



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

A report on

Ysgol Gymraeg Nant Gwenlli

**Lodge Hill
Caerleon
Newport
NP18 3DY**

Date of inspection: June 2024

by

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

About Ysgol Gymraeg Nant Gwenlli

Name of provider	Ysgol Gymraeg Nant Gwenlli
Local authority	City of Newport Council
Language of the provider	Welsh
Type of school	Primary
Religious character	*
Number of pupils on roll	18
Pupils of statutory school age	5
Number in nursery classes (if applicable)	5
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 23.7%)</i>	*
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 13.2%)</i>	0.0%
Percentage of statutory school age pupils who speak Welsh at home	0.0%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	01/05/2021
Date of previous Estyn inspection (if applicable)	
Start date of inspection	24/06/2024

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

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Ysgol Gymraeg Nant Gwenlli, which was established in September 2021, is a successful learning community that celebrates pupils' Welshness, courtesy and respect exceptionally well. The acting headteacher, with the support of the leadership team, provides clear and wise leadership and respects the efforts of everyone who contributes to pupils' well-rounded education. Staff are committed to ensuring high quality care and well-being for pupils across the school in a homely and supportive learning environment. This has a strong influence on pupils' attitudes towards each other.

Staff model the Welsh language correctly and enthusiastically, which has a positive effect on pupils' oral skills from a young age. As a result, pupils' use of, and pride in, the Welsh language is a strong feature. Staff work together successfully to plan a range of stimulating learning and play experiences for pupils. The co-operation between the school's staff and staff from a nearby school, which is led by the acting headteacher, and staff from schools in the cluster, has a positive influence on pupils' education.

Most pupils develop knowledge, understanding and skills that are appropriate for their starting points and stage of development successfully. For example, most develop their Welsh oral and reading skills skilfully and contribute purposefully to discussions, by expressing their opinions clearly and maturely.

Teachers provide purposeful opportunities for pupils to learn independently, which include valuable sessions for them to work together to solve challenges and complete projects. Provision for supporting the learning skills of pupils with additional learning needs (ALN) is purposeful. As a result, they make good progress over time against their targets and previous achievements. In the best practices, staff's questioning methods and oral feedback provide pupils with valuable support to improve their learning. However, these effective practices are not consistent across the school.

The school's self-evaluation and quality assurance arrangements are thorough. Members of the governing body support the acting headteacher and staff purposefully. They have a sound awareness of the school's strengths and priorities for improvement and provide an appropriate balance of support and challenge.

Recommendations

- R1 Ensure that teachers stretch pupils' learning further through effective questioning methods and oral feedback which are consistent across the school

What happens next

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

Main findings

Learning

On entry to the school, most pupils have low Welsh oracy skills and social skills that are in line with their expected development. As they move through the school, most, including those with additional learning needs and pupils from backgrounds that may be affected by poverty, make sound progress in their skills, including their Welsh language skills which develop extremely successfully.

Most pupils' listening skills develop effectively. They follow staff's instructions and respond to questions successfully. They listen carefully to each other's contributions, for example as pupils discuss the main events in the story 'Jack and the Beanstalk'. Most pupils' oral Welsh skills develop soundly. They use an increasing range of vocabulary purposefully in various situations. For example, Year 1 pupils discuss what is important to include in a summer holiday bag with obvious enthusiasm.

Most pupils' reading skills develop effectively. In the reception class, most recognise letters and link them to their sounds with increasing accuracy. By Year 2, most pupils gather information from a range of books successfully, for example when discovering information about foreign countries to include in a fact file.

Most pupils make good progress in improving their writing skills. The youngest pupils practise their early writing skills by using a range of equipment purposefully in the learning areas. They begin to form letters correctly and match sounds and letters successfully. By Year 2, pupils begin to create simple, meaningful sentences, for example when writing a letter to the headteacher expressing their concern about litter on the school grounds.

Most pupils' mathematics skills develop well. The youngest pupils recognise numbers up to five and are confident when counting objects to 10 in the learning areas. By Year 2, most pupils have a sound understanding of the value of coins up to £1, for example when calculating the cost of goods in the shop. They use a range of non-standard and standard measuring equipment with increasing accuracy when estimating and measuring the height of different objects around the school.

Most pupils' digital skills develop soundly. For example, Year 2 pupils use the internet confidently to find pictures of foreign countries. They copy and paste these pictures successfully when creating a digital pamphlet for tourists and creating bar charts of pupils' favourite fruits.

Most pupils' creative skills develop well. They enjoy using a range of equipment and materials to create pictures and models. For example, as part of their theme, pupils

in the reception class choose recycled materials confidently to create multimedia pictures of sea creatures.

Nearly all pupils' physical skills improve successfully when taking part in a variety of beneficial experiences and activities. For example, pupils develop their climbing and balancing skills skilfully when creating an obstacle course. They develop their co-ordination skills effectively when taking part enthusiastically in playground games.

Well-being and attitudes to learning

Nearly all pupils behave excellently during their activities, while working independently and when playing with their friends during break times. Pupils are considerate of their peers and respond maturely when they face specific challenges. They know what to do if they are worried about any aspect of their experience at school. Most express their feelings confidently and are willing to share any concerns they have. They explain the importance of the 'thinking spaces' and the 'feelings volcano' in the classrooms intelligently to consider their feelings.

Nearly all pupils enjoy taking part in physical activities during their various learning tasks. They are enthusiastic when taking part in activities, such as kneading dough and appreciate that this supports their well-being effectively.

During activities, most pupils are ready to learn. The youngest pupils develop their learning skills with increasing independence. By Year 2, most develop their confidence and concentrate for extended periods when learning and playing in the classroom and the outdoor areas. For example, the youngest pupils persevere diligently when balancing blocks skilfully while building a castle.

Most pupils have a sound understanding of the importance of good values and respecting others. Year 1 pupils succeed in discussing acceptable and less acceptable behaviour meaningfully. They are aware of the importance of sustainability and are mindful of people's impact on the environment. They understand and abide by the school's rules and feel that they are treated fairly.

The youngest pupils soon follow the class arrangements and learn to play happily alongside their friends. Most pupils enjoy being challenged in independent learning activities and show resilience when trying to complete their work. For example, Year 2 pupils learn enthusiastically by selecting the relevant challenge when undertaking independent tasks and give of their best when completing them. They are willing to ask for help from members of the groups and search for vocabulary on the classroom murals to support them.

Most pupils engage with their learning enthusiastically and demonstrate positive attitudes towards new experiences. Purposeful opportunities are provided for pupils to share ideas and suggestions about what they would like to learn. For example, Year 1 pupils decide to create an animation of the planets to support the theme '*Sbwriel ac Ailgyllchu*' ('Litter and Recycling'). As a result of these notable opportunities, most show enjoyment in their learning.

Most pupils listen maturely to the contributions of others and respect their views, which prepares them well to understand the importance of tolerance. This promotes

the school's kind ethos successfully. As they mature, many pupils develop an increasing awareness of the importance of oral feedback from staff to improve their learning. This is beginning to have an effect on developing their skills and encouraging them to give of their best.

Pupils influence specific aspects of school life enthusiastically, which includes creating a film to promote the school while appointing a members of staff and contributing ideas to composing the school's song. The oldest pupils are aware of methods of staying safe online. Pupils' regular attendance at school is appropriate.

Teaching and learning experiences

Teachers plan activities purposefully to ensure that nearly all pupils enjoy valuable learning experiences that develop their knowledge, understanding and skills successfully. Staff have a good working relationship with pupils. They provide a positive and supportive learning environment and, as a result, nearly all pupils' behaviour is excellent, they are polite towards others and treat staff and visitors with respect.

The school's arrangements for delivering a rich and relevant curriculum are developing effectively. Teachers work together purposefully to provide valuable experiences that cover the areas of learning and experience purposefully. Teachers ask pupils for their ideas and adapt provision creatively in line with their interests. This ensures that pupils have interesting and stimulating experiences that engage the interest of nearly all of them successfully. During their termly themes, pupils benefit from valuable opportunities to expand their knowledge and understanding through various activities. For example, they learn French and deepen their understanding of a foreign country as part of their themes on the Olympic Games.

Provision in the learning areas, both inside and outside the building, is rich and provides beneficial opportunities for pupils to play, learn and investigate in a stimulating environment. For example, pupils enjoy learning about the natural world by learning in the forest area and growing vegetables in the school garden. Pupils benefit greatly from experiences that develop their skills successfully. For example, within well-being improvement sessions, they learn important methods for coping with challenges that may affect their emotional well-being.

Staff plan activities in the local area to elicit pupils' pride in their community. A good example of this is pupils' contribution to the campaign to keep the village tidy, where pupils went around Caerleon collecting litter. Teachers also plan opportunities for visitors to come to the school to enrich and reinforce learning. For example, pupils have learned traditional Welsh dances by taking part in a clog dancing workshop. As part of the 'Work Week', parents also visit the school to discuss the importance of their careers in the community with pupils. This deepens pupils' understanding of the skills they need for different jobs.

Staff model correct language and encourage pupils to improve their spoken Welsh skills regularly. As a result, nearly all pupils take pride in their ability to speak Welsh. Teachers' presentations are lively and stimulating and engage pupils' interest. They encourage them to think for themselves, to express opinions and give reasons for

their views. As a result, many pupils have a good understanding of the expectations of learning activities.

In the best practices, staff ask pupils probing questions and provide them with useful oral feedback during their activities. As a result, many pupils' understanding of what they need to do to improve their learning develops well. However, these effective methods are not consistent across the school. Annual reports for parents are comprehensive and report clearly on pupils' achievement, along with what they need to do to develop further.

Care, support and guidance

The school is an inclusive and happy community that supports the emotional, health and social needs of all pupils effectively. Staff place a strong emphasis on promoting positive behaviour and fostering pupils' respect for each other. This is highlighted in the excellent behaviour and natural courtesy of nearly all pupils.

Staff have a thorough knowledge of each child. They use suitable methods to identify the progress of all pupils, including pupils with ALN. This enables staff to ensure that most pupils make sound progress in line with their individual starting points.

Staff provide purposeful support for pupils with ALN. They work effectively with a wide range of external agencies to achieve this. They identify and support pupils with emotional needs from an early age. This school makes effective use of purposeful support programmes that enables pupils with ALN to make good progress in their skills over time. Staff work together diligently to track pupils' progress regularly. They include parents purposefully in discussions about their children's progress and provide them with effective support to support their children's literacy and social skills at home. Through effective co-operation, pupils with ALN make sound progress over time.

Staff provide effective sessions to meet pupils' well-being needs. Provision to promote health and fitness is popular among pupils and has a direct impact on their well-being and educational development. The emphasis on taking care of physical and emotional well-being is a priority in learning sessions. As a result, many pupils discuss these aspects confidently, including sharing their feelings and worries with others. There are valuable opportunities in learning sessions for pupils to learn that everyone is different and that there is a need to take pride in the wider community.

The school's culture promotes pupils' spiritual, moral, social and cultural development effectively and supports them to show empathy towards others. For example, they hold a harvest thanksgiving service and present food to the local food bank. Suitable collective worship sessions are provided and an opportunity for pupils to reflect on values and how to take care of each other. Purposeful opportunities for pupils to develop robust values and explore beliefs are beneficial, for example when learning about Christian festivals and celebrating the traditions of other religions, including Ramadan and Eid. Beneficial opportunities for pupils to discuss maturely and understand diverse relationships and equality are a strength.

The school promotes pupils' understanding of their identity, heritage and Welsh culture extremely effectively. For example, staff enrich pupils' learning through

learning experiences about famous Welsh people and celebrating significant days with the school community to promote and foster pride in the Welsh language. As a result, pupils are proud that they speak Welsh.

The school provides regular opportunities for pupils to take part in performances and events to build their self-confidence and expressive ability. These include performing in shows in the community in a productive partnership with the local Welsh language initiative and opportunities for individuals to compete in the Urdd Eisteddfod for the first time. The close contact with the community and support to develop the Welsh language in the local area is a strong element of the school's work.

The school's culture of safeguarding is sound and staff understand their roles and responsibilities, which contribute successfully to pupils' safety and well-being. The school has robust arrangements to promote good attendance and the importance of punctuality among pupils, including monitoring rates on a daily basis. Staff communicate with parents regularly and organise follow-up activity supported by the local authority, as necessary.

Leadership and management

Since Ysgol Gymraeg Nant Gwenlli was established in September 2021, the acting headteacher's wise and strong leadership, with the supportive co-operation of the team of governors and staff, has developed a close-knit and highly effective learning community.

The acting headteacher, with the invaluable support of the leadership team, has a clear vision based on a caring ethos, where most pupils make strong progress and develop to become enthusiastic members of the school community. They realise the school motto successfully, namely 'Hand in hand we'll sail across the seas', and foster values that motivate pupils to be confident and healthy learners who take pride in their community and their language.

Leaders set high expectations for themselves, staff and pupils. Staff uphold professional values and conduct, which contributes directly to improving provision and ensuring that effective co-operation is a key part of the school's arrangements. The co-operation between staff across the school and the staff of the school that is led by the acting headteacher, and staff from the schools in the cluster, has a positive influence on pupils' education.

Leadership procedures have a positive effect on pupils' well-being and progress, in addition to provision in the classrooms and the wider learning areas. Leaders and staff plan purposefully to meet local and national priorities, for example in delivering the principles of the curriculum and implementing key elements of the Additional Learning Needs Act effectively. Teachers are responsible for specific areas of learning and experiences, which is beginning to deepen their understanding of the requirements and enrich pupils' learning experiences. Assistants are key members of the school team who contribute purposefully to improving progress in pupils' well-being, social skills and learning. Staff promote the Welsh language and ethos purposefully, which contributes extremely successfully to developing pupils' pride in their language, culture and heritage.

The school's priorities for improvement are based on a suitable range of first-hand evidence and staff's understanding of them is sound. Effective procedures have been established to review progress, identify areas for improvement and identify actions to be implemented. As a result, leaders and staff have a thorough knowledge of their school and address most of the improvements skilfully.

Members of the governing body receive, consider and question useful information about the effect of the school's improvement procedures on provision and pupils' well-being and progress. There are purposeful opportunities for members of the governing body to play an active part in the self-evaluation process, including visiting classes, discussing with pupils and scrutinising their work. Governors take pride in the productive partnership with the neighbouring school that is led by the acting headteacher. The arrangements have a positive effect on pupils' well-being and progress and have a direct influence on staff's professional development. A good example of this is the ALN co-ordinator providing staff with useful training and advice. Governors work with staff and pupils to ensure that the school has suitable arrangements to promote healthy eating and drinking.

Expenditure is linked purposefully to the school's objectives and improvement plans. Leaders use the school's budget effectively to enrich the curriculum and to support pupils and raise their standards. They plan carefully to fund the school's future development. Expenditure links appropriately with the priorities in the development plan and funding is monitored carefully to ensure its best use. Leaders plan the spending of the pupil development grant sensibly, which includes providing support programmes tailored to the emotional and learning needs of individuals.

There are valuable opportunities for staff to develop professionally. These include opportunities to receive valuable training on areas of learning and experience, to develop effective methods of questioning pupils and to attend training on specific aspects of beneficial methods to support pupils with ALN. Performance management procedures promote staff's professional learning appropriately and are beginning to have a positive effect on standards and provision.

The school has an active relationship with the local secondary school and schools in the cluster, which includes providing valuable opportunities for teachers to work together to devise a valuable method of evaluating the development of pupils' skills. As a result, pupils benefit from purposeful experiences across the areas of learning.

The relationship between the school and parents is strong. The school communicates with them effectively to ensure that they are aware of day-to-day events and to share their children's achievements and successes. Parents are very proud that their children attend such a supportive school, which is completely central to the growth of Welsh-medium education in the city of Newport.

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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