



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

**A report on**

**Glan Llyn Primary School**

**Bessemer Drive  
Newport  
NP19 4EB**

**Date of inspection: May 2024**

**by**

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

## About Glan Llyn Primary School

Name of provider	Glan Llyn Primary School
Local authority	Newport City Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	412
Pupils of statutory school age	364
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%)	17.3%
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%)	11.3%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	21.7%
Date of headteacher appointment	29/04/2019
Date of previous Estyn inspection (if applicable)	n/a
Start date of inspection	20/05/2024

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.

## Overview

Since opening Glan Llyn Primary School, the headteacher, with the support of the governing body and staff, has created a highly inclusive ethos where the pupils' well-being is at the core of everything that they do. Pupils work together maturely and there is an excellent working relationship between them and staff. They are happy coming to school and feel safe and cared for.

Most pupils behave well and treat each other and adults at the school with respect and courtesy. Staff identify the needs of all pupils carefully and tailor learning support sensitively. Pupils with additional learning needs (ALN) and those who attend the learning resource bases (LRBs) make good use of the effective range of learning experiences on offer and make good progress from their individual starting points.

The school's curriculum is engaging, relevant and planned well to ensure that pupils develop their knowledge and skills progressively. Teachers and support staff provide high levels of support for all pupils to develop competent literacy and numeracy skills. However, the provision to develop pupils' digital skills progressively has not developed well enough.

Teachers set clear learning objectives and use a range of experiences to engage pupils' interest and enthusiasm. As a result, pupils focus successfully on their learning and attend school regularly. However, teachers do not provide regular opportunities for pupils to make choices in lessons to direct their learning.

The headteacher provides robust leadership and sets high expectations for herself, staff and pupils. Leaders have a clear vision for the school, successfully shared with all stakeholders. The staff work effectively as a team and know the school well. Governors have a secure understanding of the school's work and provide beneficial support to the school community.

## Recommendations

- R1 Improve pupils' digital skills
- R2 Enable pupils to make decisions about how they learn as well as what they learn

## What happens next

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

## Main evaluation

### Learning

During their time at the school, most pupils make good progress from their starting points, including pupils with ALN and those who are eligible for free school meals. Many pupils in the school's learning resource bases make good progress in developing their knowledge and skills.

Overall, most pupils make excellent progress in developing their speaking and listening skills. From a very young age, pupils respect each other's contributions and engage well in class activities. By Year 2, many pupils understand and respond to staff questions and instructions purposefully. They begin to expand their vocabulary effectively to talk about their learning experiences, for example when sharing the facts they have learned about endangered animals in a mature manner. As pupils move through the school, most develop as eloquent speakers. They use a comprehensive range of vocabulary and language patterns to communicate in formal and informal situations, and when discussing their work. For instance, pupils in Year 4 talk about the impact of a coal mining incident on a village and Year 6 about Pride celebrations knowledgeably.

Most pupils enjoy learning to communicate in Welsh. They respond positively to teachers' instructions and demonstrate a good understanding of basic commands. Most pupils have enough knowledge to respond appropriately during lessons. However, across the school, most pupils lack confidence when engaging in simple conversations and do not use Welsh outside the classroom often enough.

Most pupils are able readers and discuss a range of books competently. Younger pupils enjoy learning about how letters form words and listen to stories enthusiastically. They relate what they hear in books to their own lives, linking information in stories on how to keep themselves safe, for example. By Year 4, most pupils become skilled readers and read with expression. As pupils' skills develop, they discuss their books in detail and refer to previous events in the variety of texts they have read. By the time they reach Year 6, most pupils read fluently and use inference and deduction skilfully, for example when portraying the feelings of Santes Dwywfen in Welsh folklore.

Most pupils develop their writing skills capably as they move through the school. Younger pupils mark-make creatively using chalk and pencils, and a few develop sound early writing skills. By Year 1, many pupils progress to writing short persuasive letters to their families well and, in Year 2, use interesting vocabulary and simple punctuation to create a story. From Year 3 to Year 6, most build successfully on broadening their vocabulary and become mature writers. They competently write purposefully across the curriculum and develop a secure understanding of different forms of writing,

Most pupils make good progress in their mathematical development. By the end of Year 2, many work with numbers to 100 with ease. From Year 3 to Year 6, most pupils build on their mathematical knowledge effectively. Most pupils apply their numeracy skills purposefully in other areas of learning and develop their thinking and

problem-solving skills suitably. For example, they research, collect and present data correctly when calculating the amount of money the government made during the Windrush era.

Across the school most pupils use digital apps to support their learning confidently and many pupils use digital devices to research a variety of topics when creating interesting presentations. In Year 4, pupils design a movie about the Aberfan disaster and, by Year 6, they begin to understand how to use a spreadsheet to calculate the profit made in their mini enterprise project. However, overall, most pupils do not develop wider digital skills such as coding, and data handling well enough.

Nearly all pupils develop beneficial physical skills successfully through a variety of purposeful activities. From nursery to Year 2, they develop their skills effectively in movement lessons in the hall and in the outdoor learning area. The older pupils continue to build on these skills competently in regular planned lessons, after-school clubs and through taking part competitively with other schools in the local area.

Most pupils develop sound creative skills, for example exploring and experimenting with different media regularly. They apply their skills well when creating ceramic poppies for Remembrance Sunday and use charcoal to depict life in a coal mine skilfully. Most pupils develop their musical skills purposefully through singing in the school choir, learning musical instruments and performing in the local community.

### **Well-being and attitudes to learning**

All pupils speak about their school as a welcoming, supportive and happy environment. They enjoy coming to school and have positive working relationships with all adults and each other. As a result, they feel safe and know that there is always an adult ready to listen to them in time of need. Nearly all pupils believe that they are treated fairly and encouraged to do their best.

Across the school most pupils' behaviour is good. The Year 6 prefects take their role seriously and ensure other pupils are happy and safe during break times. Pupils treat one another, staff and visitors with courtesy and respect. Over time, pupils thrive and develop into mature individuals.

Nearly all pupils enjoy learning and are highly engaged in lessons. They are proud of their achievements and share their learning experiences enthusiastically. Most pupils listen carefully and follow instructions with ease. They work confidently and use a variety of strategies to overcome challenges effectively. Many pupils draw successfully on the knowledge of their peers or use classroom resources before seeking help from an adult. Overall, they concentrate well for extended periods of time and show resilience, for example when reading and interpreting challenging texts. Many pupils from a young age are beginning to improve their own work suitably as well as contributing to what they would like to learn. Although many pupils are capable learners, they do not have enough opportunities to make choices about how they learn.

Nearly all pupils develop a secure awareness of ethical issues. They discuss how to care for the environment and the impact of prejudice maturely. Older pupils develop their understanding of discrimination and gain a strong sense of empathy, for

example through attending a Holocaust Memorial Service. In addition, they demonstrate a secure awareness of the importance of inclusion and equality through the kind and caring way they treat their peers in school.

Most pupils feel that staff listen and support them extensively with their well-being and personal development. Older pupils develop strategies for dealing with their emotions well. They have a strong awareness of how to keep themselves safe online and in their community. Year 6 pupils, for example, carefully consider the risk of online friendships and how to respond when they feel uncomfortable. Many of the older pupils in the LRBs develop their life skills well by learning how to keep themselves safe outside the school premises and being aware of people they don't know when visiting the local park. Nearly all pupils have a good understanding of the impact of healthy eating and regular exercise. They participate enthusiastically in physical activity and a range of extra-curricular clubs.

Most pupils undertake responsibilities willingly and suggest ideas to improve the school. The pupil leadership groups are beginning to make worthwhile contributions to the wider life of the school. They recently reviewed the quality of playtimes and, as a result, purchased new playground equipment to further improve pupil well-being. Other groups such as the sustainability ambassadors ensure that recycling is a priority for the school as well as keeping the school community free from litter. The language ambassadors celebrate the school's diversity successfully by displaying the different languages spoken in each class on boards outside each classroom and by making St David's Day a celebration of all cultures alongside celebrating the pupils' Welsh identity.

## **Teaching and learning experiences**

Across the school, staff form excellent working relationships with pupils built on mutual respect and trust. They have successfully created a supportive ethos, which secures good standards of behaviour.

Leaders and staff have established a broad and balanced curriculum based on the school's aims to 'invest, empower, challenge, and reflect'. Teachers work together to plan appropriate inclusive, authentic, and engaging learning experiences for all pupils. They plan learning experiences that ignite pupils' interests in the heritage and cultures of Wales and the wider world. Staff adapt learning experiences to reflect the changing and diverse nature of the school, for example exploring Caribbean influences on British music and discussing issues around racism.

Teachers provide strong support for pupils to develop their personal, social, and emotional skills and, because of this, many learners are empathetic, reflective, and respectful. They learn about the impact of life choices and behaviours on the quality of their own and others' lives. The school enriches its curriculum through visits such as residential trips outside the local area. Visitors bring their expertise when teaching pupils about Welsh myths and legends and sharing personal experiences about taking part in a rescue mission. Staff provide a range of purposeful extra-curricular activities to extend pupils' creative and physical skills.

The school develops pupils' literacy skills successfully as they move through the school. Teachers have prioritised writing skills to ensure that pupils have

opportunities to express themselves confidently. They develop pupils' numeracy skills effectively and pupils build on their mathematical understanding well to apply their skills purposefully in other areas of the curriculum. However, across the school, teachers do not always provide opportunities for pupils to develop their digital skills progressively.

Many staff model and promote the Welsh language suitably. Teachers plan regular sessions to engage pupils in developing their own Welsh Language skills. Although pupils are beginning to develop their spoken Welsh suitably, they do not use their Welsh oracy skills often enough during the school day.

Teachers make their classes stimulating, engaging and well-resourced environments that allow all groups of pupils to learn productively. Staff demonstrate a good understanding of Curriculum for Wales and create consistently challenging learning experiences. Across the school, teachers demonstrate high expectations of pupils in their learning. Overall, they give clear explanations in lessons that enable pupils to undertake their work confidently. However, there is a tendency for teachers to lead most of the activities, which restricts opportunities for pupils to make choices and to direct their own learning.

Staff use a range of effective questioning techniques to deepen and extend pupils' learning. Teachers use a broad range of information to assess pupils' progress to plan for the next steps in their learning. Most teachers provide useful feedback to pupils allowing them to better understand the task, which enables them to improve their own work successfully. Teachers plan opportunities for pupils to assess their own work and that of others and, as a result, pupils understand what they are doing well and what they need to do to improve their work.

### **Care, support and guidance**

Across the school, staff create a happy and welcoming ethos. The school's strong emphasis on ensuring fairness, care and respect for others contributes effectively towards the polite and well-behaved nature of pupils in the school. The school is highly inclusive and organises beneficial opportunities for pupils to explore its diversity.

Staff plan well to meet pupils' emotional, personal, and social needs. They create a calm and relaxed atmosphere for the pupils and are committed to their emotional well-being. The focus on well-being is a key aspect of the school's provision and, as a result, respect for all is exemplary.

The school's provision for pupils with ALN is a strength. Leaders track pupils' progress closely to identify and plan activities for individuals and groups of pupils that impact successfully on improving their literacy and numeracy skills as well as their ability to engage with their learning. Staff use an extensive range of interventions, which enables most pupils with ALN to make good progress towards their personal learning and well-being targets. The school liaises effectively with a wide range of outside agencies and adjusts provision according to their guidance. Staff work well to ensure that communication between school, parents and agencies is effective in its aim to provide comprehensive support for learners with ALN.

Staff provide bespoke support for pupils in the learning resource bases. Teachers and support staff create a warm and welcoming environment to nurture pupils and to enable them to achieve their individual targets. Staff adapt provision carefully and effectively for each pupil to provide them with every opportunity to achieve. This significantly supports pupils' development.

The school's arrangements to support pupils' spiritual, moral, and social development are good. During collective worship and class lessons, pupils regularly consider the views of others and reflect on their own beliefs maturely. In addition, staff provide pupils with opportunities to develop as ethical citizens, for example when carrying out research about fast fashion and its impact on society. As a result, pupils' knowledge and understanding of global issues are effective. Overall, the school promotes clear principles that help all pupils distinguish between right and wrong. Staff plan well to broaden pupils' understanding of issues such as race inequality related to key figures in Wales. The school provides purposeful opportunities for all pupils to take on leadership roles. Pupils are beginning to contribute to whole-school decisions, for example by increasing the choice of games for pupils to use during playtimes.

The school offers pupils a wide range of opportunities to learn how to keep fit and eat healthily. There are opportunities for pupils to take part in team sports and to meet a gymnastic Welsh Gold medallist, for instance, which strengthens their understanding of how to become healthy and confident individuals. Staff offer a wide range of extra-curricular clubs for pupils, from Year 1 to Year 6 including those in the learning resource bases, to explore and learn new skills and to nurture their talents outside the classroom. In addition, the school works with a local organisation that promotes sport for those with disabilities to further inspire pupils.

Teachers plan engaging and relevant educational visits. These experiences contribute successfully to developing pupils' understanding of the wider community and Wales. In addition, the school organises a school Eisteddfod to further develop pupils' sense of identity. By establishing new links with the community and valuable opportunities in school, many pupils develop a sound understanding of how to run a business, by creating and selling products from recycled material.

The school provides many opportunities for pupils to perform at school, in the local community and in key venues such as St David's Hall, which develop pupils' self-confidence, self-esteem and their ability to work with others.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. The school's procedures for ensuring pupils' regular attendance are robust.

### **Leadership and management**

The headteacher provides strong, decisive and compassionate leadership with a clear vision to support each child to reach their full potential. The well-being of all pupils and staff is at the heart of strategic decisions, evident in the positive friendly ethos that permeates the school. Leaders work tirelessly to create a highly inclusive environment.



The headteacher and senior leaders are building the leadership capacity successfully across the school and actively encourage staff to develop professionally. Leaders coordinate the performance management of all staff effectively and link professional development closely to improvement priorities. Leaders provide valuable support for staff to develop their teaching approaches through collaboration and this has a positive impact on the quality of teaching and learning across the school. Staff work closely with other schools to share practice and expertise, for example when developing the school's curriculum.

Senior leaders undertake a carefully planned programme of activities to regularly monitor and evaluate teaching and learning, and pupil progress. Leaders draw upon a range of first-hand evidence successfully to accurately identify areas for improvement. The recent whole-school focus on mathematical development has resulted in improving pupils' mathematical knowledge and numeracy skills successfully, in addition refining the provision to support and improve pupils' well-being. Most staff understand their role in relation to the school's improvement priorities.

Leaders and staff address most national priorities effectively. They have made good progress in designing the school's curriculum and work to address ALN reform is highly successful. Leaders tackle the impact of poverty purposefully, ensuring that the education provided by the school is inclusive to all. They plan regular opportunities for pupils to develop their Welsh language skills in formal situations, which is beginning to impact on pupil progress. However, plans to develop pupils' digital skills do not provide enough opportunities for pupils to make sufficient progress and build on prior learning.

Leaders, together with governors, manage the school's finances robustly to support strategic priorities. They make effective use of grant funding, including the pupil development grant, to improve pupil outcomes. Leaders address the impact of socio-economic disadvantage sensitively and ensure that there are no barriers to pupils participating in school activities and visits. They assign funding to worthwhile initiatives that make a notable difference to pupils' engagement and attitudes to learning. A recent investment in a music project for younger pupils has led to a marked improvement in concentration and behaviour.

The governing body understands and fulfils its role successfully. Governors know the school and its community well. They challenge school leaders appropriately, for example in relation to the school's growth, as well as the school's improvement targets. The governing body ensures that the school takes appropriate steps to promote the importance of healthy eating and drinking and works effectively with school leaders to promote a robust safeguarding culture.

The school has developed close and valuable partnerships with parents and communicates with them regularly. This has a very positive impact on pupils and their families. For example, the school welcomes parents and carers to termly 'Open Doors' events and parents' and teachers' reflection evenings, which are valuable opportunities to discuss pupil progress and to build parents' confidence to support their children at home.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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

## 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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