



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

A report on

Ysgol Gymraeg Pwll Coch

**Lawrenny Ave
Leckwith
Cardiff
CF11 8BR**

Date of inspection: October 2024

by

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

This report is also available in Welsh.

About Ysgol Gymraeg Pwll Coch

Name of provider	Ysgol Gymraeg Pwll Coch
Local authority	Cardiff Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh-medium primary school
Type of school	Primary
Religious character	
Number of pupils on roll	324
Pupils of statutory school age	236
Number in nursery classes	56
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> (<i>The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%</i>)	17.3%
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 11.1%</i>)	7.6%
Percentage of statutory school age pupils who speak Welsh at home	24.6%
Percentage of pupils with English as an additional language	2.5%
Date of headteacher appointment	
Date of previous Estyn inspection (if applicable)	
Start date of inspection	14/10/2024

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

Summary

Leaders and staff at Ysgol Gymraeg Pwll Coch have developed a vision which focuses on well-being, progress in skills and raising pupils' standards. The growing sense of teamwork contributes well to purposeful co-operation to improve the school's work. Staff promote inclusivity and are successful in integrating this ethos strongly in nearly all aspects of the school's life and work. Pupils in the Special Resource Base (SRB) are valuable members of the school community and participate in the school's activities completely naturally. Across the school, provision for pupils with additional learning needs (ALN) is co-ordinated well.

On entry to the school, most pupils' social, language and numeracy skills are at the expected stage of development for their age. Teaching supports most pupils, including those with ALN and those who are affected by poverty, to make good progress.

Staff have recently refined their mathematics teaching methods, by providing more opportunities for pupils to develop their knowledge and understanding of an area of learning. This has improved pupils' ability to use and apply their skills in other areas of learning. Staff act as good language models, as a result pupils across the school develop good oracy skills. Most pupils develop their love of reading successfully and have sound writing skills.

Teachers use questioning methods effectively to develop pupils' understanding and to assess their progress during learning sessions. Overall, across the school, learning activities are not always consistent enough to ensure that pupils are challenged to make continuous progress. In general, provision does not enable pupils to make independent choices about their learning and how to complete and present their work.

Staff have a positive relationship with parents. Leaders have built a successful working relationship between the home and school. Governors are aware of when to support the school and when to challenge, they take good steps to develop a better understanding of the effect of the school's day-to-day work on pupils' well-being and learning.

Recommendations

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

- R1 Ensure consistency in effective teaching practices across the school and raise staff's expectations to provide a consistent challenge for all pupils
- R2 Provide opportunities for pupils to take responsibility for their learning and develop to become independent learners

What happens next

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

Main evaluation

Ysgol Gymraeg Pwll Coch is a lively and inclusive learning community where pupils feel safe and valued. The headteacher provides strong, ambitious leadership with a clear vision for improvement. He is supported well by a skilful leadership team, enthusiastic staff, dedicated governors and a supportive wider community. They work together increasingly effectively and have established a shared vision that is based on creating a caring society which places pupils' well-being at the heart of its work. As a result, a happy learning community is provided which celebrates Welshness and the heritage of the area successfully. Staff uphold the moral and multicultural values of the school and its community masterfully. They celebrate and respect that everyone is different and greet all pupils as an integral part of the school's family. This aspect is a notable feature of the school's provision.

Spotlight: Celebrating Welshness and the diverse heritage of pupils as an integral part of school inclusion

A strong culture of inclusion is at the heart of the school. Leaders ensure that pupils who attend the SRB are integrated purposefully into the life and work of the school.

Staff work well to strengthen this ethos further by raising pupils' awareness of the importance of celebrating diversity and including people from different backgrounds and ethnicities, in addition to people with different spiritual beliefs and personal relationships.

Most pupils develop their social and emotional skills effectively. They learn about the diverse nature of their society through activities, assemblies and visitors, which lead to pupils being informed and ethical citizens. An obvious strength of the school is pupils' understanding of their local history, heritage and national culture. They celebrate linguistic pride and their diversity successfully, which reinforces their motto: *'teulu mawr ym ni i gyd'* ('we are all one big family'). Effective opportunities are provided to support pupils' spiritual, moral and social awareness and celebrate the rich ethnic diversity that exists within the school. As a result, most pupils treat others with respect, develop an understanding of different identities and discuss rights and themes that are suitable for their age successfully in well-being sessions.

Most pupils' behaviour is good across the school. They work together on tasks and play together successfully. Many pupils engage well in their tasks and persevere diligently when learning as individuals and in groups. They support each other to overcome difficulties and persevere effectively. Most pupils treat each other with empathy completely naturally within this inclusive provision. However, provision does not provide regular opportunities for pupils to take responsibility for their learning and develop to become independent learners.

Leaders have effective arrangements for self-evaluation and planning for improvement, which contribute beneficially to ensuring that they have a good understanding of the school's performance. The school's improvement priorities provide purposeful attention to areas for development, in addition to national improvement priorities. An appropriate timetable is followed for monitoring provision, which includes representation from the governing body, the pupil's voice and staff. Under the guidance of the headteacher, they are beginning to develop their understanding of how to evaluate provision effectively.

Staff provide extensive opportunities within the areas of learning and work together across the years to plan rich experiences that develop pupils' skills purposefully. The school makes purposeful use of evaluations relating to pupils' initial skills and progress. By doing so, they track the relevant information to identify the areas that are in need of improvement as pupils progress through the school. As a result, staff have a sound awareness of pupils' progress and standards.

Staff provide a purposeful learning environment that contributes well to developing pupils' skills in learning sessions. Classroom assistants support pupils effectively by challenging and taking advantage of natural learning opportunities to move learning forward. Overall, pupils have a suitable understanding of the next steps in their learning.

In the majority of learning activities, teachers provide pupils with purposeful guidance to support them to develop their knowledge and understanding of different areas effectively. In the best practice, they ensure that learning is paced suitably, have high expectations and provide challenge to support pupils to achieve well. However, this practice is not consistent across the school which, in turn, slows pupils' progress.

Most pupils listen attentively, speak clearly and use appropriate vocabulary when communicating with staff and peers. They show an increasingly effective grasp of vocabulary and language patterns as they develop through the school. Most pupils make good progress in their reading skills. Many pupils develop sound writing skills. Teachers have recently identified the need to improve the standard of pupils' extended writing and, as a result, are planning purposeful opportunities to support them to develop and apply their writing skills further.

There is clear progress in pupils' mathematical skills, with most showing a sound understanding of different concepts. Teachers provide a cross-section of appropriate activities that meet the needs of pupils across the school effectively. As a result of the shared understanding and effective co-operation between teachers, pupils are given purposeful opportunities to begin developing and applying their numeracy skills in a good range of activities across the curriculum.

Appropriate opportunities are provided for pupils to develop their digital skills. Many pupils use useful apps to record their work, for example when creating a presentation to prompt pupils' thinking about different themes such as 'Why is the sun yellow?'. Overall, teachers do not provide regular enough opportunities for pupils to develop the full range of digital skills.

Provision for pupils with ALN is co-ordinated well and meets the needs of most pupils who need additional support with their learning. An extremely effective practice of the inclusive provision is the way in which staff integrate pupils from the SRB into school life and show a positive commitment to inclusivity. Pupils from the centres join in

actively with the peers, such as during playtimes, whole-school assemblies and mathematics activities. This promotes the social interaction of all pupils as staff provide purposeful opportunities for them to learn and play happily together as an integral part of provision. However, developing and strengthening the pupils' voice further is a priority to begin to influence the school's wider learning environment regularly.

The governing body know the school and its community well and support the school well. They have an appropriate understanding of the school's improvement priorities. The partnership between the school and parents is extremely effectively, they work well together to improve provision further, for example when supporting staff to create a purposeful library to nurture pupils to enjoy reading a range of attractive and interesting texts.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

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

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee 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, 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

Appendix 1: Numbers – quantities and proportions

The report refers 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 (<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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This document has been translated by Trosol (Welsh to English).