

**A report on**

**Pentre'r Graig Primary School**

**School Road  
Morrison  
SA6 6HZ**

**Date of inspection: May 2025**

**by**

**Estyn, His Majesty's Inspectorate for Education**

**and Training in Wales**

**This report is also available in Welsh**

## About Pentre'r Graig Primary School

Name of provider	Pentre'r Graig Primary School
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	304
Pupils of statutory school age	226
Number in nursery classes	33
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%)	32.4%
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%)	9.3%
Percentage of pupils who speak Welsh at home	0%
Percentage of pupils with English as an additional language	20.4%
Date of headteacher appointment	April 2017

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Date of previous Estyn inspection (if applicable)	11/06/2018
Start date of inspection	19/05/2025

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.

## Summary

Pentre'r Graig Primary is a happy and inclusive school where pupils and their families are welcomed and celebrated. Leaders have worked successfully with the whole school community to establish a shared vision for the school and its pupils, focused on positive relationships and respect. Staff reflect the vision effectively through their teaching approaches and interactions. They form warm, trusting relationships with pupils who in turn feel safe and listened to. As a result, nearly all pupils show care, consideration and respect for each other. They are proud of their school and learn with infectious enthusiasm.

Staff have established a purposeful learning environment that reflects the school's diverse community and promotes its Welsh culture. Classrooms are stimulating and well-organised. They enable pupils of all ages to choose how they will work best, whether individually or in small groups. Most pupils across the school select appropriate resources independently to help them complete their work.

Teachers plan effectively to ensure that most pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make good progress in their learning. Provision for pupils with English as an additional language (EAL) is a significant strength of the school. Staff take every opportunity to further enrich the curriculum through pupils' cultural and lived experiences.

Over time, staff have embedded a broad and stimulating curriculum. In many lessons, teachers plan purposeful opportunities for pupils to develop and apply a range of skills. However, in a few lessons, teachers do not explain independent learning tasks sufficiently well for pupils to have a clear understanding of their learning.

Nearly all pupils enjoy learning Welsh. Younger pupils develop a high level of confidence in speaking Welsh through regular practice across the school day. Older pupils do not have sufficient opportunities to build on their Welsh language skills appropriately and this limits the progress they make.

There is a suitable culture of safeguarding at the school and all staff care for pupils considerately and thoughtfully. Staff are unclear about their duty with regard to Prevent.

## **Recommendations**

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

- R1. Address the safeguarding issue identified during the inspection
- R2. Ensure that all pupils have a clear understanding of what is expected of them when learning independently
- R3. Develop pupils' Welsh oracy skills

## **What happens next**

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

## Main evaluation

The headteacher has embedded a clear vision that successfully promotes and develops a culture of respect, well-being and inclusion throughout the school. Leaders seek the views of a wide range of stakeholders when evaluating how well the school meets the needs of the pupils and the local community.

### **Spotlight 1: A values-based approach to improving pupils' engagement**

The school's core values of loyalty, empathy, aspiration, resilience and nurture are central to all learning. Staff model these values extremely well. Carefully planned learning experiences help pupils of all ages to develop a strong sense of belonging. Nearly all pupils display extremely positive attitudes to learning and high levels of engagement. They demonstrate kindness, respect and consideration to each other, both in and out of the classroom.

Teachers provide worthwhile opportunities for pupils to influence what and how they learn. The curriculum is balanced and purposeful, supporting pupils to develop a strong and empathetic understanding of the lives of others, both now and through history. A strong feature of the school's work is its provision for the development of pupils' understanding of culture, heritage and diversity, which captures the interest of pupils of all ages.

The school provides a wide range of opportunities for pupils to develop their spiritual and moral awareness. Across the school, pupils explore their own beliefs and those of others through a useful range of first-hand experiences, such as regular engagement with local religious groups. The school's approach to Relationships and Sexuality Education is well-considered and meaningful. There are suitable opportunities for pupils to develop their understanding of identity, gender, equity, rights and advocacy. Through learning about the Suffragettes, for example, older pupils gain a sound understanding of social inequality and the impact of historical female figures on change.

## **Spotlight 2: Celebrating the school's diverse community**

The school captures and celebrates its diverse community exceptionally well. Staff ensure that the environment reflects the wide variety of languages spoken, and the range of cultures and faiths that exist within the school. Staff provide enhanced induction arrangements and effective and often innovative approaches to developing language and communication for families and pupils new to English. Pupils in the Young Interpreters group provide beneficial translation support for the youngest pupils as they settle into their class. The school supports pupils to complete homework and research in their home language.

Leaders have focused effectively on providing professional learning opportunities for all staff that enhance the quality of teaching and learning provided. In many lessons, teachers use questioning effectively to move pupils' learning along at a good pace. Nearly all staff are developing effective marking and feedback strategies. They provide pupils with valuable time to reflect on their learning and most pupils are developing their ability to improve their own work. However, in a few lessons, teachers do not explain independent learning tasks sufficiently well for pupils to have a clear understanding of their learning.

Staff consider the individual needs of pupils carefully. They design and adapt classroom environments purposefully to ensure that all pupils feel safe and able to learn. Teachers and teaching assistants use effective processes to assess and monitor the progress of pupils. A range of intervention programmes provide effective academic and emotional support for vulnerable pupils. Staff in the school's nurture provision provide highly effective and bespoke support for younger pupils' early social and emotional skills, helping pupils settle into school gradually before joining the main classes.

Teachers work together to ensure that pupils develop their literacy and numeracy skills progressively. They plan opportunities for pupils to apply these skills purposefully across the curriculum. As a result, most pupils including those with additional learning needs (ALN) and those eligible for free school meals, make good progress in developing these skills. Across the school, teachers have high expectations for pupils' mathematical development. Most pupils use their mathematics skills confidently and make strong progress. Teachers provide innovative opportunities for pupils to develop their digital skills. As they progress, nearly all pupils select and use increasingly sophisticated digital tools effectively in their work across the curriculum. Older pupils, for example, use artificial intelligence efficiently when researching information for written reports. They write programs to animate scientific concepts such as the water cycle and demonstrate resilience when identifying errors within their programs.

The school promotes the Welsh language well and nearly all pupils show enthusiasm for learning Welsh. Many younger pupils develop their Welsh language skills well throughout the school day. However, as pupils move through the school, they have fewer opportunities to develop their Welsh language skills, and many older pupils lack confidence when speaking Welsh.

There are wide ranging opportunities for pupils to learn about the world of work and to develop their aspirations. Pupils benefit from practical, first-hand learning experiences that enable them to gain an insight into potential career paths. Pupils enjoy plentiful opportunities to create their own artwork using the work of known artists as stimuli. Most pupils create interesting pieces and demonstrate perseverance while they work.

The school places a high priority on ensuring that pupils attend school regularly. Staff foster close relationships between school and home, developing a clear understanding of individual family circumstances. School staff monitor attendance closely and employ a range of effective strategies to provide early support where required.

The Governing Body takes a proactive role in supporting the school and holding leaders to account honestly and robustly. Governors engage well with staff and external partners to develop school improvement priorities and to ensure that their evaluations of the school's performance are accurate. Together with leaders, governors place a high value on supporting staff well-being.

Overall, there is a suitable culture of safeguarding at the school. All staff follow most agreed procedures diligently but are unclear about their duty with regard to Prevent.

### **Additional information**

The school's arrangements for safeguarding pupils give cause for concern.

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

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

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



## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers 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](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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**This document has been translated by Trosol (English to Welsh).**