



## Report summary for parents and carers on Pontyclun Primary School

**Date of inspection: June 2024**

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

This report is also available in Welsh.

# Overview

The headteacher leads a dedicated team of enthusiastic teachers, many of whom bring a wealth of knowledge and experience. School staff understand the impact of well-being on learning and place an appropriate emphasis on meeting pupils' social and emotional needs from a young age. They strive to create strong sense of belonging and the positive working relationships they form with pupils is a strength of the school. Most pupils are keen to come to school, and many parents feel they are included in the life of the school. Governors are suitably involved in ensuring that the school is a safe and happy place to be.

Throughout the school, most pupils' behaviour is good, and pupils often engage positively with their learning. They enjoy opportunities to learn more about how relationships are formed and maintained, about the aspects that make someone's identity and about world religions. They are beginning to explore the history and culture of Wales but there are too few opportunities for pupils to develop their Welsh language skills and, as a result, the progress they make over time is insufficient.

The school is developing its understanding of how pupils make progress aligned to the principles of Curriculum for Wales, but this is at an early stage of development. Across the school, pupils develop positive attitudes to reading and make good progress in developing their literacy skills. They use digital skills well and make the most of opportunities to be active. Many develop good mathematical skills and knowledge but do not use these skills often enough or at an appropriate level in their work across the curriculum.

Teachers include pupils' ideas when planning learning experiences. Older pupils benefit from opportunities to choose how they learn during lessons. From a young age, pupils develop as confident and articulate learners. Many pupils, including those with additional learning needs (ALN) develop well as independent learners. In many classes, teachers use questioning well and provide pupils with appropriate guidance to support their learning during lessons. Staff enable the youngest pupils to be curious and creative in their play-based learning and the oldest pupils develop mature thinking skills. However, in a few lessons, learning experiences do not challenge all pupils to make the progress they should or to develop sufficiently as independent learners.

# Recommendations

- R1 Sharpen the focus of school self-evaluation and improvement planning to improve outcomes for all pupils in a timely manner
- R2 Improve the school's understanding of progression in Curriculum for Wales to ensure all pupils make the progress they should
- R3 Ensure that the school's policies and procedures for addressing the needs of pupils with ALN meet statutory requirements

## What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will work with the local authority to review the school's progress. This is the lightest touch of follow-up, as it is not statutory.



# School context

Name of provider	Pontyclun Primary School
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	English
Type of school	Primary
Number of pupils on roll	422
Pupils of statutory school age	374
Number in nursery classes	48
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 23.7%)	8.8%
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 13.2%)	1.5%
Date of headteacher appointment	01/09/2007
Date of previous Estyn inspection (if applicable)	26/04/2016
Start date of inspection	03/06/2024

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