



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

**A report on**

**Ysgol Gynradd Gymraeg Rhosafan**

**Marine Drive  
Sandfields  
Port Talbot  
SA12 7NN**

**Date of inspection: June 2022**

**by**

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

**This report is also available in Welsh.**

## About Ysgol Gynradd Gymraeg Rhosafan

Name of provider	Ysgol Gynradd Gymraeg Rhosafan
Local authority	Neath Port Talbot County Borough Council
Language of the provider	Welsh-medium
Type of school	Primary
Religious character	
Number of pupils on roll	392
Pupils of statutory school age	260
Number in nursery classes (if applicable)	78
Percentage of statutory school age pupils eligible for free school meals over a three-year average  <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 21.3%)</i>	23%
Percentage of statutory school age pupils identified as having additional learning needs (a)  <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 22.2%)</i>	14.2%
Percentage of statutory school age pupils who speak Welsh at home	53.5%
Percentage of statutory school age pupils with English as an additional language	
Date of headteacher appointment	01/01/2009
Date of previous Estyn inspection (if applicable)	25/06/2013

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:  
[mylocalschool.gov.wales](http://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

The enthusiastic headteacher and dedicated staff work highly effectively to create a safe haven and an inclusive learning environment for pupils. One of the most effective features of the school is that the staff support the emotional wellbeing and provide a complete education for all pupils successfully. They plan opportunities and robust support for pupils to be ambitious and overcome difficulties to succeed. As a result, pupils enjoy coming to school and are happy to learn and socialise with their friends.

Teachers and learning assistants work together effectively to meet pupils' needs, including those with additional learning needs (ALN). Teachers plan stimulating learning activities that challenge pupils appropriately in the classroom and in the outdoor area. Many staff have high expectations of pupils and help them to make consistent progress over time. Teachers provide activities that allow pupils to learn with adult support and apply their skills in independent activities. On the whole, activities in which pupils learn without adult support do not always help them to learn to the best of their ability.

Although the pandemic has slowed pupils' progress in speaking Welsh confidently and with increasing accuracy, they are extremely proud to speak and learn the language. They communicate spontaneously in Welsh enthusiastically in the classroom and around the school. Many pupils make consistent progress in their literacy, numeracy and information and communication technology (ICT) skills in a stimulating range of learning experiences.

## **Recommendations**

- R1 Ensure high expectations for all pupils to achieve to the best of their ability
- R2 Provide activities that challenge all pupils to apply their skills to a high standard across the areas of learning

## **What happens next**

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

## Main findings

### Learning

Many pupils deepen their understanding and acquire knowledge skilfully in an interesting range of learning contexts. They develop their skills to communicate with increasing confidence in Welsh and English and develop their numeracy and ICT skills effectively by the end of their time at the school. One of the school's strengths is that pupils enjoy coming to school and make consistent progress in a highly supportive learning environment.

Across the school, many pupils listen attentively and respect the contributions of each other and adults consistently. Most pupils acquire the Welsh language quickly, for example as pupils in the nursery and reception classes sing familiar songs and nursery rhymes. By Year 2, they talk confidently about their work and experiences, for example as they discuss the legend of the Baglan Giant. As pupils move through the school, a majority develop their oral skills consistently in Welsh and English. At the top of the school, they discuss their work intelligently and maturely and use suitable vocabulary when presenting information. For example, Year 6 pupils present interesting speeches as part of their work on equality: 'Everyone is different but equal', about the LGBTQ+ community. On the whole, a majority of pupils develop their Welsh communication skills enthusiastically. However, a minority of pupils do not always speak by using correct Welsh vocabulary and language patterns.

Many pupils' reading skills develop effectively as they move through the school. Most of the youngest pupils build on their knowledge and understanding of letter sounds well and make consistent progress in their early reading skills. Pupils in the reception class recognise the features of books skilfully by discussing covers and naming the authors of various books. As pupils' reading skills develop, they use them effectively to gather information and interpret a variety of texts. For example, Year 3 pupils read and gather interesting facts to present in an information leaflet about 'Aberavon Beach is the place to be' as part of their work on the local area. At the top of the school, many pupils develop their skills successfully by reading texts and discussing facts as part of their various reading activities. For example, Year 5 and 6 pupils read a text about the flooding of Cwm Celyn and consider different points of view to present a debate about the history of Tryweryn.

Many pupils refine their writing skills with increasing confidence in Welsh and English as they move through the school. The youngest pupils make strong progress in their early writing skills by forming letters in the outdoor area. Year 1 pupils build on these skills successfully by writing about the importance of recycling while creating a map of Wales. Many of the oldest pupils deepen their understanding and knowledge of language consistently by varying the style to match different genres of writing. Year 4 pupils add interesting adjectives when describing the destruction of the Blitz in Swansea and, by Year 6, many write effectively across the areas of learning. On the whole, a few pupils do not achieve to the same standard when applying their writing skills in independent activities.

Many pupils' mathematics and numeracy skills are sound. By the end of Year 2, they have a good grasp of number facts and data, for example when calculating and

creating a tally chart and graph of the results of litter collected on a local beach. Most pupils solve numeracy problems successfully across the areas of learning. For example, Year 4 pupils discover the value of Roman numerals to solve problems to create equations. As pupils move through the school, many build well on previous learning by using a variety of problem-solving methods to apply their number skills in appropriate contexts. Overall, a few pupils do not apply their numeracy skills to the same standard as their mathematics skills without support from an adult.

Nearly all pupils' digital skills improve consistently during their time at the school. The youngest pupils use a range of communication programs confidently, for example by inserting pictures while planning a healthy menu. Most Year 4 pupils recognise the characteristics of creatures and feed relevant information into a tree diagram. Year 6 pupils use a formula to present information skilfully about the most popular attractions in Wales and calculate the cost methodically within a specific budget. Across the school, pupils use a range of programs and apps confidently to support their learning.

Most pupils' creative skills are developing effectively. For example, pupils in the reception class create a script about a familiar story and present it energetically on the stage in the performance area. Overall, pupils enjoy art activities and make purposeful decisions when selecting different resources to convey interesting pictures. They emulate the work of artists skilfully and vary the tone and colour carefully, for example while conveying the sea and sky. Pupils' creative output is displayed tastefully in the colourful learning environment, which fosters their pride in their work.

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

Nearly all pupils are polite and treat each other and adults with a high level of respect. They behave well in lessons, during break times and when working independently. Across the school, pupils are welcoming towards visitors and discuss aspects of school life enthusiastically and excitedly. They hold doors open for their peers and greet adults in a friendly manner while walking around the school calmly and in an orderly manner. A notable aspect of the school is the way in which pupils talk confidently to adults in a variety of situations.

Nearly all pupils show pride in the school and feel safe within the inclusive ethos. Pupils know with whom to talk if they need support. Many pupils also have a sound awareness of the digital world and how to keep themselves and others safe online.

Nearly all pupils enjoy coming to school and talk enthusiastically about their learning. Across the school, most show positive attitudes towards their learning. For example, they express an opinion and provide valuable ideas about the content of their lessons within the termly themes. In classes and around the school, most pupils listen attentively to teachers' instructions and concentrate well on their work for extended periods. They show perseverance and resilience when completing tasks. As a result, many pupils participate fully and make consistent progress in their skills.

Many pupils are enthusiastic learners who apply themselves confidently to new experiences. Across the school, most are willing to discuss their work with their peers in addition to visitors. They respect the contributions of others and respond positively

to their ideas. They work together in pairs or groups to solve problems in appropriate activities, often without adult support, for example by using the 'three before me' strategy. As a result, a majority of pupils develop as independent learners.

Most pupils develop a good understanding of children's rights. They talk confidently about the 'right of the month' and what it means to them. Older pupils explain the importance of equality maturely as part of their work. They identify their responsibilities to be principled and knowledgeable citizens by creating a rights charter for their own classes. Most pupils show empathy towards others and are keen to support those in need, for example by organising fundraising activities to help people in Ukraine. This increases pupils' awareness of the importance of their contributions to create a caring and supportive society.

A variety of pupil's voice groups are active across the school. They show a clear understanding of their responsibilities and play an important part in making decisions that have a significant effect on school life. For example, members of the wellbeing committee present information in a film to inspire their peers to be healthy and confident learners. Across the school, most pupils have a sound understanding of the need to keep fit and eat healthily. They explain why it is beneficial to eat fruit during snack time, for example, and why it is not sensible to eat sugary drinks. Nearly all pupils appreciate and understand the importance of regular exercise and enjoy taking part in fitness sessions, such as the 'mile a day'.

Following the pandemic, inspectors are not reporting on pupil attendance rates during the 2020-2021 and 2021-2022 academic years. However, the school's provision for monitoring and improving attendance is reported on as part of inspection area 4 (care, support and guidance).

### **Teaching and learning experiences**

All members of staff have a highly positive working relationship with pupils, which supports their wellbeing and education successfully. They encourage respect and courtesy, which leads to the school's supportive ethos. One of the school's most notable elements is the staff's thorough knowledge of all pupils' needs, which contributes firmly to providing a familial learning environment. This supports many pupils to take risks and overcome challenges to develop their emotional wellbeing and skills to the best of their ability.

Staff promote the use of the Welsh language highly successfully in contemporary activities inside the classroom and beyond. They nurture pupils' understanding of the advantages of speaking Welsh successfully, in addition to their pride in being members of the school and the wider community. For example, members of the school council raise awareness of the Welsh language by sharing useful information with local residents as part of national celebrations. Teachers plan purposeful activities on Welsh history and culture that engage and hold pupils' interest skilfully, for example when learning about famous people from history, and provide opportunities for them to enjoy traditional and contemporary Welsh music. Staff organise visits that support pupils' awareness of their local area purposefully, for example by visiting Margam Castle. This makes a very sound contribution towards deepening pupils' understanding of their identity within the local area and nationally.

Teachers provide skilful learning experiences that develop pupils' literacy, numeracy and ICT skills consistently across the areas of learning. They include the ideas of pupils and their families relevantly which, in turn, supports teachers to plan a balanced curriculum. Staff present activities that encourage pupils to apply themselves fully to their learning. This leads firmly to the school's preparations in planning for the Curriculum for Wales. The school community makes a beneficial contribution to the vision, '*Ein Cymuned, Ein Dyfodol, Law yn Llaw*' ('Our Community, Our Future, Hand in Hand'), which nurtures pupils to become ambitious and confident learners in a rich range of learning experiences.

Teachers and assistants work together highly effectively to provide activities that meet the needs of all pupils. Staff implement the principles of the foundation phase successfully and organise their classrooms and the outdoor areas skilfully to develop pupils' skills. Across the school, many teachers present activities that support pupils to learn with adult guidance and apply their skills increasingly independently. However, a minority of teachers do not always have high enough expectations to support pupils to apply their writing and numeracy skills to the highest possible standard. As a result, a few pupils do not complete work that ensures constructive progress in their skills in independent activities across the areas of learning.

Beneficial opportunities are provided for pupils to reflect on their strengths and areas for improvement and those of their peers. For example, pupils at the top of the school share practices with each other successfully through '*Cliwiau Clyfar*' ('Clever Clues') which, in turn, supports them to overcome difficulties. Staff use questioning techniques purposefully to help pupils understand and develop their knowledge and skills. They extend pupils' answers skilfully and support them to elaborate on their initial ideas. Teachers praise pupils appropriately and provide frequent feedback to celebrate their achievements. On the whole, a few teachers' feedback does not support pupils to know what and how to improve their work to make progress in the next steps of their learning.

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

The school's provision for taking care of and promoting pupils' emotional and social needs is planned carefully and implemented highly effectively. Staff's knowledge of individual pupils and their families is a strong feature of provision. This supports staff to respond positively and proactively to numerous challenges, including those that relate to disadvantage and poverty.

The school ensures that pupils' wellbeing and emotional needs are a priority. The caring and inclusive ethos in which all individuals are respected is highly effective and is part of the fabric and day-to-day processes of the school. This is supported by a scheme to promote pupils' wellbeing, which encompasses a good range of effective support programmes. The scheme includes counselling provision, programmes that support staff to identify pupils' emotional needs and to implement steps to build their self-confidence, resilience and self-worth. As a result of the wellbeing scheme, pupils who are anxious benefit from spending periods in a quiet area to share their concerns in a variety of ways. Provision is comprehensive and is valued by parents and pupils.

Staff are aware of the needs of disadvantaged families. They ensure that all of the school's activities are accessible to all pupils, whatever their background. There are opportunities for pupils to benefit from the school's rich musical, cultural and creative provision, in addition to any extra-curricular activities. The school provides practical support and assistance without drawing attention to individuals and their situation to ensure equal opportunities for all.

The ALN co-ordinator has thorough processes to identify pupils' educational needs. Staff reflect on and evaluate the processes and identify strengths and areas that need further support well. This includes the steps to move towards the new system of implementing the ALN reform act. Individual education plans are implemented and reviewed regularly with pupils, teachers and parents and provision is adapted if pupils do not make the expected progress. As a result of monitoring and evaluating provision regularly, most pupils with ALN make sound progress against their targets.

Arrangements for collective worship support pupils to learn about issues relating to various beliefs, in addition to reflecting on fundamental questions and their own values. Regular assemblies are held and opportunities are provided for pupils to play an active part in them regularly. They are enthusiastic to share presentations with their peers on different topics and reflect the work of the classes and the various councils, such as the wellbeing council. Pupils at the top of the school recently presented information about the life of Martin Luther King and emulated the messages effectively. Due attention is given to minority communities and important issues are discussed regularly. Inclusion and equality are strong elements of the school's learning environment.

The pupil's voice is given a worthy place in the school's life and work. Pupils participate in a number of committees, for example the digital ambassadors, sports ambassadors, the eco committee and the school council. The '*bydis buarth*' ('playground buddies') help pupils who sometimes feel lonely meaningfully. The committees also organise beneficial activities to raise money and contribute to local and national charities.

Staff promote the importance of eating healthily and encourage physical fitness through a range of physical education activities, including extra-curricular sports clubs such as the football club and running club. The extensive playing fields allow staff to organise and provide a range of outdoor activities, which contribute well to pupils' wellbeing and enjoyment of exercise activities. Provision also promotes pupils' understanding of how to make healthy choices in terms of their lifestyle and the importance of keeping fit successfully.

The school has a sound culture and attitudes towards promoting pupils' safety and wellbeing, and safeguarding arrangements meet requirements and are not a cause for concern. Leaders monitor pupils' attendance and punctuality through robust arrangements and work closely with parents and external agencies, where necessary.

### **Leadership and management**

The headteachers, leaders and all staff work together highly effectively to create a purposeful, caring and inspiring learning environment for pupils. The headteacher's

strong and robust leadership ensures a clear and purposeful strategic direction that engages the staff's enthusiasm to give of their best for the school and its community. Staff, governors and parents have created a purposeful vision that is based firmly on developing pupils' pride towards themselves and their local area, with a clear emphasis on co-operation to promote wellbeing and education, care and happiness for all pupils. This contributes well to the fact that most pupils show highly positive attitudes towards their learning and are proud to belong to the school.

All members of staff understand their responsibilities well and take advantage of valuable opportunities to develop their skills and understanding of the current educational changes. For example, staff lead and develop their plans for the areas of learning and experience as part of their preparations to introduce the Curriculum for Wales. Arrangements for managing staff performance are sound and make a valuable contribution to their professional development. There is a good range of opportunities for staff to develop professionally and leaders equip them to research and implement new teaching and learning methods. For example, staff have adopted a method of introducing opportunities for pupils to greet each other and express their feelings on a daily basis as an integral part of provision.

The school's self-evaluation and quality assurance arrangements are effective and include all members of staff. The monitoring timetable ensures that the self-evaluation cycle is a continuous process and leads to improvement. Although the pandemic has reduced monitoring activities to some degree, leaders and teachers have continued to scrutinise pupils' books, seek parents' views, discuss with pupils and conduct learning walks effectively. Self-evaluation reports identify strengths and areas for improvement appropriately. However, reports are not always detailed enough and do not always provide information that is quantitative enough to develop provision to improve pupils' standards. Information from the monitoring arrangements is used appropriately to set clear priorities for improvement. The school improvement plan identifies suitable actions and targets for measuring progress. It focuses firmly on increasing wellbeing and progress in pupils' skills and refers to the school's local and national priorities.

Members of the governing body support leaders and staff well. They are divided into sub-committees to address important aspects of standards and provision. This supports them to deepen their understanding and develop their ability to support and challenge leaders frequently. Overall, they have an appropriate awareness of the school's strengths and priorities for improvement. Although the frequency of their monitoring visits has been limited recently, members continue to meet virtually to discharge their statutory duties and discuss the school's work. They also receive useful information and presentations from the headteacher and leaders about the school's work. The school has appropriate arrangements to promote eating healthily and drinking water as part of provision for pupils' health and wellbeing.

Leaders and the bursar manage funds skilfully and ensure a good supply of resources that support learning effectively. Leaders ensure purposeful staffing levels. Skilful use of the pupil development grant makes a valuable contribution to developing the skills and wellbeing of groups of pupils.

The school has a close relationship with parents and the wider community. Recently, it held a presentation to explain the Curriculum for Wales. The school seeks parents'

views regularly, for example by providing a questionnaire about the provision of homework. As a result of the outcomes of the questionnaire, provision has been adapted by introducing fun-filled activities within a monthly calendar. This provides beneficial opportunities for parents to support their children's skills at home.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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 (<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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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