



Report summary for parents and carers on Golftyn C.P. School

Date of inspection: June 2024

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

Overview

Leaders, staff and governors at Golftyn Primary School provide a safe and stimulating environment for pupils. They place pupils' and staff's well-being, happiness and learning at the heart of the school's work. They pay careful attention to the development of staff to ensure that all embrace the school's vision and contribute to the strong team ethos. Subsequently, staff and pupils are happy and feel valued.

Pupils feel a firm sense of pride and belonging to their school and their locality. Generally, pupils' behaviour is exemplary. Parents are highly appreciative for the strong, supportive care their children receive. Leaders and staff nurture pupils' personal, social and communication skills well. Pupils' interactions with adults are courteous and respectful.

Most pupils, including those eligible for free school meals and those with English as an additional language (EAL), make good progress in many aspects of their learning and in developing their skills, knowledge and understanding. Pupils identified as having additional learning needs (ALN) and those in receipt of additional support make effective progress towards their learning goals. However, provision does not always ensure that pupils make the progress they could in a few important areas. For example, the teaching of mathematics is not always effective enough and this limits pupils' progress.

The school's curriculum is broad and engages pupils effectively. As a result, pupils focus on their learning well. Teachers across the school provide pupils with suitable opportunities to make decisions about their learning. However, too often teachers over-direct learning and do not sufficiently challenge pupils, and the pace of teaching is too slow. Teachers in the younger pupils' classes provide pupils with opportunities to make choices about their activities, but these activities do not provide pupils with sufficient opportunities to learn and practise skills that are appropriate to their development.

Leaders accurately identify a few aspects of the school's areas in need of improvement and have created robust systems and processes to evaluate the work of the school. Nevertheless, the subsequent development and monitoring activities do not always focus sufficiently on improvements that will have the greatest impact on pupils' learning.

Leaders have developed an effective system for the assessment of all pupils as they move through the school; they use this to track the progress of every pupil. Generally, teachers provide pupils with effective verbal feedback. However, written feedback is mainly celebratory and does not provide pupils with enough guidance to know what to do to improve their work.

Leaders have comprehensive processes to monitor pupils' attendance. However, the attendance of pupils eligible for free school meals is too low and too many pupils are persistently absent.

Recommendations

- R1 Ensure that self-evaluation and school improvement actions focus on pupils' learning and progress
- R2 Improve the aspects of teaching identified in the report as needing improvement
- R3 Improve staff's understanding of how to teach mathematics to ensure that pupils make better progress
- R4 Improve the attendance of pupils eligible for free school meals and reduce rates of persistent absence

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	Golftyn C.P. School
Local authority	Flintshire County Council
Language of the provider	English
Type of school	Primary
Number of pupils on roll	408
Pupils of statutory school age	320
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 23.7%)	21.3%
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 13.2%)	9.1%
Percentage of pupils who speak Welsh at home	3.1%
Percentage of pupils with English as an additional language	11.6%
Date of headteacher appointment	03/09/2012
Start date of inspection	10/06/2024

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