



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

A report on

Gwenfo C.I.W. Primary

**Old Port Road
Wenvoe
Cardiff
Vale of Glamorgan
CF5 6AN**

Date of inspection: October 2024

by

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

About Gwenfo C.I.W. Primary

Name of provider	Gwenfo C.I.W. Primary
Local authority	Vale of Glamorgan Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Church in Wales
Number of pupils on roll	240
Pupils of statutory school age	175
Number in nursery classes	36
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 22.9%)	12.3%
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 11.1%)	13.7%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	4.0%
Date of headteacher appointment	03/04/2018
Date of previous Estyn inspection (if applicable)	01/06/2017
Start date of inspection	07/10/2024

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

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

Summary

Leaders and staff provide a warm, welcoming environment where pupils and their families feel supported and cared for. The headteacher is committed to the values of the school and works closely with the community to develop positive relationships. These relationships are used effectively to establish networks of support that broaden opportunities for pupils.

Across the school, teachers provide beneficial interventions to support pupils' emotional health and well-being. Teachers and support staff work effectively to develop bespoke action plans and activities for pupils with additional learning needs (ALN), and these have a positive impact.

Overall, most pupils make suitable progress based on their starting points. They develop accuracy and fluency in their reading skills, and enjoy reading books from a range of authors. Most pupils develop suitable writing skills. Across the school, pupils make good progress in mathematics. However, there are limited opportunities for pupils to use these skills in their work across the curriculum to the standard they are capable of. The school is making appropriate progress in implementing Curriculum for Wales. There are increasing opportunities for pupils to develop an understanding of their locality and the world around them.

The quality of teaching varies across the school. In the most effective lessons, teachers provide purposeful learning activities. They ensure that pupils understand the skills they are developing and there is appropriate challenge for all learners. However, in a few classes, older pupils do not always follow instructions well enough and do not understand what they need to do to be successful in their learning. Teachers' use of feedback to support pupils' learning is inconsistent.

Leaders and governors allocate suitable resources to develop the school's learning environments. The outdoor areas are developing well and provide engaging spaces that motivate and enthuse pupils. However, leaders and governors do not have robust enough arrangements in place to manage the school's significant deficit budget. Leaders monitor pupils' attendance appropriately. However, rates of attendance remains too low, especially those for those pupils with ALN and pupils who are eligible for free school meals.

Leaders develop suitable self-evaluation and monitoring process to identify the schools strengths and areas for improvement. However, leaders tend to try to address too many priorities at the same time and this limits the progress of improvement work.

Recommendations

We have made five recommendations to help the school continue to improve:

- R1 Improve self-evaluation, monitoring and improvement planning to ensure that the focus is on the most important areas in need of improvement
- R2 Ensure that teaching and feedback provide pupils with the right level of support and challenge
- R3 Improve the curriculum to ensure that there are purposeful opportunities for pupils to apply their literacy and numeracy skills across the curriculum
- R4 Improve pupils' attendance, especially for those eligible for free school meals and with additional learning needs (ALN)
- R5 Improve the financial management at the school

What happens next

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

Main evaluation

Gwenfo C.I.W. Primary School is a caring, welcoming community where leaders work hard to establish positive relationships with families to ensure that pupils feel safe and valued. The school has effective processes in place to support and promote pupils' well-being, for example through its caring ethos and the learning experiences provided

Across the school, most teachers make valuable use of their learning environments to support pupils' engagement and motivation in learning. They provide beneficial opportunities for pupils to engage in outdoor learning and provide areas that are resourced well. This helps develop pupils' independence and creativity. For example, younger pupils use items they have collected in the school grounds to design and create their own collages that represent autumn.

Spotlight: Partnership and community working

Leaders develop successful partnerships that benefit the school, the pupils and the wider community. Most pupils have opportunities to engage in purposeful, real-life learning experiences that link to the community. These include the annual 'Wenvoe Open Garden' event, a shared community celebration, when houses and school open their gardens for public viewing. Older pupils use the local allotment to support their learning about healthy eating and seasonal vegetables and they extend this

learning when visiting the local farm to find out about produce as part of their topic 'Farm to Fork'. There are beneficial links with the local lawn tennis club that enable families to enjoy sport beyond the school day. These partnerships help to enrich the school curriculum and to develop pupils' understanding of the importance of community and belonging.

Effective collaboration with local schools and beneficial professional learning opportunities have supported school staff to develop its 'Flourish' curriculum. The school's curriculum meets the needs of pupils well. It ensures that pupils have valuable opportunities to learn about their locality and its heritage and the wider world. Learning experiences enable pupils to develop a strong understanding of healthy lifestyles and to develop a secure understanding of important themes such as diversity and inclusion.

The development of pupils' expressive arts, including dance, art, music and drama, is an emerging strength. Many teachers place a strong emphasis on creativity and provide a range of worthwhile and engaging activities, linked to their topics. For example, younger pupils talk about the work and style of Picasso; they link this to their knowledge of two-dimensional shapes when creating and making their own self-portraits. Older pupils enjoy listening to music and use this to influence their own musical compositions and performances. In the best examples, pupils have the freedom and choice to make decisions about their work, and this helps them to develop their own interpretations and personal styles.

The recent focus on developing and improving pupils' mathematical skills is having a positive impact. Through purposeful staff training and collaboration with external advisers, leaders have reviewed mathematics teaching and provision to ensure that there are a broad range of areas taught as well as regular opportunities for pupils to deepen their understanding of key concepts. For example, older pupils work independently to solve number problem problems, using a range of strategies and resources to help them calculate and check their answers. They have increasing opportunities to select how they present their work and findings and use digital programs to create graphs that explain their results in a logical way. However, pupils do not use these skills in their work across the curriculum often enough to the standard they could.

Throughout the school, most teachers provide valuable opportunities for pupils to develop their oracy skills. Younger pupils are exposed to increasing vocabulary linked to their topics and teachers encourage pupils to use this when talking about their learning. The teaching of phonics in younger classes is systematic and well planned and, as a result, many pupils read with expression, fluency and accuracy. Across the school, many pupils make good progress in their reading and enjoy reading for pleasure. However, a few older pupils struggle to understand what they have read. Leaders have identified this as an area for improvement.

Many younger pupils make suitable progress in developing their writing skills. By Year 2, they use their skills successfully to write stories and factual accounts of events. In classes for pupils between the ages of 7 and 11, many pupils are beginning to improve their writing when they work collaboratively to share ideas and using the writing prompts they access from the class 'working walls'. However, teachers do not always support pupils to make the progress they could because

teacher expectations are too low and there are limited opportunities for pupils to apply these skills across the curriculum. Overall, the quality of feedback that pupils receive does not focus well enough on the skills they need to develop to make improvements to their work.

Leaders, staff and pupils demonstrate positive attitudes towards the development of the Welsh language and its culture. Leaders provide valuable training to staff to ensure that they have the confidence and skills to teach Welsh, encouraging its use in lessons and during break times. Nearly all teachers provide regular opportunities for pupils to use and develop their Welsh language skills daily and this helps to ensure that pupils make good progress.

The school has well-developed appropriate systems to identify pupils with additional learning needs (ALN). A dedicated team of support staff deliver a range of suitable support and interventions to meet the needs of pupils with ALN. They work well with outside agencies to develop strategies to support pupils as well as monitoring and reviewing their progress. Across the school, there is an inclusive ethos. Teachers ensure that pupils, including those with ALN and those who face challenging socio-economic circumstances, receive any extra support they need.

Across the school, the quality of teaching is variable. Where teaching is most effective, teachers have good subject knowledge, share clear learning intentions and use effective questioning to challenge pupils' thinking and understanding. In these lessons, teachers manage behaviour well and make good use of available adults. This helps to ensure that pupils are engaged and as a result most make suitable progress. However, in a few lessons for older pupils, progress is limited because expectations for pupils' behaviour and learning are too low. Activities do not engage pupils well enough, pupils are not always clear what is expected of them and teachers focus too much on ensuring that pupils complete tasks rather than on developing pupils' skills progressively.

The school provides worthwhile opportunities for pupils to develop their leadership skills. There are a wide range of pupil voice groups that many pupils enjoy attending and these have a positive impact on school life. For example, playground buddies help develop to friendship groups during break times and the eco group highlights the importance of recycling, whilst older pupils lead class assemblies confidently to promote the school's values and nurturing ethos.

Leaders gather a range of evidence to identify the school's strengths and areas for development. For example, leaders have developed the 'Flourish' curriculum in accordance with the ethos and principles of Curriculum for Wales. However, leaders do not focus evaluation work sharply enough on identifying the difference that teaching and learning experiences make to pupils' progress.

Governors are supportive of the school They fulfil their statutory responsibilities and ensure that pupil development grant funding is spent appropriately. However, arrangements to manage the school's finances are not robust enough. The school currently has a significant deficit budget and there are no plans in place to address this. There are suitable arrangements in place to manage the performance of staff. Overall rates of attendance are low. Attendance of pupils with ALN and for those eligible for free school meals is generally notably lower than that of their peers.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site security do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors ensure grant spending is appropriate, including pupil development grant. However, leaders and governors have no current plan in place to address the school's significant deficit budget.

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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (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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