



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

**A report on**

**Tonysguboriau Primary School**

**Stuart Terrace  
Talbot Green  
Pontyclun  
RCT  
CF72 8AA**

**Date of inspection: October 2023**

**by**

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

## About Tonysguboriau Primary School

Name of provider	Tonysguboriau Primary School
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	248
Pupils of statutory school age	225
Number in nursery classes	23
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%)	15.7%
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%)	10.7%
Percentage of pupils who speak Welsh at home	0.8%
Percentage of pupils with English as an additional language	9.2%
Date of headteacher appointment	04/04/2022
Date of previous Estyn inspection (if applicable)	06/04/2015
Start date of inspection	23/10/2023

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

Tonysguboriau Primary School is a friendly and inclusive community where staff work hard to support the well-being of pupils. Adults and pupils demonstrate kindness and respect to each other, and this develops a safe and nurturing environment. The behaviour of most pupils is good, and they have positive relationships with staff and their peers.

Many pupils enter the school with literacy skills at the expected level or above. During their time in school, many pupils including those eligible for free school meals make suitable progress overall. However, pupils who require additional support do not always make sufficient progress from their starting points.

Leaders and teachers are beginning to develop a curriculum that reflects the heritage and features of the community it serves to provide a stimulus for learning. Most pupils have regular opportunities to contribute to curriculum planning, and as a result they show interest in their learning. Teachers provide a range of interesting lessons but do not plan well enough for the progressive development of pupils' numeracy, digital or independent learning skills.

The headteacher is a strong role model who has worked with the community to develop a vision based on encouraging the pupils to do their best. The headteacher works purposefully alongside the governing body to develop an understanding of the school's strengths and areas for development. They are beginning to plan appropriate strategic actions to secure improvement. For example, they recently identified the need to improve provision inside and outside the classroom for younger pupils. However, overall, self-evaluation processes are at a relatively early stage of development and the school's improvement work does not focus sharply enough on bringing about improvements to pupils' learning and progress.

## Recommendations

- R1 Ensure that evaluation and improvement work focuses sharply on improving pupils' learning
- R2 Ensure that the curriculum develops pupils' skills systematically and progressively so that pupils make the progress of which they are capable
- R3 Improve the quality of teaching so that it supports all pupils to make the progress of which they are capable

## 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 enter the nursery with good communication skills. As they move through the school, many pupils, including those eligible for free school meals, make at least suitable progress overall. However, pupils who require additional support do not always make sufficient progress from their starting points.

Throughout the school, most pupils are articulate and confident speakers. They listen respectfully to staff and to each other. Most pupils talk about their learning and about experiences they have had and use clear descriptions and details. For example, the youngest pupils talk at length about their cookery lesson and explain the meaning of words such as recipe and ingredients. Most older pupils have sensible, considered discussions and clearly express their feelings and opinions. For example, during topic work about the United States of America, they explain the issues of segregation and equality well and use mature vocabulary in their debates.

Many pupils develop beneficial reading skills as they progress through the school. Most younger pupils blend sounds and read simple texts successfully. By Year 2, many pupils read appropriate fiction texts carefully with good expression. They show good understanding of texts and can decode unfamiliar words. By Year 6, many pupils read with a suitable understanding. They recall and discuss the texts they have read in effective detail and talk about the characters knowledgeably. For example, they infer ideas which are not specifically stated to work out that a character is disorganised. However, a minority do not decode unknown words well enough or have the skills to self-correct when they read. A few older pupils do not generally have a good understanding of their own reading skills, which results in them selecting texts that they are not yet ready to read.

Most pupils' writing skills develop well as they move through the school. The youngest pupils experiment well with different mark-making methods and in reception they begin to form letters correctly. By Year 2, many pupils write successfully with purpose, for example when replying to a letter received from a dinosaur in the museum. In the older classes, most pupils' writing develops successfully. They write for a range of audiences and for different purposes. They use a good range of punctuation and spell more complex words accurately. However, a minority of pupils do not present their written work neatly.

Many younger pupils enjoy learning Welsh and make a good start at developing their Welsh speaking skills. They recognise 'bore da' and join in with the Welsh morning song confidently. By Year 2 many pupils are confident and happy to ask very simple questions of others, such as 'sut wyt ti?' As they progress through the school, a few pupils respond confidently in Welsh when asked more complex questions but, overall, most pupils do not make enough progress in developing their Welsh language skills.

Many pupils develop their mathematical understanding and skills suitably. The youngest pupils develop their knowledge of number through games and outdoor learning opportunities. By Year 2, many pupils calculate the answers to number

problems using two-digit numbers confidently. Older pupils use number operations successfully and develop successful data handling skills. For example, older pupils draw accurate line graphs to show climate change data. However, due to a lack of opportunities, pupils do not apply their numeracy skills well enough across the curriculum.

Younger pupils develop their digital skills appropriately. For example, in Year 1, a majority of pupils use tablet computers well to play games that help them develop skills such as their understanding of number bonds below 10. However, pupils in the 7-11 age range do not develop the full range of digital skills.

Most pupils' physical skills develop well through a range of experiences and activities. For example, the youngest pupils develop their fine motor skills successfully as they prepare ingredients to make pumpkin soup. In Year 5 and 6, a majority of pupils demonstrate effective ball skills, for instance when playing football.

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

Most pupils enjoy school and feel happy in its supportive environment. They feel respected and treated fairly by staff. Most pupils move around the school sensibly and many settle quickly to their learning tasks.

Many pupils work together well in small groups and in pairs. They share resources considerately and help each other thoughtfully. For example, pupils in Year 6 spend time explaining tasks to their classmates when they are not sure what to do.

Most pupils are polite and welcoming. They enjoy talking about their school and their learning experiences. Many pupils show a good awareness of fairness and equality. They are beginning to understand that their actions can help others. For instance, Year 6 pupils have recently begun being playground helpers for the youngest pupils, helping them with play well with others.

Many pupils develop their understanding of the purposes of rules, rewards and sanctions in school appropriately. For example, older pupils talk knowledgeably about the benefits of positive behaviours and recognise that poor behaviour can upset others. On occasions, the behaviour of a very few pupils disrupts learning and playtimes.

Most older pupils have a strong understanding of how to stay safe when online. They understand the dangers of sharing their passwords and know the steps they should take if a stranger should contact them on the internet. Most pupils understand the importance of eating and drinking healthily and of taking regular exercise. For example, in Year 1, many pupils understand that fruits and vegetables being good for their health and that they should not eat too much chocolate and sweets.

Pupils take on leadership roles readily and confidently and have a suitable impact on school life. For example, the school council helped to decide on the school's values and the sports ambassadors take responsibly for looking after games equipment. Pupils feel that staff listen to their views and act on them well.

Across the school, pupils do not routinely use teachers' feedback to bring about improvements in their work. This reflects the inconsistencies of approaches and expectations from staff regarding the use of feedback.

### **Teaching and learning experiences**

Staff have productive working relationships with pupils. Teachers and assistants treat pupils equally and with respect, which adds to the caring ethos throughout the school.

Across the school many lessons are motivating and relevant to pupils' interests, and engage them well. Staff plan purposeful opportunities for pupils to work collaboratively in pairs and in groups. Paired work is particularly effective when teachers ask pupils to share their ideas with a partner and feed back to the class. However, there are too few opportunities for the pupils to develop independent learning skills.

The school supports the reading of younger pupils well but does not have strong enough systems to support pupils' reading choices and skills once they complete the reading scheme. Pupils have free choice of books, resulting in a few pupils choosing books that are beyond their reading skills and understanding.

Many teachers have a sound understanding of what they want pupils to learn in lessons and expect pupils to work hard. However, they do not match the level of challenge well enough to pupils' individual needs. As a result, pupils do not always make the progress of which they are capable.

In a minority of cases, teachers use thoughtful questioning to promote pupils' learning and to check their understanding of concepts. However, in general, teachers do not question pupils well enough to move their learning forward. In the older classes, pupils have a few opportunities to respond and make suggestions on how to improve their own work after receiving verbal and written feedback. However, the quality of feedback across the school is too variable and current approaches are not consistently used to support pupils to improve their work and develop their skills.

In the younger classes, staff make frequent observations of pupils' learning and development. They use this information appropriately to support learning. However, in classes for older pupils, teachers do not always use information about pupils' progress effectively to inform teaching and learning.

The school is making progress towards implementing Curriculum for Wales. Over the past 12 months, teachers have worked with advisers and local schools to develop a curriculum that reflects the features of the area and community it serves. Pupils contribute to the curriculum planning each term and, as a result, they are positive about their learning and most apply themselves well to their tasks. However, the planned curriculum does not yet cover all areas of learning and experience well enough, particularly in Humanities.

While most teachers provide suitable opportunities for pupils to develop their wider literacy skills across other areas of learning, opportunities for pupils to apply their numeracy and digital skills are less well developed. The school does not plan

systematically for the development of pupils' numeracy and digital skills or to ensure that pupils use their skills to the level they could, in their work across the curriculum.

Teachers deliver specific 'Helpwr Heddiw' language sessions in order to support the development of pupils' Welsh language skills. These include a focus on the phrase of the week and key vocabulary. However, they do not extend the range of language patterns and vocabulary for older pupils well enough and often work at a level similar to pupils in the younger classes. As a result, the development of the pupils' skills is not consistent. Many staff use Welsh throughout the day in their communication with the pupils, but most pupils rarely use Welsh naturally in their play and interaction.

Overall, the school's provision to develop pupils' personal, social and emotional needs is appropriate. 'Well-being Wednesday' is now embedded into the school's curriculum, and it is having a positive impact on many pupils' behaviour and on developing stronger relationships between them. Staff use some of this time effectively to support identified pupils improve their social skills.

The school's provision to support pupils' knowledge of healthy lifestyles is good and nearly all pupils know that they need to eat healthy food and take regular exercise.

Staff make good use of outdoor spaces to extend the classroom and provide worthwhile opportunities for younger pupils to practise and apply their skills through play activities. For example, Year 2 pupils use their oracy and numeracy skills purposefully when creating games using odd and even numbers.

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

The school is an inclusive community where staff work diligently to support the well-being of pupils. Adults at the school show care and kindness to pupils, and to each other, and this helps to ensure that the school provides a safe environment where pupils feel that they are valued.

Across the school, there is a suitable emphasis on promoting positive behaviour and helping pupils to understand the importance of treating others with respect. A recently introduced approach to reward behaviour is developing well in many classes and having a positive impact on standards of behaviour. Provision to support very few pupils whose behaviour is disruptive to the learning of others is not always timely or effective.

There are a suitable range of interventions to respond to pupils' well-being and literacy needs, but no interventions to help those who need support with their numeracy skills. The ALN co-ordinator monitors the progress of pupils through each individual intervention appropriately and, in many cases, these interventions have a useful benefit. However, the school does not have a clear enough overview of the impact of its work on pupils who receive multiple interventions or recognise and act quickly enough when interventions do not have a suitable effect. As a result, a few vulnerable pupils who need help do not currently have the targeted support that they need.

The school is beginning to help pupils to take on responsibilities and to contribute to the school and wider community beneficially. For instance, pupils have helped teach

others about e-safety and the school council are working with leaders to develop the playgrounds effectively. However, these groups do not always represent vulnerable pupils well enough.

The school supports pupils' emotional, health and social needs well. The health and well-being lead ensures that pupils needs are evaluated regularly and provides teachers with helpful information on how pupils can be supported, for example through the engaging 'Well-being Wednesday' sessions. These sessions allow teachers to focus on issues such as friendships and resilience effectively.

Pupils have suitable opportunities to be involved in performances and events, as individuals and in groups. For instance, pupils take part in concerts in school and the community, such as supporting the local Remembrance service.

There are beneficial opportunities throughout the curriculum for pupils to learn about the importance of eating and drinking well and how this can affect them and their health. For example, pupils in Year 3 taste a range of different fruits and use this experience to plan a healthy breakfast. This is supported well by the eco-committee, whose assemblies, such as 'Birthdays for All', help pupils to understand the healthy eating message.

There are worthwhile opportunities for pupils to consider different spiritual and ethical beliefs. Through valuable curriculum experiences and collective worship, they learn about a wide range of customs and beliefs, such as different stories of the creation. They reflect thoughtfully on different religions celebrations, and this helps them to develop a useful understating of the diverse nature of different beliefs.

There are appropriate opportunities for pupils to engage in sports and participate in team games and sports, such as rugby festivals. The school provides beneficial opportunities for pupils to develop an understanding of Welsh identity, heritage and culture well. For example, pupils learn about the history of Wales when visiting the local guildhall and on Diwrnod Seren a Sbarc pupils celebrate the importance of Welsh culture and language.

The school's processes for monitoring attendance and supporting parents are robust. Leaders contact parents promptly where there are attendance concerns and use the local authority's attendance and welfare team to support parents, where needed.

All staff understand their roles and responsibilities in contributing effectively to pupils' well-being and safety. School leaders establish a strong culture of safeguarding, and the systems and processes are understood by all staff. The school's arrangements to safeguard pupils meet requirements and give no cause for concern.

## **Leadership and management**

The headteacher works conscientiously to develop a culture of self-evaluation and improvement. She is a strong role model who works with commitment to cultivate a shared sense of responsibility for pupils' learning across the school. Working with the school community, she has developed a shared vision for a school where children are happy and do their best.



The development of strategic leadership to improve teaching and learning is in the early stages of development and, currently, leaders do not ensure that standards of teaching are consistently good across the school.

Leaders have established a range of well-planned monitoring activities to identify the school's strengths and areas for development. However, self-evaluation and improvement processes do not always focus sharply enough on pupils' learning and the progress they make. As a result, leaders are not clear enough about the impact teaching has on pupils' learning.

Leaders and teachers are developing suitable approaches to monitor the progress of pupils' learning over time. For example, they carry out pupil progress meetings with every class at key points throughout the year. However, leaders do not focus pupil progress meetings well enough on the development of pupils' skills and this limits teachers' opportunities to adapt learning approaches where needed.

Leaders ensure that teachers and teaching assistants have clear roles and delegated responsibilities that are beginning to contribute to improving the school's practices. The school has appropriate arrangements in place to manage the performance of staff and promote professional learning. These link with the school's priorities for improvement and in a few instances have a positive impact on pupils' learning. For example, objectives focused on improving provision for younger pupils have resulted in a range of interesting learning activities which promote independence. Leaders provide helpful opportunities for staff to come together in 'plenary swap sessions' to reflect upon their own practice, and to engage in wider reading and professional discussion linked to national and regional priorities. As a result, staff feel that they are well informed about reasons for changes to the school's curriculum.

School leaders work suitably in accordance with the recently introduced national requirements with ALN. However, in a few cases, the school does not always ensure that additional support for pupils is provided in a timely and purposeful way.

Members of the school's governing body meet regularly and focus on the school's priorities. They have a developing understanding of its strengths and areas for development and gather a suitable range of evidence to monitor progress. Through 'governors in action' days they gain first hand evidence of the work of the school and an increasing understanding of school priorities. Governors understand their role as a critical friend and fulfil their statutory duties to keep learners safe and ensure that the school has suitable arrangements to promote pupils' healthy eating and drinking.

Governors work effectively with leaders to ensure that the school uses its financial resources appropriately to support the learning of all pupils. For example, leaders use the pupil development grant well to provide a range of intervention strategies to support pupils to improve their literacy skills. School leaders establish and maintain a strong safeguarding culture at the school.

The school have a range of electronic communication methods in order to keep parents informed of any developments at school. However, not all parents feel that communication is timely or effective enough. Parents have valuable opportunities to attend workshops that help them to understand how they can support their children's

learning. For example, the school arranged a Reading Café to support parents in their understanding of early reading skills.

## 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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