



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Gwrosydd Primary**

**Park Hill Terrace  
Treboeth  
SA5 7DJ**

**Date of inspection: February 2023**

**by**

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

## About Gwrosydd Primary

Name of provider	Gwrosydd Primary
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	416
Pupils of statutory school age	322
Number in nursery classes	57
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 23.0%)	40.9%
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 16.1%)	23.9%
Percentage of pupils who speak Welsh at home	
Percentage of pupils with English as an additional language	5.0%
Date of headteacher appointment	01/09/2005
Date of previous Estyn inspection (if applicable)	01/07/2014
Start date of inspection	13/02/2023
The substantive headteacher was absent during the inspection. The deputy headteacher assumed the role of acting headteacher in September 2022.	

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](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

Gwyrosydd Primary is a caring, supportive and welcoming school for all pupils, including those attending the specialist teaching facility. There is a strong focus on inclusivity and pupils are proud of their school. Pupils behave very well in their classrooms, while moving in and around the school and at breaktimes or during their lunchtimes.

Teachers know their pupils well and plan series of lessons that take into account the needs, interests and ideas of pupils, including those in the specialist teaching facilities. During their time at the school, most pupils make sound progress from their individual starting points. Pupils speak confidently and use a growing vocabulary precisely. Over time they develop good reading skills and mathematical skills. However, pupils are less confident in their application of their digital skills and their ability to converse in Welsh is insufficiently well developed.

The standard of care, support and guidance the school provides for pupils, including those with additional learning needs, is a notable feature of the school. Pupils in the specialist teaching facilities and those in mainstream who require extra support have access to effective specialist interventions to support them to make academic and emotional and social progress. All pupils from Year 1 upwards have opportunities to attend a broad range of extra-curricular activities at the school.

In recent years there has been significant uncertainty around leadership at the school. The acting headteacher and governing body are now beginning to develop a broader senior leadership team to help move the school forward. Teams of leaders and staff now have a greater focus on developing the school's curriculum and senior leaders have a greater focus on monitoring the school's performance. For example, they are aware of the need to robustly track pupil progress overtime. However, overall weaknesses in leadership and a lack of clarity around accountability are limiting the school's ability to make improvements.

## **Recommendations**

- R1 Develop leadership and accountability at all levels
- R2 Ensure that teaching is effective in all classes to enable pupils to progressively develop their skills over time
- R3 Ensure an appropriate level of challenge to support all pupils, including the more able

## **What happens next**

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will work with the local authority to review the school's progress.

## Main evaluation

### Learning

Many pupils start at the school with social and communication skills that are lower than expected for their age. During their time at school, most pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make good progress in many areas of learning from their starting points. However, a very few more able pupils do not make as much progress as they should.

Across the school, most pupils make strong progress in the development of their speaking and listening skills. They listen carefully to adults and other pupils and respond with appropriate language and tone. Many pupils articulate their thoughts and justify their reasoning clearly by providing examples to support their views. This is a strength of the school. For example, pupils in Year 2 use technical language precisely as they skilfully explain the role of precipitation and evaporation in the water cycle.

Pupils make suitable progress in their reading skills. Many pupils in the reception classes recognise letters and their sounds and a minority independently read simple words such as 'cat'. Year 2 pupils use appropriate strategies to decode unfamiliar words. Older pupils read with good accuracy and vary their voices purposefully to convey meaning. They discuss their favourite authors confidently and justify their choice of books maturely.

As they progress through the school, most pupils make suitable progress in developing their writing skills. Pupils in the reception classes confidently experiment with early mark making and basic letter formation. Year 4 pupils design a well-organised information leaflet for a castle using eye-catching titles. In Year 5, pupils write discursive texts to hypothesise whether the USA's moon landings actually took place. They use appropriate language, support their opinions with valid reasons and redraft their work to make purposeful improvements. However, a minority of pupils do not take enough pride in their written work and consequently do not present it well enough. For example, their handwriting is untidy and careless and includes the scribbling out of errors.

Across the school, pupils respond to basic commands and questions in Welsh and repeat known phrases appropriately. For example, through singing familiar songs, pupils express their everyday preferences using simple language patterns and vocabulary. However, most pupils do not make sufficient progress in the development of their Welsh oracy skills. Their ability to converse with adults and peers is restricted to basic words and phrases and this limits their ability to develop their knowledge, understanding and skills across the curriculum in Welsh.

Most pupils make good progress in developing their mathematical skills as they progress through the school. For example, pupils in Year 1 use different combinations of coins to make amounts up to £1. Pupils in Year 3 use their knowledge of multiplication and division facts to calculate fractions of amounts. Pupils in Year 5 calculate missing angles in a straight line and around a point. Most pupils apply their numeracy skills in a suitable range of contexts across the

curriculum when given the opportunity. For example, Year 6 pupils use their knowledge of converting between imperial and metric measurements to convert data relating to shark movements around the Galapagos Islands from miles to kilometres.

Most pupils make suitable progress in the development of their digital skills. They apply their skills appropriately across the curriculum. For example, in Year 2, pupils create a branching database to classify the sea creatures they are studying. Pupils in Year 4 create a bar chart recording the heights of some of the world's volcanoes. However, a few pupils do not make as much progress in developing their digital skills as they could.

Most pupils make good progress in developing their physical skills. Nearly all pupils engage in their PE lessons with enthusiasm and purpose. For example, Year 6 pupils work effectively in groups to create a dance re-enacting Charles Darwin's voyage on HMS Beagle and arrival on the Galapagos Islands. They show good progress in developing their ability to move artistically and in time to the rhythm and tempo of the music.

Pupils develop their creative skills well as they progress through the school. For example, pupils in reception experiment with paint and feathers and cut shapes from card to create an image of an owl. Older pupils act out their own interpretations of Shakespeare's Hamlet with impressive expression.

### **Well-being and attitudes to learning**

Pupils are proud to be part of the school's caring, supportive and inclusive environment. Most pupils enjoy attending school and feel safe. They feel cared for and know who to turn to should they have a problem. Most pupils feel that the school treats them fairly and respects their human rights. Pupils have a good understanding of how to stay safe online. For example, they demonstrate a robust knowledge of how they should react should a stranger contact them online.

Pupils engage politely and courteously with adults and peers and there is a positive and productive working relationship between staff and pupils. The behaviour of most pupils is very good in classes, as they move about the school, during morning assembly and outside during breaktimes. Most pupils listen intently to the contributions of others and engage positively in their activities. They share mature responses to the views of their peers and support their opinions with valid and thoughtful reasons. For example, Year 6 pupils discuss a photograph of a shark crashing through the roof of a house and provide interesting theories as to how it got there. They are open to others' suggestions and compromise appropriately.

Most pupils are interested in their work and embrace new learning experiences and activities enthusiastically. They often show ambition in their work and persist well with their tasks. Their resilience and independence progress well as they work on solutions to problems. For example, pupils in Year 3 use trial and error to work out the combinations of two- and three-legged aliens to create a given total of legs. They explain their strategies logically and persevere to complete the challenge. Many pupils respond well to feedback from teachers and their peers. For example, when given the opportunity, they make purposeful changes to improve their work and take pride in their improvements. Pupils engage purposefully in activities that develop their

entrepreneurial skills. For example, pupils in Year 4 confidently apply their numeracy skills to work out the best price at which to sell their giant marshmallow candy canes in the school's Christmas fair.

Many pupils feel that the school values their opinions and viewpoints and that staff take suitable account of these when making decisions that will affect them. For example, older pupils appreciate that they have a voice in the process of planning the activities they will complete during their topic work. As a result, most pupils feel a sense of ownership and engagement in relation to their activities. A majority of pupils, including those from vulnerable groups, take on a wide range of leadership roles and responsibilities around the school. Pupils take these roles seriously and, as a result, these pupil voice groups have a positive impact across the school. For example, the curriculum group work with staff to help pupils understand the importance of developing learning characteristics, such as creativity and ambition.

Pupils have an appropriate awareness of the importance of healthy eating and drinking. Nearly all pupils participate enthusiastically in activities that keep their bodies strong and healthy. For example, older pupils from the specialist teaching facility work hard to practise their hopping, jumping and running skills during PE sessions. Year 6 pupils understand the importance of balance, co-ordination and core strength when developing their surfing skills. Nearly all pupils take part in completing a daily mile and understand how this helps them to increase their endurance.

Many pupils feel that the school encourages them to take part in after-school clubs and they take advantage of the good range of activities that benefit their fitness, self-esteem and life skills. For example, many enjoy attending a range of activities, such as football, netball, cooking and coding.

At the present time, pupils' attendance is lower than it was before the pandemic and the attendance rates for pupils eligible for free school meals is notably lower than that of other pupils.

### **Teaching and learning experiences**

Staff create a friendly, supportive and inclusive environment for pupils to learn. Staff know their pupils well. They form respectful relationships with them and provide suitably engaging learning activities. Teachers and teaching assistants successfully promote and maintain good standards of behaviour. As a result, nearly all pupils engage quickly in lessons and are eager to learn.

Staff in the specialist teaching facility provide interesting and engaging learning experiences for pupils. They work well to develop pupils' physical, personal and social skills. For example, weekly visits to local supermarkets provide pupils with invaluable opportunities to develop important life skills.

Most classrooms are well equipped with suitable resources and displays to support teaching and learning. Teachers are beginning to use the school's extensive grounds for groups of younger pupils to engage in mathematics activities. However, overall, the provision for younger pupils to freely explore and learn through play in the outdoor environment is underdeveloped.

Members of the new senior leadership team are beginning to develop the school's curriculum in line with the aims of the Curriculum for Wales. Staff are beginning to develop a range of interesting topics across the areas of learning and experience. However, overall, curriculum design is still at an early stage of development. Staff encourage pupils to engage in the 'everyone planning in class' (EPIC) sessions at the beginning of each topic to enable them to contribute to what they want to learn. Staff are beginning to take account of the four purposes of the Curriculum for Wales and think about how they can make learning relevant and interesting for pupils. For example, younger pupils enjoy learning through the topic of dragons while older pupils investigate which object makes the best beak to pick up items of food through their topic, 'leave a legacy'.

The school is beginning to develop authentic and real-life learning experiences for pupils. For example, they sell products in the school's Christmas fair and older pupils benefit from participating in an enterprise project where they sell products in Swansea city centre. Overall, most teachers use a suitable range of teaching methods and resources to engage pupils' interest and develop their skills. However, the overuse of worksheets and adult-led learning activities in numeracy sessions limit pupils' ability to apply their skills independently to tasks.

Teachers have good subject knowledge. They provide clear explanations at the beginning of lessons to ensure that pupils have a good understanding of what they need to do to in order to succeed. Most teachers provide useful verbal feedback for pupils and encourage them to regularly assess their own work and that of their peers. These activities help the pupils to improve the content of their work and to make progress. Most teachers assess pupils' progress regularly through careful questioning and observation, and they are beginning to use this information to identify next steps in pupils' learning. However, too often teachers' written feedback focuses overly on correcting basic errors rather than on what pupils should do in order to improve their learning.

Most teachers planning is purposeful and takes into account the progress pupils should make during a lesson and over time. In these lessons, nearly all teaching assistants make valuable contributions to supporting pupils' learning. Often, teachers adapt their lessons to ensure that pupils are suitably developing their knowledge and skills. However, in too many lessons there is insufficient challenge, particularly for more able pupils. As a result, these pupils do not make the progress over time that they should.

Teachers monitor pupil progress appropriately through a variety of information they gather. This ensures that they effectively address the needs of individuals by arranging suitable support for them in a timely manner. However, there is no systematic whole-school approach that tracks individuals and groups of learners. As a result, leaders and teachers are unable to evaluate comprehensively the progress pupils make over time.

The provision for developing pupils' speaking and listening skills is a strength. A rich range of activities and experiences ensure that pupils develop confidence as they progress through the school. The daily reading sessions impact successfully on pupils' reading skills and support other areas of learning well. Teachers provide valuable opportunities for pupils to develop discrete literacy and numeracy skills well

in lessons. However, there are insufficient opportunities for pupils to apply these skills in other areas of the curriculum. In addition, the provision for developing pupils' Welsh language skills is inconsistent across the school. Despite teachers providing beneficial opportunities for pupils to use their digital skills, they do not systematically plan for the broad development and application of these skills over time.

### **Care, support and guidance**

The school provides strong support for pupils with additional learning needs (ALN), including in the two specialist teaching facilities. Staff create a calm environment for pupils and work successfully with a range of agencies to continuously improve provision for pupils with ALN. As a result, pupils behave well and are considerate of others.

Support staff deliver a valuable range of intervention programmes to aid the development of pupils' academic and emotional skills. For example, a thoughtful sensory and emotional intervention enables pupils to develop their co-ordination and emotional well-being to music using drumsticks and juggling balls. However, the tracking and monitoring of the progress of pupils with ALN is underdeveloped.

The school encourages pupils to value the importance of a healthy body and a healthy mind as an integral part of the curriculum through learning outdoors. However, this is at an early stage of development. The school plans well for pupils to understand the importance of being physically active through activities such as walking a mile each day.

The school provides appropriate opportunities for pupils to develop their spiritual awareness and understanding of religion during classroom activities and collective worship. These include assemblies that focus on aspects of Christianity and other religions. There are close links with the community that provide valuable opportunities for pupils to engage with their community, such as participating in acts of remembrance and laying a wreath. The school works well to develop pupils' understanding of equality and diversity, and to support those in need, for example through raising money for a range of charities.

The school offers a wide range of extra-curricular clubs. All pupils from Year 1 upwards, including those in the specialist teaching facilities, have the opportunity to learn new skills and nurture their talents outside of the classroom. The diverse range of activities cater for many differing needs and interests. For example, pupils enjoy football, netball, cooking, coding, art, multi-sports and drama sessions free of charge.

The school has a good range of pupil voice groups covering a large part of the work of the school, such as its environmental responsibilities through the eco group. Their work is particularly effective where they feed back to other pupils and provide them with a voice. For example, the Welsh group report back to their class and share progress of their work with the whole school. Election for these groups is via democratic processes and the school provides good opportunities for pupils to experience democracy in action in real life. For example, pupils participated in the process of electing the Children's Commissioner for Wales. This work emphasises the importance the school places on developing pupils' understanding of their rights as child.

Pupils are developing a sound understanding of their identity, culture and community and they are proud of their school. Pupils understand and celebrate important cultural events, such as the Eisteddfod. In addition to this, pupils experience a further range of cultural experiences. For example, they visit a local theatre to perform Shakespeare and travel to Hay and Wye to experience the literary festival. However, there are too few opportunities for pupils to develop their understanding of their local heritage and, as a result, they are unaware of the importance of their rich local history.

The school has clear procedures in place to ensure that pupils are safe at school and know who to speak to if they have a concern. Staff understand these processes and know what action to take if they are worried about a pupil. The school's curriculum supports pupils to keep themselves safe. For example, when working online, pupils know to keep their passwords a secret.

### **Leadership and management**

The acting headteacher sets high expectations for staff and pupils and is leading the school robustly during a time of significant instability. Recently, the senior leadership team has undergone restructuring to build improvement capacity and strengthen accountability within the school. For example, leaders of areas of learning and experience are beginning to strengthen the school's focus on developing the school's curriculum and more staff now have involvement in this important work.

Recently, leaders have implemented a clear and purposeful cycle of monitoring activities to evaluate the performance of the school and identify areas for improvement. Leaders gather information through a variety of activities, and this is beginning to build a more accurate picture of the school's performance. For example, leaders identified inconsistencies in teaching through a lack of challenge in a minority of classes, as well as weaknesses in handwriting and presentation skills across the school. However, the school has been slow to address certain issues, such as its lack of a robust system to track the progress of pupils. As a result, it does not have a clear enough picture of the progress individuals and groups of pupils make over time.

Leaders are increasingly modifying and refreshing the school's approach to self-evaluation. Through its work in building capacity and strengthening accountability, nearly all staff now contribute to evaluating the current position of the school and its effectiveness in addressing national priorities. Senior leaders evaluate these findings and develop actions to address key areas for improvement. Leaders are beginning to develop a culture of continuous improvement and are aware of the need to ensure consistency in the quality of teaching across the school, for example in the way in which pupils have regular and consistent feedback on their work. However, leaders have not identified important shortcomings, such as ensuring suitable challenge for the development of literacy, numeracy, Welsh and digital skills across the school, particularly for the more able.

Performance management processes link well to the school's development priorities and the needs and interests of staff. To support this, staff undertake enquiry-based research and trial new approaches to teaching within their classes before sharing good practice with colleagues. Leaders encourage staff to identify their own

professional learning activities based on their needs and interests. In addition, leaders identify appropriate activities to support staff development.

Staff collaborate with colleagues across their cluster of schools to develop an equitable and inclusive curriculum. This ensures that pupils have similar learning experiences by the time they transfer to their secondary school. Staff use this time to share knowledge and expertise within their areas of knowledge and experience. In addition, at the end of the whole school topic, staff across the school take part in learning walks where they share how each of the year groups in the school have developed the topic to engage pupils in their learning. This enables the sharing of good practice and helps to deepen teachers' and teaching assistants' understanding of pedagogy across the school.

Governors understand the school's strengths and challenges well. They are aware of the impact periods of uncertainty around leadership are having on the school. Governors work well with the acting headteacher, for example through supporting the development of an extended senior leadership team. They are beginning to resume their roles as part of staff teams that are developing areas of the curriculum. Governors understand the school's main developmental priorities and why they are a focus for improvement. They are aware of the school's financial position and plan ahead their spending priorities. They understand their statutory duties for ensuring healthy eating and drinking and, as a result, made changes to the school's tuckshop.

The school manages its finances well. Where there is a budget surplus, there are plans to carry out important maintenance work and enhance the learning environment, including the outdoors. The pupil development grant (PDG) funds staffing for the purposeful and effective interventions as well as to enable staff to have access to suitable professional learning to support them in their role.

There are clear procedures in place to support good attendance at the school and staff work hard with parents to promote regular attendance. However, too many pupils still do not attend school often enough or on time. As a result, these pupils miss out on important learning time. The school works to build successful relationships with parents. As a result, many parents value the support and guidance their children receive.

## 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

## 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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