



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

**A report on**

**Tynwydd Primary School**

**Greenfield  
Newbridge  
Newport  
NP11 4QZ**

**Date of inspection: May 2023**

**by**

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

## About Tynewydd Primary School

Name of provider	Tynewydd Primary School
Local authority	Caerphilly County Borough Council
Language of the provider	English
Type of school	Primary
Religious character	Not applicable
Number of pupils on roll	299
Pupils of statutory school age	211
Number in nursery classes	55
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%)	25.6%
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 16.1%)	19.9%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/02/2023
Date of previous Estyn inspection (if applicable)	10/02/2015
Start date of inspection	15/05/2023

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

Tynewydd Primary School is in the process of significant change. The headteacher, with the support of the previous executive headteacher, is driving these changes and is committed to making sure that the school provides the best education for the pupils. Many of the school's processes and procedures have been reviewed over the past two years and new systems introduced to ensure that the school provides effective and high-quality education for its pupils. This work is beginning to show positive effects but, in many cases, it is too early to judge its impact on pupils' progress.

The headteacher, working with governors, has redefined the roles and responsibilities of senior and middle leaders and ensured that all staff receive the relevant professional learning to support them to carry out their roles. He is beginning to address inconsistencies in the quality of teaching, but this work is at an early stage of development.

The school is a welcoming and caring community that gives pupils well-being a high priority. Staff build positive working relationships with pupils and look after their emotional and social needs well. The headteacher has ensured that the school has suitable arrangements to identify and support pupils with additional learning needs (ALN), but this work is at an early stage of development and overall procedures are currently not robust enough to make sure that staff meet all pupils' needs fully.

Most pupils are keen to learn and develop their mathematical, reading and digital skills well. Their progress in developing their writing to a high standard is more limited, as is their confidence to use the Welsh language. Most pupils behave well, but a very few find it difficult to settle to learning and disrupt the progress of other pupils.

## **Recommendations**

- R1 Develop the roles and responsibilities of senior and middle leaders so that they contribute fully and effectively to delivering the school's vision and its strategic priorities
- R2 Address the inconsistencies in the quality of teaching to ensure that all pupils receive the right level of challenge and teachers have high expectations of what they can achieve
- R3 Ensure that procedures to support pupils with additional learning needs (ALN) are robust and effective
- R4 Improve the standards of pupils' writing
- R5 Improve pupils' Welsh language skills

## **What happens next**

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

## Main evaluation

### Learning

Over their time at the school, most pupils make steady progress in mathematics, reading and developing their digital skills, but their progress in developing their writing and Welsh language skills is more limited. Pupils who are eligible for free school meals generally achieve less well than their peers. Many pupils who have additional learning needs make suitable progress towards their individual targets.

Most pupils make good progress in developing their oracy skills. Many pupils are eager to talk to visitors and to discuss aspects of their work. For example, in Years 4 and 5 many pupils speak knowledgeably about the circulatory system using vocabulary that is specific to the topic. Although most pupils listen well, there are a very few pupils in most classes who do not pay attention when others are speaking and, as a result, find it difficult to follow instructions or to engage purposefully in activities.

In reading, many pupils make suitable progress from their starting points. As they move through the school, many pupils develop a good knowledge of letter sounds and use this alongside other techniques to decode new and unfamiliar words. In Year 3 and Year 4, most pupils read with expression and take good account of punctuation when reading aloud. Older pupils skim texts to find information quickly and many develop the skills of inference and deduction well. However, a few pupils say that they do not enjoy reading and do not generally read for pleasure.

Pupils' progress in writing is inconsistent. A few pupils in each cohort find the writing process challenging. Younger pupils often struggle to form letters correctly or to make their writing an even size. By the end of Year 2, many pupils write in short sentences, but only a few punctuate their work correctly or use an adventurous vocabulary to make their writing more interesting to the reader. A few pupils make good progress and by Year 6 write well, producing extended pieces of writing of good quality. However, many pupils do not consistently use the rules of punctuation that they have learned previously, and do not write neatly or present their work well. Overall, pupils do not write at length to explain or expand on their ideas. Pupils generally follow a framework for writing when they are introduced to different genres, but they stick too rigidly to this format when drafting and redrafting their work. Often, it is not clear how they have improved their work through the redrafting process.

Younger pupils develop their Welsh language skills suitably but, as they move through the school, pupils do not build on these early skills well enough. Older pupils find it difficult to answer a range of simple questions posed by a visitor and do not have confidence in their ability to speak Welsh. In Welsh lessons, they learn a range of vocabulary linked to a theme quickly and generally pronounce it accurately with some support from an adult. Pupils generally have positive attitudes towards learning Welsh.

During their time in school, most pupils make good progress in developing their mathematics and numeracy skills. In nursery, many pupils recognise numbers to five and can count how many cups of ingredients they need to use when baking biscuits.

They are beginning to use the language of mathematics well, for example explaining to a visitor that a butterfly's wings are symmetrical. Pupils in reception understand mathematical concepts such as longer and shorter and measure accurately using non-standard units such as blocks. In Year 2, pupils recognise common fractions and can use tally charts suitably. By the end of Year 4, many pupils have a sound grasp of addition and subtraction facts and use these to solve problems. In Years 5 and 6, most pupils use their knowledge of co-ordinates in the first quadrant well to solve a range of problems. They explain their reasoning clearly using appropriate mathematical language.

Many pupils across the school develop their digital skills well. Younger pupils access a range of apps independently to support their learning. Older pupils generally use information and communication technology (ICT) seamlessly during lessons. They look up information and know how to check that what they have found is accurate and reliable. They use a wide variety of programs and apps to present their work in suitable formats, such as creating books to tell stories and producing presentations to use in school assemblies.

Overall, pupils develop their creative skills appropriately. For example, in the outdoor area, Year 1 pupils think about and trial the best way to build a house using crates. In Years 4 and 5, pupils play tin whistles to make tuneful music. Older pupils have worked with a Welsh artist to create two large paintings. These reflect their community, express their sense of belonging and depict their aspirations for the future.

Most pupils develop their physical skills well. In nursery, pupils balance on wheeled boards and use these to propel themselves up and down slopes. Reception pupils take part enthusiastically in lessons where they throw beanbags into hoops and weave in and out of cones. Older pupils design their own obstacle courses and move around them precisely at varying speeds. Most pupils demonstrate good co-ordination during these activities.

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

Most pupils enjoy and feel safe in school. They show respect for adults and other pupils. They are polite and eager to engage in conversation with visitors.

Most pupils behave well. They move around the school sensibly and play together positively at breaktimes. Their play is sometimes boisterous, but pupils show good awareness of others, and generally play safely. Most pupils share playground resources well. For example, pupils in the nursery class understand the need to take turns whilst playing independently on playground equipment. In lessons, most pupils are engaged and attentive. They concentrate for sustained periods and maintain an interest in tasks. However, a very few pupils refuse to engage fully with learning activities and disrupt the learning of others.

Pupils demonstrate a growing awareness of their rights and responsibilities, but this work is in an early stage of development. Pupils' understanding of important issues related to equality and diversity is emerging. For example, pupils in Years 3 and 4 have designed posters following their work on Show Racism the Red Card.

Nearly all pupils understand the importance of living a healthy lifestyle. For example, they make healthy choices about the snacks they eat in school and choose to drink water. Pupils in the nursery class explain the reason for wearing their hats on a sunny day. Most pupils talk confidently and sensibly about keeping themselves safe online and nearly all pupils are aware of the importance of keeping their passwords safe.

Many older pupils enjoy attending the extra-curricular activities on offer, which allow them to develop a variety of skills in cheerleading, art, multi sports and science, technology, engineering and mathematics (STEM).

Older pupils hold a variety of positions in pupil leadership groups. Pupils have either been elected to these posts through a democratic process or have applied for positions and their applications have been accepted. Leadership groups include the School Parliament, the Eco Committee and Digital Leaders. Members of the Criw Cymraeg lead Welsh assemblies. Pupils have been responsible for surveying pupils about their enjoyment of maths, thinking of ways to encourage pupils to walk to school and communicating important messages about online safety. These groups are developing suitably and are beginning to bring about changes to school life.

Many pupils are beginning to have an appropriate input into how and what they learn in school. Older pupils feel that they are listened to if their suggestions are reasonable. Most pupils display positive attitudes to their learning. A majority collaborate well with their peers to complete activities and demonstrate a pride in their work when showing finished pieces to visitors. A few older pupils are beginning to use strategies to overcome challenges in their work without being dependent upon the teacher. Many pupils in Years 5 and 6 develop confidence and resilience to persevere with challenging tasks, for example by attending annual residential visits to an outdoor learning centre.

Many pupils understand that they need to respond to feedback from teachers to improve their work. Most pupils are beginning to self-evaluate and use systems to communicate their level of success in completing learning tasks. A majority of older pupils show examples of where their work has improved in response to comments made by their teacher.

Pupils are attending school more regularly this year compared with last year, when the COVID-19 pandemic had a negative impact nationally on school attendance.

### **Teaching and learning experiences**

Teachers and support staff have positive working relationships with pupils. They respond to the well-being needs of pupils well and provide appropriate support and encouragement. Support staff model learning for pupils with additional learning needs effectively and ask suitable questions to move learning on.

Most teachers share learning intentions suitably and many make learning expectations clear. In a minority of classes, teachers engage pupils well and involve them in their learning. In these classes, teachers use effective questioning suitably to help move learning forward. They use praise suitably to promote good behaviour and to encourage pupils to improve the standard of their work. However, while a majority

of staff manage pupils' behaviour appropriately, a minority do not support and manage the pupils that exhibit challenging behaviour well. At times, there is insufficient support to help these pupils to de-escalate their behaviour and to regulate their emotions.

Many teachers implement assessment for learning strategies suitably. Where this is effective, pupils are clear about what they need to do and how to improve their work. However, there is inconsistency in the quality of feedback to pupils and this has implications for the standard of work that pupils achieve. While the school has a suitable marking and feedback policy, it is not used consistently across the school to help all pupils to improve their work. Leaders have recently introduced new assessment processes, but this work is evolving, and it is too early to judge its effectiveness.

Although there are examples of good practice within the school, there is too much inconsistency in the quality of teaching and the level of challenge that tasks provide. For example, the expectations of about half of the teachers regarding the amount of writing pupils produce and the standard of their handwriting and presentation are too low and limit pupils' progress.

The current headteacher and previous executive headteacher identified that the school had not made the expected progress in developing its curriculum. This is now a school priority and, more recently, there has been a substantial amount of work to develop the understanding of staff about what is required to design and implement a curriculum that meets the requirements of a Curriculum for Wales. The curriculum leader has had a major role in this development and has led professional learning sessions for all staff. Staff are beginning to work collaboratively, sharing ideas and developing an appropriate range of learning experiences for the pupils.

Teachers have involved pupils in activities to develop their understanding of the four purposes of the curriculum. For example, older pupils have written books about the characters that represent these aspects. Their stories have imagined how the characters may behave in different scenarios and have supported pupils to understand aspects, such as what it is like to be an ambitious and capable learner at an age-appropriate level.

Recently developed curriculum maps are beginning to ensure that teachers' planning builds on pupils' prior learning, develops their skills at a suitable level and provides a range of stimulating and interesting learning experiences. The school has suitable arrangements to enrich the curriculum through the use of visits and visitors. There are appropriate opportunities for pupils to visit their local area, for example visiting Cwmcarn Forest to see how the woodland is managed and Newbridge Memo to learn about the building's history and its link to the mining community. The school has a range of attractive and well-resourced outdoor spaces. Staff generally make effective use of these spaces to support and enhance pupils' learning.

Arrangements to develop pupils' Welsh language skills progressively across the school are at an early stage of development. Teachers deliver specific language sessions with a focus on key vocabulary and language patterns, but these do not always build well enough on pupils' prior learning. Overall, staff lack confidence in

their use of Welsh and, as a result, do not extend pupils' learning, particularly that of older pupils.

Leaders have recently invested in a new, systematic approach to phonics for younger pupils and this, combined with regular opportunities for older pupils to practise and develop their reading skills, ensures that pupils make suitable progress in reading across the school. However, teachers do not generally develop pupils' love of and enthusiasm for reading well enough.

Recently, leaders have improved the provision for developing pupils' mathematical skills and, as a result, progress and standards, are developing well. Many teachers provide pupils with suitable opportunities to apply a range of numeracy skills across the curriculum. For example, when planning a holiday abroad, pupils in Year 6 had to consider costs such as fuel, flights and accommodation before making their choice.

Overall, the school's provision to develop pupils' personal and social skills is appropriate. However, its planning for pupils to understand and embrace diversity and other cultures is at an early stage of development.

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

The school is a very caring community where staff encourage pupils to contribute positively to its supportive and friendly ethos. This atmosphere helps nearly all pupils to settle easily to school life and to feel secure and most pupils to feel ready to learn. It contributes significantly to their happiness in school and their overall well-being and promotes the school's vision of 'Safe, Happy, Ambitious' effectively. The beneficial relationships between staff and pupils, and between the pupils themselves, are a strong feature of the school. Staff work hard to ensure that pupils feel safe and well cared for. Overall, they understand pupils' needs well and they respond with sensitivity to pupils' emotional and social needs.

Staff provide valuable support for pupils' mental and physical well-being. For example, they encourage pupils to take part in the Walk to School Week as part of the Walk with Wildlife campaign. They help pupils to develop an understanding of sustainable issues and, for instance, older pupils explain clearly how their actions contribute to reducing pollution. In nursery, pupils take part in energetic exercise sessions that teachers link effectively with their studies on the life-cycle of caterpillars. Each week, pupils receive Seren Yr Wythnos certificates to reward behaviours, such as displaying friendship, being kind or trying their best in lessons.

Through a suitable range of pupil voice groups, the school develops beneficial opportunities for pupils to contribute to the life and work of the school. The groups include representation from across the school and involve pupils with additional learning needs appropriately. Although a few of these groups have only recently begun to have an impact on school life, staff are now helping pupils to develop their leadership roles to ensure that the groups have greater influence. For example, the work of the digital leaders has been effective in offering advice and guidance on the use of apps to staff and pupils.

Recently, following professional learning for staff, the school's ALN procedures have been revised and now meet the requirements of the ALN Code of Practice. In

general, staff are now more aware of ALN processes and the needs of pupils, but there is still some inconsistency in this across the school. As a result, not all identified pupils who require help receive prompt and adequate support linked to their needs. Where support is prompt and effective, staff deliver a range of programmes tailored suitably to pupils' needs. Leaders monitor the support pupils receive and track their progress effectively. These arrangements ensure that most pupils make suitable progress in relation to their targets. Staff work effectively with outside agencies to enhance the ALN provision and provide specific support. For example, there has been input from the local authority early years and childcare team to help staff to deliver a programme, 'Draw and Talk', to pupils in reception and Year 1 to develop their oracy skills. Recent collaborative working with a nearby partner school continues to assist the school in developing its ALN processes. However, overall, procedures to support pupils with ALN are not robust enough.

The school promotes pupils' spiritual, moral, social and cultural development appropriately. There are worthwhile acts of collective worship that give pupils time for reflection about important aspects of life. Pupils take part in Christmas concerts in three local places of worship and this, along with other activities, forges strong relationships with the community. Pupils take part in organising donations to a local food bank during harvest week and develop an awareness of those less fortunate than themselves. Most older pupils learn about the significance of Remembrance Day where pupils attend local services and when they attend a commemoration at the school. Older pupils explain with feeling that fallen soldiers sacrificed their lives and fought for the freedom we enjoy today.

Through educational visits to the local area, all pupils have the opportunity to explore the world of work. This has resulted in all pupils sharing their ambitions by contributing to 'When I grow up' displays along the corridors. This has a beneficial effect of raising pupils' aspirations and improving their expectations, from a young age.

All staff and senior leaders monitor pupil attendance carefully. They work in partnership with a range of outside agencies effectively, providing beneficial advice and support to families. The school's arrangements for safeguarding are appropriate and give no cause for concern. There is a strong culture of safeguarding within the school and staff communicate well with each other to support pupils and understand their roles in keeping pupils safe.

### **Leadership and management**

Since his arrival, the headteacher has established a clear strategic vision for the school. He has high professional expectations of himself and others, and his commitment to making the school the best it can be has been instrumental in motivating staff and governors to move the school forward.

The headteacher has restructured the leadership team to redefine the responsibilities of senior and middle leaders and to hold them accountable for pupils' progress. They are eager to develop their leadership skills and to take on new roles and responsibilities. Although most staff are enthusiastic about the changes, it is too early to judge their impact and effectiveness in bringing about improvement in relation to identified school priorities. Performance management arrangements for all staff now

align closely with school development priorities and have been key in beginning to develop and refine teachers' skills.

In a relatively short period of time, the headteacher has gained a comprehensive understanding of the school's strengths and areas for development. Working with the previous executive headteacher, he has identified appropriate improvement priorities for the school, which leaders and staff are beginning to address. Leaders, teachers and governors regularly undertake a variety of relevant monitoring and evaluation activities, such as learning walks, listening to learners and scrutinising pupils' work. As a result, they have a clearer picture of the school's strengths and areas for development. However, the school does not currently have a suitable strategic plan to improve pupils' Welsh language skills. This is having a negative effect on the ability of nearly all pupils to communicate confidently in Welsh.

Since the headteacher's appointment, governors receive valuable information and presentations from him as well as from curriculum leaders and pupils about the school's work. They now have a very good understanding of the school's strengths and areas for improvement. As a result, they provide both support and a robust level of challenge regarding standards and provision. The dialogue between themselves and the senior leadership team is purposeful and productive. Responsibilities, such as looking at standards and finance, are shared effectively by considering individual governors' expertise. Governors actively support the headteacher and are mindful of his well-being. The governing body ensures that the school has appropriate arrangements to promote healthy eating and drinking.

Leaders and governors manage the school's finances prudently. They balance short-term and longer-term needs appropriately and ensure that spending on the pupils is prioritised. The school uses grant funding effectively, including the pupil development grant, to ensure beneficial support for pupils whose lives are impacted by poverty. For example, they fund intervention support for targeted pupils and subsidise school trips for those whose families would struggle to pay the full cost.

The headteacher has provided frequent and purposeful opportunities for teachers and support staff to benefit from appropriate professional learning that relates closely to school improvement priorities and performance management targets. Teachers' visits to a partner school and the development of teaching triads within the school have begun to help them to develop their classroom practice to bring about improvements and greater consistency in teaching and learning. This work is beginning to be effective, but it is at an early stage of development.

The school works beneficially with a number of outside partners, such as the speech and language therapist and education welfare officer, to support pupils in their development and learning. The relationship the school has developed with these agencies is beneficial in providing support for those pupils who have individual needs. Partnerships with the wider community are developing suitably. For example, there are strong links with science and technology companies, which help pupils better to understand the world of work and the impact of technology on society.

## 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.

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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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