



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

**A report on**

**Llangiwg Primary School  
New Road  
Ynysmeudwy  
Pontardawe  
Swansea  
SA8 4PJ**

**Date of inspection: January 2019**

**by**

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

## About Llangiwg Primary School

Llangiwg Primary School is in the village of Ynysmeudwy, near Pontardawe in the Neath Port Talbot local authority. The school has 138 pupils aged between 3 and 11, including 14 pupils who attend the nursery class on a part-time basis. There are five classes, some of which are for pupils of mixed ages.

The school's three-year average for pupils eligible for free school meals is around 20%, which is similar to the average for Wales. The school identifies that around 28% of its pupils have additional learning needs, which is above the Welsh average of 21%.

Most pupils are of white British ethnicity. A few pupils come from ethnic minority backgrounds and a very few are learning English as an additional language. No pupils come from homes where Welsh is the first language.

The headteacher was appointed in September 2018. The school's last inspection was in 2013.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Many pupils make good progress in their learning and achieve well by the end of key stage 2. Most display good behaviour around the school and tackle their work in class with enthusiasm.

All staff have positive working relationships with pupils and support their wellbeing effectively. Most teachers provide learning experiences that meet the interest of pupils well. They evaluate pupils' progress in lessons purposefully and plan suitable next steps for their learning. The school has a clear, inclusive ethos that values and respects pupils, staff and parents. Staff make good use of links within the local community to enhance the development of pupils' creative and social skills.

The headteacher provides calm, effective leadership and receives valuable support from the conscientious senior leadership team. Leaders at all levels plan appropriately for the strategic development of the school and bring about worthwhile improvements.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Adequate and needs improvement</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Raise pupils' standards of spoken Welsh in key stage 2
- R2 Increase rates of attendance, particularly for pupils who are eligible for free school meals
- R3 Improve the monitoring of interventions in order to evaluate their impact on pupils' progress clearly
- R4 Develop governors' first-hand knowledge of the school's strengths and areas for improvement

## **What happens next**

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

## Main findings

### Standards: Good

The majority of pupils enter school with skills that are in line the level expected for their age. Many make good progress as they move through the school and achieve well by the end of Year 6.

Most pupils in the foundation phase listen well. They speak confidently, ask and answer questions readily and follow instructions carefully. By Year 2, many express their thinking clearly. For example, they explain how particular words make instructions easier to follow when reading a recipe. In key stage 2, most pupils discuss their work thoughtfully and use a broad range of vocabulary appropriately. They listen respectfully to the views of others and contribute purposefully to discussion. For example, pupils in Year 6 work effectively in small groups to evaluate the persuasive techniques used in adverts. They show a clear understanding of fact and opinion. Many pupils show a good awareness of how to vary their speech to suit different contexts.

Most pupils develop well as readers. In the foundation phase, many use a suitable range of strategies to read simple texts independently. For example, they break up longer words and use their knowledge of letter sounds to read unfamiliar words successfully. Many pupils enjoy re-reading stories they have shared as part of their topic work. Most make good progress in building on their reading skills throughout key stage 2. For example, pupils in Year 3 skim and scan the text to gather information efficiently when following instructions to make a cup and ball toy. Nearly all pupils in Years 4 and 5 participate in a shared reading of a lengthy poem enthusiastically. They read fluently, using rhythm and expression to enliven their reading successfully. A minority of more able pupils show a sophisticated understanding of writers' techniques and explain clearly how an author builds suspense in order to grip the reader.

Many pupils across the school produce writing of a good standard. In the reception class, many use an appropriate pencil grip. A minority write letters with suitable formation and orientation, for instance when writing their own name independently on a mini whiteboard. By Year 2, most pupils write at increasing length. Many produce a detailed retelling of the Goldilocks story, including the use of speech and description. They sequence their writing appropriately and transfer this learning to write a personal recount of a visit successfully. In key stage 2, most pupils write for a suitable variety of purposes and have a clear understanding of the appropriate style to use. They plan their writing clearly and make effective use of 'toolkits' to include relevant features. This process helps pupils to produce extended writing of good quality. For example, Year 6 pupils use prompts to create suspense when describing a character as "tugging her great gown about her, she crept down the never-ending hallway". Many pupils show a clear understanding of the features of poetic writing. They enjoy experimenting with word choices for effect and use alliteration and personification successfully. For example, pupils in Years 4 and 5 collaborate in writing a fantasy poem with striking images, such as 'I saw rumbling rocks rolling on towards death'. Most pupils spell common words accurately. However, the standard of pupils' punctuation and handwriting varies too much.

Across the school, many pupils have positive attitudes towards learning Welsh. In Year 2, many respond well to simple instructions and they ask and answer appropriate questions confidently, for example to say how they are feeling and to describe the weather. They read basic sentences with accurate pronunciation and understanding. Many pupils write short sentences, for example to describe the insects they have seen during their outdoor learning. However, as pupils move through the school, they do not build on these skills well enough. By Year 6, only a few key stage 2 pupils have a secure grasp of appropriate vocabulary and sentence patterns in their oral work in Welsh.

Overall, many pupils in the foundation phase have appropriate numeracy skills that they apply confidently in different areas of learning. For example, Year 2 pupils use their addition and subtraction skills to pay the bill from the woodland café independently and use standard measures of weight to make a magic pie successfully. Many pupils in key stage 2 use their numeracy skills across the curriculum effectively. For example, many pupils in Years 4 and 5 use their skills in algebra to crack a code in a Roman gladiator challenge. Most pupils use a suitable range of mental and written strategies to calculate and they have a good understanding of the number system. For instance, Year 6 pupils apply their knowledge of decimals to record results accurately during a science experiment on forces.

Most pupils develop their information and communication technology (ICT) skills appropriately across the curriculum. Many use online resources effectively to improve their reading and numeracy skills in school and at home. Across the school, most pupils make good use of ICT to collate and present information in tables, graphs and databases. For example, Year 2 pupils create pie charts showing the popularity of different pets and pupils in Years 4 and 5 construct databases to record facts about Roman gods and goddesses. Most pupils use and analyse data purposefully in response to specific queries.

### **Wellbeing and attitudes to learning: Adequate and needs improvement**

Nearly all pupils feel safe and know that there are staff that they can speak to if they are worried about anything. Most pupils know how to keep themselves safe online.

Most pupils understand how to lead a healthy lifestyle. They know that eating a balanced diet and taking physical exercise are important in developing and sustaining good health. Many pupils enjoy participating in extra-curricular clubs, such as football, drama, art, and choir.

Most pupils behave well in and around the school. They show politeness and consideration for each other, staff and visitors. Most pupils are keen to gain the regular rewards that staff award for good behaviour and acts of kindness. Most pupils are supportive of one another in lessons. They deal maturely with any interruption and show a responsible attitude towards completing their work in class.

Most pupils use their prior knowledge to make progress quickly during lessons. They settle to activities readily and select appropriate resources independently when necessary. Most show high levels of engagement and approach tasks with enthusiasm. They engage constructively with other pupils during group and paired

work. Most older pupils develop appropriate ways to work through challenges. For example, they ask a friend for support or use classroom displays to help when they find their work difficult. However, a minority of younger pupils sometimes lack independence and rely too much on adult support.

Most pupils have suitable opportunities to make decisions about their learning. For example, pupils contribute ideas for termly topics they would like to learn about and help organise fundraising activities. Most pupils feel that school council members listen to their views and lead actions on their behalf effectively. Many pupils welcome the opportunities to take on leadership roles and fulfil these conscientiously. For example, 'Red Cap' play buddies support the school's inclusive ethos well by showing empathy for others at play times and organising fun playground activities.

Nearly all pupils feel the school encourages them to work hard and that adults help them to learn well and to make progress. Most pupils in key stage two use the school's feedback strategies to assess their own work and the work of other pupils successfully. They identify the strengths and weaknesses in their work confidently and use this to improve their work well.

Most pupils are aware of the importance of attending school regularly and punctually. However, the attendance rates of pupils who are eligible for free school meals do not compare well to similar schools and the number of pupils who are persistent absentees is too high.

### **Teaching and learning experiences: Good**

All teachers and teaching assistants have positive working relationships with pupils. They are calm and respectful and show a strong understanding of the needs of individual pupils. Most teachers set appropriate expectations for pupils' achievement and motivate them to work hard, for example, by challenging pupils to produce work of high quality for sharing on the 'board of brilliance'.

All teachers manage pupils' behaviour well. Most teachers use a small number of simple strategies consistently to gain pupils' attention and to sustain a suitable pace during direct teaching. Many teachers use a wide variety of different stimuli to hook pupils' interest at the start of lessons. They usually maintain an appropriate balance between intervening and enabling pupils to work independently.

All teachers share specific learning objectives with pupils appropriately. They generally give clear instructions that enable most pupils to approach tasks confidently. Most teachers match activities to meet the needs of pupils successfully, including those with additional learning needs. However, in a few classes, planned activities do not always provide a suitable context to help pupils to learn what the teacher intended. Many teachers make effective use of plenaries to review pupils' learning. They use this well to plan appropriate next steps that build purposefully on pupils' current progress. Teaching assistants support pupils very well. Many show strong professional initiative and enable pupils with identified needs to work effectively alongside other pupils in class.

All teachers give useful verbal and written feedback to pupils that identifies strengths and areas for improvement. They provide worthwhile opportunities for pupils to evaluate their own progress and to respond to teachers' comments by improving or extending their work.

Teachers plan for pupils' learning using a thematic approach that provides suitable coverage of most learning areas and subjects. They plan rich tasks that enable pupils to apply their literacy, numeracy and ICT skills in purposeful contexts. These build on pupils' previous learning effectively. For example, as part of their topic work, pupils in Years 4 and 5 use their numeracy skills to raise an effective Roman army within the constraints of the available budget.

Teachers' plans take account of the principles of foundation phase practice. However, there is not always an effective balance of child-led and adult-directed learning across classes. Teachers make very beneficial use of a valuable partnership with a local outdoor learning centre. This provides good opportunities for younger pupils to develop their physical, social and creative skills through activities in the outdoors. This arrangement has a positive impact on pupils' motivation and wellbeing.

Pupils in the foundation phase have suitable opportunities to develop their Welsh language skills, for instance through their active participation in regular Helpwr Heddiw sessions. However, the teaching of Welsh in key stage 2 lacks consistency and pupils do not make further progress quickly enough. Teachers make links within topics to develop pupils' awareness of the culture and history of Wales. This includes visits to places of local and national historical and cultural interest. However, the range of learning experiences is not broad enough to develop pupils' understanding of their Welsh identity fully.

### **Care, support and guidance: Good**

The school is a happy, inclusive and caring community, where pupils and staff show high levels of respect for each other. All staff respond sensitively to the social and emotional needs of pupils. Their consistent support enhances pupils' wellbeing and impacts positively on their attitudes to learning.

The school's provision for pupils with additional learning needs is good. Teachers work with pupils and parents to write well-focused learning plans with clear targets for pupils' development. They review progress regularly and plan suitable next steps. Leaders track the overall progress of individual pupils and cohorts appropriately. The school provides an appropriate range of interventions to support pupils' identified needs. However, the school's procedures for monitoring the impact of these interventions and the progress of specific groups of pupils is currently underdeveloped.

The school provides worthwhile leadership opportunities for pupils through several pupil groups, including the school council, 'Red Cap' playground buddies and Criw Cymraeg. Members of the school council work closely with the schools' parent and teacher association to raise funds for school improvements. For example, they organise regular discos to raise money to buy outdoor equipment and resources.

Staff have effective links with parents and carers. Parents feel that the school's inclusive ethos nurtures all pupils and builds their confidence and self-esteem well. The school uses a variety of communication channels with parents, such as 'weekly round-ups', text messages and social media effectively. These provide useful information that keeps parents up-to-date with the life and work of the school.



Teachers promote pupils' understanding of healthy eating and drinking successfully. For example, a daily fruit tuck shop provides healthy break time snacks for pupils. Staff respond directly to pupils' requests by running a wide range of extra-curricular clubs that meet their interests well. For example, in art, drama, football and through the school choir.

The school has beneficial relationships with the local community and national organisations that support pupils' learning well. For example, visits from local church members, The Dog's Trust and the local fire service enrich pupils' topic work. The school makes very effective use of a local environmental education centre. This strong partnership provides valuable opportunities for pupils to develop their social and creative skills through outdoor activities such as shelter building.

All staff use the school's agreed reward system consistently. They celebrate and encourage pupils' efforts and attitudes appropriately. The school promotes tolerance and respect through its daily practice and whole school assemblies effectively. However, teachers do not provide enough opportunities for pupils to develop their awareness of a diverse range of beliefs and cultures. As a result, the provision does not develop pupils' understanding of their role as informed global citizens as much as it could.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The headteacher has introduced a tracking system to improve attendance and works closely with the Education Welfare Officer to identify pupils and families requiring support. This system is in its early stages and it is too early to measure its impact fully.

### **Leadership and management: Good**

The headteacher provides strong and purposeful leadership and sets a clear strategic direction for improving the school. In the relatively short time since her appointment, she has established a clear vision for the school, based on a commitment to ensuring the wellbeing of all pupils and staff within a supportive and inclusive environment. She shares this vision successfully with staff, pupils, governors and parents.

The teachers and teaching assistants work conscientiously and support the headteacher well. They have a secure knowledge of their roles and responsibilities and carry them out effectively. Leaders co-ordinate the professional development of staff purposefully. They provide worthwhile opportunities that link appropriately to performance management objectives and school priorities. This is having a positive impact on the standards achieved by pupils. For example, recent training undertaken by teachers has improved the standard of pupils' ICT skills.

The newly established senior leadership team use appropriate processes to evaluate the school's performance and to plan for improvement. Leaders consider a suitable range of information, including assessment data, scrutiny of pupils' work and lesson observations. They use this to form a fair and mostly accurate judgement about the school's strengths and areas for improvement. The priorities in the school

improvement plan are appropriate and link directly to the evidence gathered during the self-evaluation process. Leaders plan suitable actions to address priorities effectively and have brought about improvements in many areas. For example, they have raised the standard of pupils' reading and improved the opportunities pupils have to use their numeracy skills in other areas of learning. However, leaders have not recognised enough the need to improve pupils' use of oral Welsh in key stage 2 or the need to improve pupils' attendance further.

Senior leaders hold regular meetings with staff to evaluate aspects of the school's work. Meetings focus clearly on the progress the school is making towards meeting its priorities. This ensures that staff work towards common goals and share accountability for actions appropriately.

Leaders take careful account of the views of pupils and parents. For example, pupils' views have led to the school to improve the range of outdoor play resources during play times. This is having a positive impact on the development of pupils' physical skills and their wellbeing.

Governors are supportive of the work of the school. They meet regularly and fulfil their statutory duties conscientiously. Governors use the reports presented by the headteacher to gain an appropriate understanding of the strengths of the school. However, their active engagement in self-evaluation processes is limited. As a result, governors are not always able to challenge leaders robustly enough.

The governing body manages the school's budget conscientiously. Over the last five years, the school has accumulated a significant deficit, mainly linked to staffing costs, and this deficit is set to increase this year. However, the headteacher and governing body have agreed a budget recovery plan with the local authority and are taking appropriate actions to reduce the deficit in a planned way while continuing to improve the standard of pupils' literacy, numeracy and ICT skills. Leaders use the pupil development grant to support the learning of vulnerable pupils appropriately, for example by providing purposeful literacy and numeracy support.

Leaders are proactive in seeking out alternative funding for improvement activities. They use the money they raise to enrich pupils' learning experiences beneficially. For example, the school has purchased additional resources to support pupils' outdoor learning using funding received from a local business.

## 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))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

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