



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

**A report on**

**Danygraig Primary School**

**Ysgol Street  
Port Tennant  
SA1 8LE**

**Date of inspection: November 2023**

**by**

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

## About Danygraig Primary School

Name of provider	Danygraig Primary School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	248
Pupils of statutory school age	200
Number in nursery classes	24
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%)	43.5%
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%)	13.5%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	36.0%
Date of headteacher appointment	31/10/2016
Date of previous Estyn inspection (if applicable)	08/06/2015
Start date of inspection	20/11/2023

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

Danygraig Primary School is the cornerstone of the community with well-being at its heart. Pupils and their families have a strong sense of pride when they talk about the school. Within the inclusive environment everyone is respected. Most pupils are sociable, and, during their time at the school, develop positive attitudes to learning. Nearly all pupils feel safe and enjoy being at school.

Leaders and staff know pupils well and use this information to ensure that all pupils are cared for. There are positive relationships between pupils and staff. Nearly all pupils show a responsible attitude and demonstrate good behaviour. During their time in school, many pupils make good progress including those with additional learning needs (ALN), those who have English as an additional language (EAL) and pupils that attend the specialist training facility (STF).

From varied starting points when they first join the school, many pupils in main stream are beginning to build a purposeful range of skills, such as literacy and numeracy and apply them across the curriculum. Pupils are beginning to use their knowledge of Welsh appropriately in lessons. However, across the school, pupils do not make enough progress in reading and their digital skills are underdeveloped.

The headteacher, staff and governors work together effectively. They generally have a good understanding of the school's strengths and priorities for improvement.

The school has developed a purposeful curriculum for its pupils. Staff plan a variety of interesting opportunities for pupils to build on their knowledge and understanding successfully. Pupils show high levels of interest in their lessons and participate with enthusiasm. However, teachers do not plan well enough to challenge all pupils, particularly the more able. As a result, they do not make the progress they are capable of.

## Recommendations

- R1 Improve pupils' reading and digital skills
- R2 Provide pupils with opportunities to broaden their knowledge about books and authors and develop a love of reading
- R3 Ensure that all teachers plan learning experiences that enable all pupils to make the progress they are capable of

## What happens next

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

## Main evaluation

### Learning

Most pupils start school with skills and understanding below those expected for their age. As they move through the school, many pupils, including those with additional learning needs (ALN), those who are eligible for free school meals and pupils with English as an additional language (EAL), make good progress from their starting points. Many pupils in the specialist training facility (STF) achieve well in line with their needs and abilities. However, a few more able pupils do not make the progress they are capable of.

Often from low starting points, most pupils make good progress in developing their speaking, listening and communication skills. Many pupils listen carefully, paying close attention to staff and to their peers. They ask thoughtful questions, develop ideas, and make valuable contributions that consider other pupils' views. Many pupils speak confidently by Year 2 and, as they progress through the school, they talk about their work in detail. By Year 6, most pupils are articulate and mature speakers. They express themselves clearly, for example when discussing how climate change causes natural disasters.

Many pupils have positive attitudes to developing their Welsh language skills. They have a good understanding of simple phrases used in their daily sessions. However, many pupils lack confidence to use these phrases whilst holding simple conversations. As a result, progress is satisfactory overall. From nursery to Year 2, many pupils develop a secure understanding of letters and sounds and are beginning to build confidence when constructing simple words and phrases independently. By Year 2, many pupils use early research skills effectively, for example to produce a simple fact file about a sea turtle. Most pupils from Year 3 to Year 6 read appropriately and are developing their fluency suitably. However, overall, pupils do not make good enough progress in developing age-appropriate reading skills. In addition, their enjoyment of reading and their knowledge of a range of authors is less well developed.

Many pupils' writing skills are developing effectively as they move through the school. The youngest pupils in the nursery begin to form letters correctly. Many pupils in Year 1 show an awareness of how sentences are formed and use punctuation with increasing accuracy. By the end of Year 2, pupils write interesting adventure stories independently. From Year 3 to Year 6, pupils write confidently in all areas of learning. They produce detailed explanations about volcanoes and adapt facts about space into a fictional story. However, at times, more able pupils do not write at a level which reflects their abilities.

Most pupils make effective progress in developing a range of skills in their mathematics lessons. Pupils across the school have a good grasp of number and use correct mathematical vocabulary when completing calculations. As pupils move through the school, they recall and build on previous learning successfully. They apply what they have learnt in class well when tackling problems such as, identifying and measuring right angles in the outdoor learning environment. Older pupils use more formal calculation strategies accurately. They are beginning to use their

numeracy skills appropriately in other aspects of their learning, such as using a scale to calculate the distance between volcanos on a map of the world.

Across the school, most pupils are beginning to use a range of software confidently to support and record their learning. Many pupils use digital programmes competently to research, communicate information and create interesting presentations. However, overall, most pupils do not develop a wide enough range of digital skills and progress is limited.

Most pupils' physical skills are developing soundly through a variety of activities. Pupils build on these skills in planned lessons, after-school clubs and in the local pool. Overall, many pupils are developing their creative skills well, for example, by working with artists and studying different styles of art. They are beginning to appreciate, compose and perform different styles of music, such as Samba. In addition, pupils access the outdoor learning environment often to develop their curiosity and independent skills. Their ability to think critically and to solve problems is developing suitably, particularly when they work in groups, for example to explore the most effective way of dividing numbers.

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

Nearly all pupils enjoy their time at the school. They demonstrate a sense of pride at being part of an inclusive, caring, and nurturing school.

Most pupils' behaviour is good and they are polite to each other, adults and visitors to the school. They play happily, take turns, and support each other well while being physically active and socialising during break times. Most pupils feel safe in school and know who to approach if anything is worrying them. They confidently share their feelings in daily check-in sessions and use the 'I wish my teacher knew' box to share concerns. As a result, most pupils feel supported, respected, and treated fairly.

Most pupils have a positive attitude to learning. They show good levels of interest in their work and talk enthusiastically about it. Nearly all pupils contribute towards planning their termly topics and are confident that staff listen carefully to their ideas. They use a good range of coping strategies if they face difficulties and show perseverance and resilience when completing their work. Overall, most pupils become ambitious and confident learners who are ready to learn. They collaborate effectively in groups, and many make positive contributions to discussions. They show a good level of respect for the suggestions of others. Although at times the activities planned are at a low level and do not challenge the pupils enough, particularly the more able, they concentrate diligently on their tasks for extended periods.

Most pupils demonstrate a good knowledge of children's rights. They study articles from the United Nations Convention on the Rights of the Child (UNCRC) and discuss how it affects them and children in other countries. Most pupils show a strong awareness of the importance of their contributions towards creating a caring society and they develop effectively as ethical and well-informed citizens. For example, they work closely with the local bereavement group, supporting the community, and donate toys and books to a local charity. Most pupils are fair and caring and support

younger pupils sensitively during play and lunchtimes to help them engage with others.

Nearly all pupils are keen to express their opinions when offering ideas about the school. The inclusive pupil voice groups allow pupils to take an active part in school life and their representatives demonstrate a range of leadership skills, such as improving the outdoor learning environment and increasing the number of after-school clubs. They fulfil their responsibilities conscientiously and representatives are proud of their valuable contributions and achievements. This includes the work of the 'learning lookouts' leading on matters that are important to them, such as ways to improve and consolidate pupils' maths skills, which supports a target in the school development plan.

Most pupils have a good understanding of the importance of eating and drinking healthily. They consider the benefits of physical exercise on their health, and enjoy participating in termly well-being days. Most pupils have a strong understanding of how to use the internet sensibly and safely, for example by not sharing their passwords with others.

Many pupils develop suitable entrepreneurial skills during their Friday enrichment activities. For example, Danygraig mini entrepreneurs successfully create and sell mini bath bombs and learn the concept of running a business.

### **Teaching and learning experiences**

Staff across the school develop good working relationships with pupils. They foster respectful and trusting relationships where most pupils feel valued. This creates a positive culture for learning and, as a result, most pupils settle quickly to their work and behaviour in lessons and around the school is good.

The school has developed a cohesive curriculum which provides suitable breadth and depth of learning and engages all pupils well. Teachers plan authentic experiences that stimulate learning effectively and reflect the nature of the school's context suitably. They are beginning to explore areas such as ethnicity and Welsh culture, providing opportunities for them to learn about influential people such as Shirley Bassey and Betty Campbell.

Pupils across the school regularly contribute to their termly topics, suggesting interesting ideas for skill-based challenges. However, at times, these activities do not have a clear learning intention or provide a suitable level of challenge. Teachers provide opportunities for pupils to explore learning with partners outside the school and beyond the locality. They work with a university team, for example, to design a code for a computer programme used at the International Space Station. These experiences contribute well to raising pupils' awareness and aspirations around future careers and the world of work, helping them to make informed choices. In addition, teachers arrange visits to places of interest in the local area and further afield to enhance the pupils' learning experiences. They creatively use visitors such as a local artist, to develop pupils' abstract art skills and, by depicting features of Swansea in their pieces of art, learn about local history successfully.

A very few members of staff model the Welsh language effectively. They are slowly having an impact on Welsh language development in the school and, overall, teachers are beginning to provide suitable opportunities for pupils to use their Welsh skills appropriately in their learning.

Overall, the planning to develop pupils' skills is purposeful. As a result of careful planning, most pupils, including those who are new to English, have strong speaking and listening skills. In addition, teachers provide effective opportunities for pupils to write in all areas of learning. Across the school, pupils' maths skills are sound and more recently staff provide opportunities for them to apply their skills well across the curriculum. However, provision to develop pupils' reading and digital skills is underdeveloped.

Where teaching is most effective, teachers make their classes stimulating and engaging. They are beginning to adapt their teaching and use the indoor and outdoor environments suitably to enhance learning. Teaching assistants use a good range of strategies to guide pupils in their learning. They intervene when necessary and allow pupils to persevere independently, which encourages resilience and diligence. On the whole, teachers use assessment suitably when planning the next steps in pupils' learning. However, overall, the level of challenge for pupils, particularly the more able, is too low.

Nearly all staff encourage pupils and praise them for their achievements. They give clear explanations at the beginning of lessons and encourage pupils to create their steps for success independently. Most staff use questioning appropriately to deepen pupils' understanding. They know the pupils well and teachers provide valuable oral feedback and regular opportunities for pupils to reflect on their own learning. However, the quality of written feedback is less effective as insufficient time is given for pupils to improve their work.

Staff provide a range of purposeful extra-curricular activities to extend pupils' creative and physical skills. Annual residential visits to Llangrannog, for example, enable pupils to learn about team work while taking part in outdoor activities.

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

The school is a caring and inclusive environment and, as a result, supports the development of pupils' social and emotional skills well. This is a strength of the school. Leaders prioritise and foster a shared approach to well-being, creating an atmosphere of respect between staff and pupils. As a result, pupils feel safe and cared for in a trusting setting. All staff respond effectively to pupils' needs. They utilise a range of strategies successfully to support pupils, which has a beneficial effect on behaviour across the school.

The school has strong processes to support pupils' well-being. These include a useful range of nurturing interventions that focus well on developing pupils' confidence and social skills. The school has introduced regular sessions with a member of staff and drop-in sessions with an adviser from the health service, which provides beneficial support to pupils and their families.

The provision for all pupils with ALN is robust. The ALN co-ordinator together with staff monitor pupil progress carefully and plan tailored programmes of support. As a result, teaching assistants deliver extensive literacy, numeracy, and social and personal programmes in each class, which make positive and lasting change to pupils' well-being and their ability to learn. The school works closely with agencies to provide specific support where appropriate.

The school provides carefully adapted support for those pupils that attend the STF. Teachers and teaching assistants ensure a caring, welcoming environment in which pupils feel supported purposefully and encouraged to achieve their learning and well-being objectives.

The school has a range of active pupil leadership groups, which take on responsibility and make meaningful decisions about the school, such as introducing new resources during playtimes, which has improved interactions between pupils successfully. Overall, pupils are developing confidently as active citizens and make valuable contributions to the locality. They keep the beach free from litter, and deliver home-made Christmas cards and chocolates to people living alone as a voluntary act of kindness. As a result, pupils develop empathy and respect for people in their community.

The school is inclusive and promotes equality purposefully. Staff provide pupils with regular opportunities to develop their moral and ethical understanding. Whole-school assemblies enable pupils to understand human rights successfully, and to develop a good understanding of right and wrong. The school benefits from strong links with local churches to support pupils' spiritual development. Staff encourage pupils to ask questions to develop their thinking and to reflect on their own beliefs and the beliefs of others. The school is beginning to provide opportunities for pupils to learn and celebrate diversity in society. However, plans to develop pupils' knowledge of the school's multicultural communities are not as well developed.

The school provides suitable opportunities to celebrate and develop pupils' understanding of their identity, heritage and culture, studying key people who contribute to the history of Wales, such as, Hedd Wyn. Pupils develop their skills in Expressive Arts well through competing in the Urdd Eisteddfod and in key events in the local church and in school.

Staff provide a variety of opportunities for pupils to develop their physical skills suitably. They enhance learning experiences using the expertise of visiting athletes. The school has purposeful arrangements to support pupils to learn about the importance of healthy eating and drinking, and online safety. The school has a good range of extra-curricular clubs, which includes music, well-being and sport. These enable pupils to develop their skills in areas that interest them and develop social skills to embrace new challenges.

There is a robust culture of safeguarding at the school. The school has effective procedures for monitoring attendance and pupils who arrive late.



## **Leadership and management**

The headteacher has worked relentlessly with senior leaders, to create a clear vision for the school with well-being at the centre. He shares this vision successfully with staff, pupils, parents and governors.

The headteacher provides strong, caring leadership and, with all staff, has created an inclusive culture where every pupil is valued and supported. He leads by example and has been successful in creating a motivated team of teachers and highly skilled teaching assistants. Senior leaders understand their roles well and make a positive contribution to the school's strategic plan. They implement and refine new initiatives and national priorities purposefully, such as introducing the principles of the Curriculum for Wales and beginning to develop Welsh language skills.

School leaders undertake a well-planned programme of activities to regularly monitor and evaluate teaching and learning, and pupil progress. Leaders draw upon a range of first-hand information to inform their judgements and, as a result, they correctly identify important areas for improvement. As a result, pupils' writing skills have improved across all areas of learning. In recent years, the school has used self-evaluation to strengthen its approach to supporting well-being successfully. Overall, the school's improvement priorities are relevant, and most staff have a good understanding of each priority and generally work effectively together to make improvements to their daily practice. However, the school's evaluations are not always rigorous enough to identify a few important areas for improvement such as, challenging the more able pupils, developing a culture of reading and providing a consistent approach to develop pupils' digital skills.

The performance management of all staff is well co-ordinated and links closely to school improvement priorities. Leaders have established a positive culture and ethos to develop all staff. For example, professional learning to adapt teaching methods in line with the curriculum and to enable pupils to improve their own work has successfully increased pupils' contribution to their own learning. In addition, teaching assistants focus their professional development to improve vulnerable pupils' social skills, which impacts positively on many pupils' readiness to learn.

The governing body has a wide range of skills and experience, and challenges the work of the school well. Governors have a good understanding of the school's strengths and areas for improvement and play an important role in supporting the school's strategic vision. They support the headteacher to manage and deploy the school's resources effectively and fulfil their statutory duties well, ensuring that the school has appropriate arrangements to promote healthy heating and drinking. In addition, governors support the work of the school to ensure that all staff understand and promote the strong safeguarding culture in the school.

Leaders address the impact of socio-economic disadvantage on pupils' outcomes successfully. They assign the pupil development grant to worthwhile initiatives that make a notable difference to pupils' engagement and attitudes to learning. For example, the school has developed the role of a family engagement assistant who provides comprehensive support for pupils and their families. As a result, most pupils eligible for free school meals and those from low-income households make good progress.

Leaders, including governors, have a good understanding of the diverse needs of individual pupils and the wider community, and make every effort to meet these needs effectively. Partnership between the school and parents is a strength and the school is very much at the heart of the community. Parents speak highly of the commitment leaders and staff show to supporting their children's learning and well-being. The school has recently introduced regular informative meetings to enable parents to assist their children's learning at home as well as coping with the demands of family life.

## 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:

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