



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

**A report on**

**Nantylffyllon Primary School  
Garnwen Terrace  
Nantylffyllon  
Maesteg  
Bridgend  
CF34 0ET**

**Date of inspection: November 2018**

**by**

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

## About Nantyffyllon Primary School

Nantyffyllon Primary School is near Maesteg, in the Bridgend local authority. There are 266 pupils aged 3 to 11 years on roll, including 32 full-time pupils in the nursery. The school has nine classes for pupils, including three mixed-age classes.

Around 20% of pupils are eligible for free school meals. This is slightly above the average for Wales of 18%. The school identifies 20% of pupils as having additional learning needs, which is slightly lower than the national average of 21%. There are a very few pupils with a statement of special educational needs. Most pupils are of white British ethnicity and a very few pupils have English as an additional language. Nearly all pupils speak English at home.

The current headteacher took up her post in July 2017. The school's previous inspection was in February 2011.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Many pupils at Nanttyffyllon Primary School generally make good progress from their starting points. Most have positive attitudes to learning and treat each other with care and respect. However, pupils' ability to use their numeracy and literacy skills purposefully in other areas of learning is underdeveloped. Most teachers provide interesting learning experiences that motivate pupils to learn, but do not always provide sufficient opportunities for pupils to work independently and to take greater responsibility for their learning.

The headteacher has worked well with new leaders, staff and governors to improve the provision and standards in important areas. They have developed a culture of continuous improvement with a strong emphasis on providing quality professional development for all staff. Leaders have established useful procedures to analyse the work of the school well and to identify areas for development effectively. All staff are fully aware of their roles and responsibilities and contribute successfully to implementing the school's improvement plan. This has enabled the school to address important areas for improvement in a short period.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Adequate and needs improvement</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Adequate and needs improvement</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Improve pupils' ability to apply their numeracy skills to solve problems across the curriculum
- R2 Improve the quality of pupils' independent, extended writing in their work across the curriculum
- R3 Ensure that learning experiences provide more opportunities for pupils to work independently and to take greater responsibility for their learning

## **What happens next**

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

## Main findings

### Standards: Adequate and needs improvement

In the foundation phase, most pupils make appropriate progress in developing their literacy skills. From an early age, most pupils listen well and begin to communicate their ideas suitably, for example when discussing who has eaten Daddy Bear's porridge. They enjoy sharing stories in the book corner and use early mark making skills appropriately to begin to record information, for example to list the customer visiting their garage and car wash. By Year 2, most pupils speak confidently and enjoy discussing their work with others. They read with understanding and talk about their books appropriately. However, their ability to discuss their favourite authors or their experiences from reading a wider variety of books is underdeveloped. Most write independently and use a wide range of interesting words to describe their characters and places in their story.

In key stage 2, most pupils develop good speaking and listening skills. They speak clearly and confidently in a range of situations using appropriate vocabulary, for example when discussing whether it is cruel to keep animals in a zoo. Across key stage 2, most pupils make good progress in reading. They use skimming and scanning well to gather information successfully from a range of sources, for example when researching facts about the planets in our solar system. Most pupils have a good understanding of different writing styles and genres. Most choose vocabulary carefully to add interest and colour to their writing, for example to describe a character as being 'left to perish in the cold desolate dungeon with only her rats to hear her desperate cries.' Many pupils apply their writing skills appropriately in a limited range of areas across the curriculum. For example, Year 3 pupils write instructions for making healthy kebabs and Year 6 pupils write letters as evacuees from the Second World War. However, their ability to write at length independently in other areas of learning is limited.

Across the foundation phase, pupils develop a good understanding of mathematical concepts and apply them well in other learning areas. For example, Nursery pupils compare the size of porridge bowls and match them to the three bears. By the end of the foundation phase, many pupils use their numeracy skills confidently to solve problems, for example when using their data handling skills to sort woodland animals. Across key stage 2, many pupils build upon their previous knowledge of mathematics appropriately. They use a range of strategies suitably to solve basic number problems during mathematics lessons, for example Year 4 pupils use their knowledge of money to plan a party for a group of children. However, pupils' ability to use their numeracy skills to solve more complex problems and in other areas of the curriculum is limited.

Across the school, most pupils use their information and communication technology (ICT) skills appropriately to support their learning. In the foundation phase, many pupils use hand held technology devices to record their voice and to take photographs of their peers singing or performing on the class stage. By Year 2, most pupils create simple presentations and animations, for example to show a flight of a hot air balloon and to replicate the work of a famous artist from the 1960s.

In key stage 2, many pupils develop their ICT skills well to reinforce their learning across the curriculum. Most pupils access Wales' virtual learning platform and other systems successfully to store and retrieve their work and to access software packages to support their learning. In Years 5 and 6, many pupils use spreadsheets and databases successfully to manipulate data and search for information, for example to record information about their 'aliens'. These pupils also combine their ICT skills well to present work as part of a project with other schools, for example pupils used green screen technology to create digital presentations to present their work on local and Welsh history.

Most pupils have a positive attitude to learning Welsh and use the language with growing confidence in a suitable range of contexts. In the foundation phase, many listen and respond to instructions and use simple greetings and phrases appropriately. By the end of key stage 2, many pupils speak confidently in an appropriate range of subjects and read familiar texts well with good pronunciation and understanding. Many pupils write in Welsh for an appropriate range of purposes using familiar sentences and vocabulary, for example when writing a dialogue between a patient and a doctor. However, throughout key stage 2 pupils do not use their Welsh speaking skills often enough outside of Welsh lessons.

Many pupils in the foundation phase develop their physical skills appropriately. They ride a range of bikes and ride on toys confidently and develop useful fine motor skills from an early age, for example when they create small pipe cleaner models for their animated films. Across the foundation phase, most pupils demonstrate their creative skills well, for example when creating collages from natural materials. Many key stage 2 pupils develop their physical skills appropriately through a range of activities including Judo lessons. They use their creative skills well to perform concerts on stage and in the community and when learning to play the ukulele as a whole class project.

Pupils who have additional needs make good progress against realistic targets for improvement.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils feel happy and safe in school. They are proud of their school and treat adults and peers with respect. This contributes successfully to the positive working relationships between adults and pupils that exists across the school. Nearly all pupils know who they can ask for help throughout the school day. Pupils' behaviour is consistently good. Most understand how to stay safe, including when using the internet. They understand the importance of making sensible choices about what they eat and drink to maintain a healthy lifestyle. Most pupils appreciate the need to exercise and many take part in a suitable range of curricular and extra-curricular activities to improve their health and fitness. Playground friends support this well by encouraging pupils to play cooperatively and join in with activities and games during playtime.

Many pupils are beginning to contribute successfully to the work of the school through their involvement in pupil groups, such as the school council, the eco-committee and Y Criw Cymraeg. This is beginning to have a positive impact on the life of the school, for example members of the school council contributed ideas

for the recent improvements to the indoor learning environments. Members of the eco-committee encourage all pupils to care for their environment and to act sustainably, for example by using a traffic light system to encourage each class to reduce energy consumption.

Nearly all pupils demonstrate positive attitudes to school and talk with enthusiasm about their learning. For example, pupils in nursery enjoy playing detectives to discover who broke the chair in the Goldilocks story and in Year 1, pupils show great pride in their woodland collages in the 'Learning Lab'. Nearly all pupils demonstrate respect for pupils and are able to listen to their ideas well. They are considerate and well behaved in lessons, in the playground and when moving around the school. Most concentrate for an appropriate length of time and engage well throughout lessons and learning experiences. They use a range of strategies to help themselves to overcome challenges in their learning, for example by asking their group before seeking help from the teacher or through working closely with a 'learning buddy' in Year 6.

### **Teaching and learning experiences: Adequate and needs improvement**

In general, teachers plan a range of interesting and beneficial learning experiences that build on pupils' previous learning appropriately. In the foundation phase, teachers include pupils effectively in planning their learning experiences. For example, pupils in Year 2 plan activities for their 'challenge passports' which include a range of interesting ideas and experiences. Key stage 2 pupils are beginning to influence their own learning by providing ideas for their termly topics.

Most teachers plan appropriately for the development of pupils' literacy, numeracy and ICT skills through a range of suitable learning experiences. Teachers provide pupils with effective opportunities to use their reading skills across other areas of learning, for example when Years 3 and 4 pupils research information about sea and air predators. They plan appropriately to ensure pupils develop their writing skills progressively and across a range of genres. However, opportunities for pupils to write independently and at length across the curriculum are less well developed. Teachers plan suitable opportunities for pupils to develop their mathematics skills progressively across the school. The school has a consistent approach to developing number skills and daily practice reinforces this well. However, there are too few opportunities for pupils to solve everyday problems and to apply their numeracy skills effectively and independently across the curriculum.

The provision for the development of pupils' Welsh language skills across the school is generally strong. Appropriately planned Welsh language lessons link well to pupils' daily routines and life experiences. Teachers use the 'Welsh Language Charter' suitably to develop the use of the language across the school. In the foundation phase, staff reinforce vocabulary and language patterns successfully during daily routines and learning experiences. However, in key stage 2 most teachers do not always take full advantage of opportunities to develop pupils' language skills in the classroom. Teachers help develop pupils' understanding of the culture and heritage of Wales well through a range of related topics and projects, for example by researching a local legend of the Maid of Cefn Ydfa.

Nearly all staff build strong positive relationships with pupils. They create a purposeful learning environment in which pupils feel confident to ask questions and share ideas. Most teachers use an appropriate range of engaging teaching approaches to develop pupils' skills well, particularly their speaking and listening skills. However, teachers do not always provide sufficient opportunities for pupils to explore and discover for themselves during lessons. In the foundation phase, teachers provide valuable opportunities for pupils to develop their gross and fine motor skills, such as the 'Funky Fingers' activities. Many teachers make effective use of digital resources as teaching tools to promote pupils' learning in a creative way. For example, upper key stage 2 teachers provide exciting opportunities for pupils to explore the Antarctic through virtual technology. Most teachers have high expectations of pupils and encourage them to challenge themselves by choosing their own level of difficulty when selecting tasks. This is beginning to encourage pupils to take more responsibility for their own learning. However, the strategy is at an early stage of development and does not always ensure that activities challenge and support groups of learners effectively.

Many teachers provide a suitable range of appropriate opportunities for pupils to assess their own work and that of peers. They give pupils regular and relevant feedback on what they are doing well and what they can do to improve their work. However, they do not always provide specific feedback or allow enough time to enable pupils to improve their work effectively. Teachers across the school assess pupils' work accurately and use their assessments appropriately to inform their future planning to meet individual pupils' needs.

### **Care, support and guidance: Good**

The school has a happy, caring and inclusive ethos, where everyone is respected and valued. This contributes effectively to the good standards of behaviour and the positive attitudes most pupils show towards their learning.

The school promotes pupils' spiritual, moral, social and cultural development well. Staff place a high priority on respecting equality and diversity successfully with a prominent emphasis on promoting the values during the daily life of the school and during periods of collective worship. The strong emphasis on 'value of the month' contributes successfully to the sense of respect that exists between pupils and adults. The school develops pupils' cultural development well through a wide range of cultural activities, events and visits. For example, the school provides beneficial opportunities for pupils to develop their creative and performance skills through end of year concerts and by taking part in events within the local community including singing in a local home for the elderly. Pupils also participate in the annual school Eisteddfod that promotes their awareness of the culture and heritage of Wales well.

The school provides useful information to parents. For example, teachers regularly share examples of children's learning with their parents through virtual learning platform and by using social media. They also offer termly 'Learn with me' sessions when parents spend time with their child in the classroom and receive information about learning methods used in the school. As a result, a few parents are more aware of how they can support their children's learning.

The school has robust systems for tracking pupils' progress. Teachers use this information to plan suitably for the next steps in their learning. Provision for pupils with additional learning needs is effective. Procedures are thorough and enable staff to identify pupils' needs at an early stage and provide purposeful support. Individual education plans contain clear targets for improvement. Teachers and their assistants implement these plans effectively to ensure that nearly all pupils make sound progress against their targets. Parents receive good information about their children's progress and contribute fully to the process of creating and evaluating plans.

Provision for pupils with emotional and social needs is effective. Individual pupils receive valuable support, which ensures that they gain confidence and achieve to the best of their ability. The school liaises well with external agencies to enable the staff to support the specific needs of pupils when necessary. These procedures have a positive effect on the standards, attainment and wellbeing of specific groups of pupils.

The school makes effective use of external partnerships to support pupils to develop their understanding of how to keep themselves safe. For example, local police officers deliver successful workshops that develop pupils' understanding of cyber bullying. They also work in partnership with staff from the local comprehensive school and the local community police to provide rugby sessions for pupils. This develops pupils' physical skills well and supports their transition from key stage 2 into key stage 3 successfully.

The school has appropriate arrangements for promoting healthy eating and drinking. There are valuable opportunities for pupils to take part in physical exercise sessions. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Leadership and management: Good**

Since her appointment, the headteacher has worked effectively with staff, governors, pupils and parents to develop a shared vision and the core values for the school. Leaders create a strong collaborative and supportive ethos within the school, which promotes a culture of continual self-improvement successfully. The school has provided purposeful opportunities for new middle leaders to develop their leadership roles through short-term projects. As a result, all members of the team understand their roles and responsibilities well and contribute effectively to improving the quality of provision and pupil outcomes. Leaders have high expectations of staff and pupils and communicate these clearly.

Leaders use robust performance management procedures to identify professional learning needs and to and plan purposefully to develop the whole staff. Across the school, staff receive suitable opportunities to share and observe good practice. The recent introduction of 'teaching triads' contributes well to this work and develops teachers' confidence and skills by working closely with colleagues. This enables them to identify what has worked well and aspects of their practice that need to develop further.

Governors are supportive of the school and have an appropriate understanding of its performance. They gain this through detailed reports from the headteacher and leaders and by visiting the school, for example to discuss pupil attendance data and to agree on appropriate strategies. Governors support the new leaders well and. They are beginning to understand their role in providing effective support and challenge.

The school has effective processes to evaluate its performance and to plan for improvement. Staff and governors contribute well to the self-evaluation process and to identify areas for improvement, for example teachers recognised the need to put strategies in place to improve spelling and handwriting across the school. They monitor the quality of provision and pupils' standards effectively through a range of methods including lesson observations and book scrutiny. As result, leaders plan and implement improvement initiatives well to address identified weaknesses, for example by implementing strategies to improve pupils' literacy skills. Staff have a good understanding of the school's priorities and contribute well to evaluating the targets and actions regularly.

Senior leaders and governors manage the school's resources well, ensuring that there are enough teachers and support staff to meet the needs of pupils. More recently, they have been actively involved in overseeing the development of the school's indoor and outdoor learning spaces. This has been very effective and has enhanced the learning environment considerably over a short period. The school has shown a strong commitment to implementing national priorities, for example in developing its pupils' Welsh language skills and introducing the digital competence framework. Leaders use the pupil development grant appropriately to support the learning of vulnerable pupils, for example through purposeful literacy and numeracy support.

## 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))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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