



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

**A report on**

**Llangewydd Junior School**

**Llangewydd Road  
Bridgend  
CF31 4JT**

**Date of inspection: October 2023**

**by**

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

## About Llangewydd Junior School

Name of provider	Llangewydd Junior School
Local authority	Bridgend County Borough Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	342
Pupils of statutory school age	342
Number in nursery classes	
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 23.0%)	38%
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 16.1%)	9.6%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	2.6%
Date of headteacher appointment	04/09/2023
Date of previous Estyn inspection (if applicable)	08/07/2013
Start date of inspection	16/10/2023

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

Llangewydd Junior School is a highly inclusive school that places a priority on the well-being of its pupils. Most pupils enter the school gates eagerly every morning and their behaviour across the school is exemplary. They know that all adults in the school care for them and that they can turn to them when they are concerned or worried. As a result of this, nearly all pupils make good progress with their social skills. The respect pupils show to one another, staff and visitors is a notable feature of the school. The provision for pupils with additional learning needs (ALN) is a strength and leaders ensure that provision is suitably adapted to meet all pupil needs in the Special Provision Classes (SPC) and in mainstream classes.

Most pupils' skills in English across the school is a strength. In addition, they make good progress in developing their reading, writing, numeracy and Welsh oracy skills in lessons. However, most pupils do not make expected progress in developing their digital skills and, overall, they do not apply their skills as well as they could in other areas of learning.

All staff support the pupils extensively to develop positive attitudes to learning and, as a result, they engage successfully in class activities and around the school. The school's planning for the Curriculum for Wales is beginning to change teaching approaches suitably. Teachers provide pupils with sufficient opportunities to build on their knowledge and understanding. However, they do not support all pupils to achieve to the best of their ability. In all classes across the school, teachers over direct the lessons and, as a result, although pupils thoroughly enjoy their lessons, their contribution towards their own learning and opportunities to work independently is underdeveloped.

The newly appointed headteacher and governors are beginning to develop a vision for the school. They are in the early stages of working collaboratively to ensure that self-evaluation processes are rigorous enough to bring about change, particularly in improving the standards of teaching and learning.

## Recommendations

- R1 Embed leadership at all levels and strengthen the role of the Governors to identify the school's priorities for improvement successfully
- R2 Ensure that teaching consistently provides opportunities to develop pupils' independent skills and challenges all pupils, particularly those who are more able
- R3 Ensure that the curriculum is meaningful for all pupils and builds their Numeracy and ICT skills systematically and coherently across the school
- R4 Provide pupils with opportunities to influence what and how they learn and to contribute to the development of the school

## What happens next

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will work with the local authority to review the school's progress.

## Main evaluation

### Learning

Most pupils enter the school with levels of skills, knowledge and understanding in line with those expected of pupils of a similar age. During their time at the school, many make good progress, including pupils with additional learning needs (ALN), those in the school's specialist provision classes (SPC) and those eligible for free school meals. However, a few pupils do not make the progress they are capable of.

Most pupils develop excellent speaking and listening skills. They engage effectively with staff and with each other, for example, when discussing their musical compositions. As pupils progress through the school, most develop a mature and extensive range of vocabulary. In general, they talk knowledgeably about their work and school experience.

Across the school, most pupils make good progress in developing their Welsh oracy skills. They use a range of Welsh vocabulary and phrases with ease, demonstrating a basic knowledge of mutation well. Most pupils respond to questioning confidently during discussions and show an enthusiasm for learning the language during lessons. However, many pupils lack the confidence to use Welsh at the same level around the school.

Most pupils develop as competent readers. Across the school they read a range of suitable texts accurately with good expression. Most pupils hold meaningful conversations about their book preferences and use their research skills skilfully, for example when gathering information about under water sea creatures. By Year 6, pupils understand the meaning of increasingly challenging vocabulary and think maturely about what they have read.

Overall, most pupils writing skills develop well. They build on their skills purposefully by writing for a variety of audiences and purposes. As they progress from one year to another, most pupils use mature and interesting vocabulary and develop as capable writers. For example, they write a detailed battle cry speech in Year 3, and create a highly informative factual presentation on cystic fibrosis in Year 6. However, pupils do not have regular opportunities to write extensively in other areas of the curriculum.

Most pupils make good progress in developing their understanding of number. They apply their knowledge confidently. Many pupils are beginning to use calculation methods well in different contexts, such as developing an understanding of how to make a profit when creating and selling products as part of a whole school project. Most pupils represent data simply in graphs and charts. However, pupils from Year 3

to Year 6 do not always make suitable progress in developing a wider range of skills, including data handling and measure. Overall, the majority of pupils do not apply their numeracy skills often enough in other areas of learning.

Across the school most pupils' digital skills develop appropriately. They use a range of software confidently to support and record their learning. They use digital programmes competently to research, communicate information and create interesting presentations. However, overall, pupils do not develop a wide enough range of digital skills well enough.

Nearly all pupils benefit from a range of opportunities to develop their creative skills during lessons. Pupils mix and blend colours suitably, for example to paint a landscape or to re-create their own rangoli patterns. Across the school, most pupils develop sound physical skills during their daily playground activities, lessons or taking part in extra-curricular clubs. However, pupils' ability to think critically and to solve problems is underdeveloped.

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

Most pupils feel very safe in the caring and nurturing ethos of the school. They know who to turn to when they need support and are confident that the school responds promptly to any issue, large or small. Most pupils understand how to stay safe when using the internet. They speak knowledgeably about the need to protect their identity and to take care about who they contact online.

Most pupils are aware of each other's feelings and support others appropriately when needed. All pupils are polite and well-mannered and show respect for staff and one another, listening carefully to what their friends and teachers say. As a result, behaviour in all lessons and around the school is exemplary. Most pupils are comfortable in the company of visitors and demonstrate a sense of maturity as they discuss their work and the school.

Pupils arrive every day with a positive attitude and enthusiasm for learning. They work effectively in class, listen carefully and respect the views of their peers. Most pupils show an interest in their work and concentrate for extended periods in class lessons. However, there are limited opportunities for pupils to make decisions about what and how they learn and as a result, they do not develop their independent learning skills sufficiently well.

Most pupils are beginning to enjoy working collaboratively in groups, and, overall, they display an excellent level of engagement in their activities. They are beginning to evaluate their own and other pupils' work suitably. However, they do not identify the next steps in their learning well enough to move their learning forward.

Across the school, many pupils are proud to take on responsibilities that develop their leadership skills. They help to promote the Welsh language and develop pupils' understanding of how to look after the environment. However, overall, the role of pupils in shaping whole-school decisions is underdeveloped.

Most pupils show a mature attitude to ethical issues within the school. They apply their sound knowledge of rights and responsibilities to understanding issues of

fairness in their daily life. Through planned activities, most pupils have a purposeful understanding of how rights impact on their lives and those who are less fortunate than themselves. They have a good understanding of the impact of socio-economic disadvantage on society and make regular food and uniform donations to the school. As a result, the pupils have a strong sense of empathy. However, overall, they do not always understand how the principles of equality and children's rights apply to Wales and beyond, for example the right of children to have clean water and food in developing countries.

Most pupils across the school have a sound knowledge of how to stay healthy. They know that fruit and vegetables are an essential part of a healthy diet, and all pupils take part regularly in physical activities during the day. All pupils benefit enormously from taking part in physical extra-curricular activities that contribute to their well-being.

### **Teaching and learning experiences**

All staff build and maintain positive working relationships with pupils, which foster a warm, supportive, and inclusive environment. Teachers' expectations of pupils' behaviour are high, and this results in the excellent behaviour seen across the school. The established culture of mutual respect and collaboration is seen in all classes between staff and pupils, and pupils and their peers.

The school has a strong ethos in developing pupils' emotional health and well-being. Staff provide pupils with a range of skills to self-regulate their thoughts and feelings which impacts successfully on their engagement and attitudes to learning. In addition, they provide beneficial opportunities for pupils to learn about how to keep themselves safe and healthy.

The school has developed a comprehensive curriculum that builds on learning suitably and provides a breadth of experiences for pupils. These include purposeful opportunities for pupils to explore areas such as ethnicity, tradition, and culture. During events such as the annual enterprise week, and career presentations from parents and members of the local community, pupils develop their understanding of enterprise purposefully. These experiences support pupils' aspirations for the future well.

Across the school, teachers collaborate effectively to ensure that learning activities build coherently and purposefully. Teachers are beginning to provide pupils with real life experiences and plan purposeful outdoor learning sessions in the school's woodland area, but, overall, they do not plan opportunities for pupils to learn outdoors often enough.

All teachers have developed consistent approaches to teaching and learning and they use the highly skilled support staff effectively to provide valuable targeted support to pupils. Most teachers have a sound subject knowledge. In most classes, they introduce all lessons clearly and are beginning to ensure that pupils are fully aware of what they need to do to complete their tasks. However, all main stream teachers' over-direct lessons often and, as a result, the pace of learning is slow, and many pupils do not progress as well as they could. This also impacts on the pupils' ability to work independently.

Teachers write detailed comments on pupils' work which celebrates their strengths suitably. However, the written feedback does not help pupils to understand their areas for improvement well enough. Generally, teachers do not provide sufficient opportunities during lessons and activities to challenge pupils' thinking and deepen their learning.

The school provides pupils with opportunities to develop their speaking, writing, reading and mathematical skills well. Teachers are good Welsh language role models and have a positive influence on the pupils' knowledge of the Welsh language. Through purposefully planned experiences, visits to local landmarks, and, residential trips, pupils develop a suitable understanding of Welsh culture. However, there are too few opportunities for pupils to apply their digital and numeracy skills across the curriculum and this limits the progress they make in developing these skills.

The staff in the schools' specialist provision classes provide pupils with interesting learning experiences. The curriculum is adapted successfully to meet the needs of all the pupils in the resources base. Teachers use questioning effectively to assess and move the learning on during lessons. All activities effectively engage the pupils, taking account of the differing levels of ability and interests well. There are frequent opportunities for all pupils to access mainstream provision through assemblies and trips as well as working with their parents outdoors in the woodland area.

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

Staff at Llangewydd Junior School create a friendly ethos, which has a positive effect on the development of pupils' social and emotional skills. There is a culture of mutual respect between the staff and the pupils and, as a result, the pupils feel safe and respected in a caring community. Staff develop strong relationships with the pupils and respond sensitively to their needs. This contributes significantly to their happiness and well-being, and the supportive atmosphere helps pupils settle quickly into school life.

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. Staff have embedded bespoke programmes which have a positive impact on pupils' learning and well-being. As a result, pupils make good progress from their starting points. The school works closely with local schools and a range of agencies to provide comprehensive support for learners with ALN.

Staff provide carefully tailored support for pupils that attend the SPC. Teachers and support staff establish a warm and welcoming environment in which pupils are clearly supported and encouraged to achieve their learning and well-being objectives. Staff adapt provision effectively as pupils make progress. Teachers in the SPC communicate and plan effectively with mainstream support staff and as a result, aid pupils' seamless integration into the school's daily life.

Teachers plan valuable activities to develop pupils' spiritual, moral awareness and social skills through the curriculum and daily acts of worship. On the whole, pupils have a suitable understanding of other people's religions, but do not reflect on their own, and other's spiritual and ethical beliefs often enough. The school is an inclusive

environment for all pupils and organises beneficial opportunities for pupils to explore its diversity. As a result, pupils have a sound understanding of others' needs. Staff offer a wide range of extra-curricular clubs for all pupils, including those in the SPC to explore and learn new skills and nurture their talents outside the classroom.

The school promotes healthy living successfully. A free fruit and vegetable tuck shop is available for all pupils and contributes effectively to pupils' understanding of the need to eat a healthy diet. The school also plans beneficial activities for pupils to understand the importance of being physically active.

The school provides suitable opportunities to celebrate and develop pupils' understanding of their identity, heritage, and culture. Through holding an annual Eisteddfod on St David's Day, pupils celebrate the culture and heritage of Wales suitably. In addition, the opportunities for pupils to perform Welsh songs and poems in front of their peers, develop their confidence and self-esteem well.

Leaders have successfully embedded a strong culture of safeguarding, that includes effective site security. The school works closely with pupils and their families to improve attendance and punctuality.

### **Leadership and management**

The recently appointed Headteacher has quickly gained the support and trust of the pupils, parents, staff, and governors. Together, they are beginning to formulate a vision for the school, which places it at the heart of its community. The headteacher is developing a good understanding of the school's strengths and weaknesses and has already made some important strategic decisions to improve the way the school operates.

The senior leadership team model strong professional values and hold high expectations for themselves and others. They are committed to supporting the ongoing improvement of the school and have had a suitable impact in many areas of the school's practice. Senior leaders provide relevant opportunities for staff to engage in professional learning that strengthen staff knowledge and understanding. For example, the training to improve writing across the school has resulted in improving pupils' ability to write at length successfully.

The school addresses most national and local priorities well, such as, implementing ALN reform and improving pupils' Welsh language skills effectively in formal situations. Leaders have addressed many areas of the Curriculum for Wales appropriately. However, the school is only beginning to develop a whole school approach to the curriculum. and provision to develop pupils' digital skills is underdeveloped. Overall, leaders do focus closely enough on pupils' progress in learning.

The governing body knows the school and its community well and are very supportive of the work of the school. However, governors rely too heavily on the information they receive from leaders and do not have enough opportunities to evaluate the school's practice at first-hand. As a result, their understanding of the school's strengths and areas for improvement is limited and they are not able to hold leaders to account fully. Governors ensure that the school has appropriate



arrangements to promote healthy eating and drinking. They prioritise pupils' safety and together with school leaders, have created and sustained a strong safeguarding culture in the school.

Parents value the regular communication they receive from the school and feel they are well informed. Recently, the school has re-introduced a few workshops and activities for parents to enable them to work alongside their children and to support them children at home.

The school has an established cycle of self-evaluation processes and, leaders engage regularly in comprehensive monitoring activities to evaluate the work of the school. However, whilst progress on the development of pupils' English and Welsh oracy skills has been effective, the procedures do not have a sharp enough focus on outcomes for pupils and limits the usefulness of the information to improve provision. Over time, leaders have not identified key areas for improvement such as the quality of teaching and learning.

Leaders and governors manage the school's finances competently and, as a result, the school is well resourced. The school allocates its pupil development grant effectively to improve the provision for pupils affected by socio-economic disadvantage. Senior leaders use these funds creatively to provide a range of intervention strategies to support pupils to improve their wellbeing, and literacy and numeracy skills.

The school is a lead school for initial teacher education and successfully supports trainee teachers to develop their practice and achieve qualified teacher status. The school benefits from this partnership and it has impacted positively, for example, on developing the leadership and the mentoring capacity of teachers.

## 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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