theme, teachers do not always provide pupils with sufficient challenge, which limits the progress pupils make in these sessions.

Most teachers provide pupils with encouraging verbal feedback. However, teachers' feedback is often not clear or helpful enough to support pupils to improve their work. Pupils do not always understand how or when to make needed improvements.

### **Spotlight: Purposeful and supportive monitoring of pupils' progress**

The school's approach to evaluating and monitoring pupils' progress is systematic, purposeful, and responsive to individual's needs. Leaders have established clear assessment processes that help to identify how well pupils are learning over time. Teachers draw on a broad evidence base throughout the year, including school-designed tasks, classroom observations and more formal assessments. They support this with structured conversations with all pupils to help build a rounded picture of their development. This detailed consideration of pupils' progress allows teachers and leaders to maintain a close watch on individuals and identify quickly where pupils may need more support.

In most instances, leaders identify and address areas for school improvement successfully, such as managing additional learning needs reform. More recently, leaders have adapted their approach to improvement by moving greater ownership to staff teams. This supports teachers' leadership development well. They ensure that staff benefit from an effective

range of professional learning to support the school's current improvement priorities. However, while leaders involve all staff in monitoring the school's work, teams do not always identify clearly enough the most important areas for development or the intended outcomes for pupils' learning and progress. As a result, review processes tend to focus on whether actions have been completed, rather than on their impact. Leaders have begun to strengthen professional learning to address this.

Governors are committed to the school and bring a broad range of relevant expertise, which supports their understanding of the school and its community. Although they have a sound understanding of the school's work, their role in shaping its strategic direction is at an early stage of development.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

A site management concern was raised during the inspection, and the local authority has been notified.

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/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](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

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