

**A report on**

**Craigfelen Primary School**

**Woodside Crescent  
Clydach  
SA6 5DP**

**Date of inspection: October 2025**

**by**

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

## About Craigfelen Primary School

Name of provider	Craigfelen 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	None
Number of pupils on roll	183
Pupils of statutory school age	139
Number in nursery classes	27
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%)	47.7%
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%)	8.6%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2011

A report on Craigfelen Primary School  
October 2025

Date of previous Estyn inspection (if applicable)	12/03/2018
Start date of inspection	21/10/2025

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

Leaders demonstrate a strong commitment to creating an inclusive and caring school where pupils feel valued, safe and respected. The headteacher shares a clear vision that promotes a strong sense of community and belonging. This helps to ensure that pupils enjoy coming to school, behave well and show positive attitudes to learning.

Leaders and staff work closely together to improve teaching and learning. They share responsibilities effectively and make good use of professional discussions to reflect on their practice. This collaborative approach helps staff to develop their skills and contribute purposefully to school improvement. Leaders monitor the quality of teaching carefully and ensure consistency across the school. However, they do not always evaluate sharply enough how well teaching impacts on pupils' progress.

The school's creative provision is a notable strength. Pupils take pride in performing through dance, drama and music, which helps them to work together and to grow in confidence. Pupils with additional learning needs (ALN) benefit from well-planned support and strong partnerships with specialist professionals. The school's community hub, The Cwtch, provides valuable opportunities that promote pupils' well-being and aspiration successfully.

Teachers plan a broad and engaging curriculum that stimulates pupils' curiosity and creativity. In the most effective lessons, activities build well on pupils' previous learning and capture their interest. These lessons encourage pupils to think deeply and work independently. In a few lessons, activities do not match pupils' needs closely enough, which limits opportunities for them to develop their ideas or to solve problems for themselves. Younger pupils enjoy exploring indoors and outdoors, but staff do not always make the most of these experiences to extend their learning further.

Teachers use their strong subject knowledge to model language clearly and support pupils to become confident speakers and writers. Teachers promote pupils' use of Welsh through regular sessions that develop their vocabulary and pronunciation effectively. Pupils make good use of digital tools to research and present their work, although their skills in coding and control technology are still developing.

## **Recommendations**

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

- R1. Strengthen the evaluation of teaching and learning to focus more sharply on pupil progress
- R2. Match teaching more closely to pupils' needs so that all pupils make strong, independent progress
- R3. Ensure that independent activities for younger pupils support them to reinforce and extend their learning effectively

## **What happens next**

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

## Main evaluation

Leaders are firmly committed to the inclusive and community-focused ethos of the school. The headteacher communicates this vision clearly, ensuring that staff, governors and pupils share a strong sense of purpose. As a result, the school is a nurturing community where relationships are valued highly, and where pupils feel secure, respected and ready to learn.

Senior leaders distribute roles and responsibilities effectively. They share their expertise helpfully and hold one another to account through robust professional discussion. Leaders ensure that staff at all levels feel valued and confident to contribute ideas for improvement. This collaborative approach fosters a vibrant culture of professional learning that supports both whole-school priorities and individual development well. For example, focused training in the development of writing and mathematical skills has strengthened teachers' understanding of how to plan for pupils' progress more effectively. This ensures that most pupils, including those eligible for free school meals, make sound progress from their individual starting points.

Leaders' deep understanding of the school's community informs strategic decisions purposefully. They use a range of evidence, including parental surveys and attendance data, to adapt provision to meet pupils' and families' changing needs successfully. Leaders have a strong track record of using the pupil development grant, and securing additional external funding, to enhance the range of opportunities available to pupils and to support families. This work is exemplified by the beneficial provision the school has established through its on-site community centre, The Cwtch. This hosts a range of tailored initiatives such as the pupil-led café, youth club and creative workshops that strengthen links with the local community and promote pupils' well-being and aspiration effectively. These partnerships enhance pupils' sense of pride and responsibility and provide meaningful opportunities to apply learning in authentic contexts. For example, the school garden and café enable pupils to develop an understanding of food production, preparation and enterprise, which deepens their appreciation of sustainability and the world of work.

The school's curriculum is broad and stimulating. Teachers provide a rich variety of learning experiences that encourage pupils' curiosity and creativity. Where teaching is most effective, teachers plan activities that build successfully on what pupils already know and can do, providing purposeful contexts that capture their interest well. This helps to ensure that most pupils work with sustained concentration and persevere when they find tasks challenging. However, in a minority of lessons, planned activities are not always well enough matched to pupils' current skills. In these instances, teachers and teaching assistants tend to over-direct pupils' work to ensure completion. This limits opportunities

for pupils to apply their knowledge independently or to develop their ideas at their own pace.

Across the school, teachers set clear learning objectives and use their strong subject knowledge to model appropriate vocabulary and concepts effectively. This enables most pupils to become articulate and confident speakers who express their own ideas with increasing clarity. Teachers provide suitable opportunities for pupils to practise and apply their literacy and numeracy skills across the curriculum. They provide helpful verbal feedback that enables pupils to understand what they have done well and how they can improve.

In the younger classes, pupils enjoy exploring the outdoor and indoor environment independently through imaginative activities that encourage social interaction and creative play. Staff engage positively with pupils to sustain their interest and provide encouragement. However, they do not always reflect well enough on how these experiences support learning or identify the next steps that would help pupils deepen their understanding. As a result, opportunities to extend younger pupils' thinking and problem-solving skills are missed.

Teachers promote pupils' use of spoken Welsh purposefully through regular *drillio* sessions. They model correct pronunciation and language patterns well. This supports many older pupils to develop an appropriate understanding of a growing range of spoken Welsh and to use this effectively in focused lessons. However, pupils' confidence to use Welsh spontaneously in informal situations is less well developed. Across the curriculum, pupils use their digital skills effectively to research and present information, and to store and retrieve work efficiently. Their competence in coding and control technology, though developing, is at an earlier stage. Teachers promote pupils' spiritual and moral understanding effectively through the exploration of a range of different beliefs and perspectives.

The school's provision for pupils' creative development is a notable strength. Most pupils participate enthusiastically in dance, drama and music, which enhance their confidence and self-esteem. These activities promote cooperation and collaboration effectively, helping pupils to work successfully as part of a team and to take pride in shared achievement. Pupils with Additional Learning Needs (ALN) benefit from the school's inclusive approach, discovering specific talents that nurture their self-belief and motivation. The school's strong partnerships with specialist professionals and local charities further enhance the quality of support for pupils with ALN, ensuring that most make good progress towards their individual targets.

The school places pupils' well-being at the heart of its work. Teachers and support staff form positive relationships with pupils and model respectful behaviour consistently. As a result, most pupils behave well, move around the school calmly and treat staff and visitors with courtesy. Pupils value opportunities to take on leadership roles, such as through the Rights Ambassadors, who successfully introduced early transition visits to a local secondary school. These experiences help pupils to develop a sense of agency and to contribute positively to the school's caring ethos.

Leaders undertake a suitable range of monitoring activities, such as lesson observations, book reviews and pupil discussions, to evaluate teaching and learning. They use this evidence to ensure that agreed approaches are applied consistently across the school. However, leaders do not always evaluate sharply enough the impact of these approaches on pupils' progress. As a result, they sometimes miss opportunities to pinpoint precisely where teaching is most effective and where further refinement is needed.

Leaders ensure that safeguarding arrangements are robust. All staff understand their responsibilities clearly and follow agreed procedures consistently. Regular review and training ensure that the safety and well-being of pupils maintain a high priority. Most pupils feel safe and well cared for in school. Leaders also monitor attendance closely, analysing the data of different pupil groups to identify areas for action. Although overall attendance has been slow to rise, the school's proactive approach to supporting families has impacted positively on those with the lowest rates of attendance.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any 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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

© Crown Copyright 2025: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 19/12/2025