



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

A report on

Ysgol Gynradd Gymraeg Tan-y-lan

**Hill View Terrace
Clase
Swansea
SA6 7HN**

Date of inspection: January 2024

by

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

This report is also available in Welsh.

About Ysgol Gynradd Gymraeg Tan-y-lan

Name of provider	Ysgol Gynradd Gymraeg Tan-y-lan
Local authority	City and County of Swansea
Language of the provider	Welsh
Type of school	Primary
Religious character	None
Number of pupils on roll	212
Pupils of statutory school age	173
Number in nursery classes (if applicable)	31
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.7%)</i>	27.4%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 13.2%)</i>	37.6%
Percentage of statutory school age pupils who speak Welsh at home	5.4%
Percentage of statutory school age pupils with English as an additional language	1%
Date of headteacher appointment	01/09/2018
Date of previous Estyn inspection (if applicable)	01/10/2015
Start date of inspection	22/01/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
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

The school is a happy and welcoming place and the headteacher and staff provide rich and memorable learning experiences for pupils. It is a core part of the local community and a strong emphasis is placed on the importance of speaking Welsh and taking pride in Welsh culture. It is an inclusive and caring community that promotes strong values such as courtesy, respect and good behaviour successfully.

There is an affectionate and warm relationship between the staff and pupils and all are encouraged to do their best in every aspect of their work. Staff identify pupils' needs, including those with additional learning needs (ALN) well, and meet them successfully. As a result, most pupils make sound progress from their starting points in all aspects of their learning.

Pupils' well-being and attitudes to learning are a clear strength within the school. Nearly all know whom to approach for help or support. Pupils are proud to be part of the school and value greatly the various opportunities they are given to suggest ideas and have a direct influence on what they do. For example, pupils have established the behaviour management and reward methods, which have a highly positive effect on their attitudes to learning across the school.

The curriculum is contemporary and provides a wide and exciting range of beneficial and stimulating experiences for all pupils. It develops their numeracy, literacy and digital skills effectively but there are not always enough opportunities for pupils to write extended pieces of text in a range of contexts.

The school provides an attractive and homely environment for pupils. The building is new and purpose-built, but staff have not developed or make sufficiently stimulating use of the outdoor areas to enrich provision for the pupils in each class.

Recommendations

- R1 Ensure that pupils are given enough rich opportunities to write extended pieces in a range of contexts
- R2 Develop and make stimulating use of the external area as an effective teaching resource for all pupils

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to the way it has given pupils responsibility to establish behaviour management and reward methods, to be disseminated on Estyn's website.

Main findings

Learning

A minority of pupils start at the school with Welsh communication skills and social skills that are equivalent to, or higher than, what is expected for their age. The skills of the remainder are lower. However, most pupils, including those with ALN or those from low-income households, make sound progress from their starting points in all aspects of their work.

Nearly all pupils develop very good listening skills and most make sound progress in their oral skills in both languages. In the youngest pupils' classes, for example, many develop language patterns of a high standard at a very early stage by talking, role-playing and taking part in fun oracy sessions on a regular basis. Many pupils' reading skills develop appropriately but, at times, a few have difficulty reading fluently and struggle to explain clearly what they are reading. Considering their age and ability, most pupils develop suitable writing skills in both languages, where appropriate. When they are given an opportunity to do so, they write extended pieces of text to an acceptable standard.

Most pupils use their understanding of mathematics confidently and apply it appropriately in various contexts. For example, those in the youngest pupils' classes come to count confidently and understand that a number conveys specific information. At the top of the school, nearly all pupils use their understanding of the four number rules and their knowledge of money effectively, for example to calculate how inflation has had an effect on the prices of goods over the decades.

Nearly all pupils make appropriate progress in developing their digital skills in various contexts across the curriculum. They work together successfully on producing electronic documents and presentations within projects of their choice, in line with their age and ability. By the time they reach the top of the school, most analyse spreadsheets skilfully by using formulae to calculate and create graphs to convey data about issues such as average measurements.

Pupils use their literacy, numeracy, digital and wider skills meaningfully, appropriately and for a purpose in different contexts. For example, following their visit to one of the main shopping streets in Morrison, pupils from one of the youngest pupils' classes labelled photographs of the different buildings over the decades. They wrote shopping lists and practised their understanding of money to calculate prices correctly. Some used their understanding of three-dimensional shapes to create models of shops and find names for them. Pupils collected data about the different types of shops and displayed it successfully by using different methods, such as a tally chart or a graph. All pupils wrote simple facts about the street.

Pupils in one of the school's middle classes learned about the River Tawe. Pupils researched the history of the river on the internet and created an impressive class poem based on their visit to the river in Pontardawe. They then searched for examples of other place names that begin with the word 'Pont'. Many write creative stories about the legend of the Lady of Llyn y Fan Fach, which is near to the river's source. Having observed rings rippling when they threw stones into the river, many

looked at the properties of different shapes. Others estimated and measured volume and capacity skilfully. Others created a picture of a river by using chalk and designed and created a model of a bridge.

As part of the 'Decades' theme, pupils at the top of the school visited the famous Tabernacle Chapel in Morrision. They devised questions to find out more historical information about this iconic building and recorded the responses afterwards. Having heard that Daniel James (Gwyrosydd), the author of the words to the hymn Calon Lân, had a close connection with the chapel, pupils researched and discovered more facts about him to create profiles of him to share with their peers. When studying the chapel itself, pupils used their understanding of angles and shapes to create pictures of different elements, such as the organ, the windows or the ceiling. Others used old photographs from when the chapel was built and placed them correctly on a timeline. In order to practise their digital skills, pupils recorded the hymn Calon Lân in different styles and provided others access to listen to them by using QR codes successfully.

Well-being and attitudes to learning

Pupils' well-being and attitudes to learning are a clear strength at the school. The warm and effective working relationships between adults and pupils ensure that nearly everyones know whom to approach for help or support. They show a sense of pride and care towards their school and their local community and use their voice effectively to influence the life and work of the school.

Nearly all pupils behave excellently during their activities, when working independently and when playing with their friends during break and lunchtimes. Most persevere consistently, particularly when solving problems. For example, they concentrate well for an extended period when solving problems based on Roman numerals. If pupils face difficulties with their tasks, they discuss with their peers first before seeking support from adults. As a result, they develop to become independent learners.

Most pupils respond very positively in situations that affect their emotional well-being and appreciate the opportunity to attend the Quiet Room to support them, when needed. Nearly all value the contribution of all staff to their well-being and say that they help them feel safe at school. Many have a good understanding of online safety and know whom to approach for support when needed. They feel safe from physical and verbal abuse and are confident that adults deal quickly with any alleged cases of bullying.

Most pupils have a thorough understanding of the importance of keeping fit and healthy. They are enthusiastic and active during physical education lessons and enjoy taking part in sports clubs, such as the multi-skills club. They have a sound awareness of the importance of a balanced diet, including eating a variety of fruit and vegetables and drinking water regularly. As a result, most pupils develop into mature, healthy, and confident individuals.

Through their awareness of the values promoted by the school, most pupils develop a sound understanding of the importance of being moral citizens. Older pupils are fully aware of the importance of equality and inclusion as part of their work on diversity and children's rights. Most understand the importance of holding activities to

support others and are keen to raise money for local and national charities. For example, through several practical activities, such as wearing grey clothes and hosting coffee mornings, they raise a significant amount of money to support various charities. This heightens pupils' awareness of the importance of their contributions to creating a caring society.

The principle of listening to the pupils' voice has been established firmly within the school. Pupils appreciate the variety of regular opportunities they are given to suggest ideas and have a direct influence on what they learn. One successful example, which has now been embedded across the school, is the '*Awr Fawr*', where pupils choose a question to investigate and then create a presentation of their completed work. As a result, they develop their co-operation, research and thinking skills soundly.

Most pupils undertake their leadership responsibilities maturely and many are enthusiastic members of a wide variety of school committees. They discuss their responsibilities confidently and provide sensible reasons for making specific decisions. They report back to their peers about their work and most feel that leaders listen to their views. For example, the school council has established a 'Wow Wall' to celebrate pupils' talents and special achievements. Members of the school council are also extremely proud of their suggestion to form a '*llwybr codi calon*', which is a series of little faces along the corridors to make pupils, staff and visitors feel happy.

Teaching and learning experiences

The school's curriculum, '*Agor Drysau*' ('Opening Doors'), is inclusive and provides a wide and exciting range of beneficial and stimulating experiences for all pupils. This has been embedded and incorporates the principles of Curriculum for Wales successfully. Teachers and assistants work together and plan effectively to provide rich, challenging and suitable learning experiences for pupils. These experiences build systematically on pupils' knowledge and understanding and promote their independent learning purposefully in all areas of learning. As a result, most pupils make sound progress in their knowledge, skills and understanding. Teachers and assistants consider pupils' ideas when planning themes, which ensures that they have ownership of what they learn.

There is a highly effective working relationship among the school's staff, which fosters a happy and inclusive learning environment for pupils. Teachers and assistants identify pupils' needs well and meet them successfully. This fosters respect and trust between pupils, staff and parents. As a result, pupils have the confidence to ask for help with their learning, when necessary. This creates a hard-working and supportive environment across the school.

Another prominent feature of the school's work is the way in which teachers and assistants encourage pupils to take pride in the Welsh language and culture. Nearly all members of staff model language purposefully. This has a positive effect on the standard of most pupils' spoken Welsh skills. Teachers and assistants provide a range of comprehensive experiences to develop their literacy, numeracy and digital skills by providing them with cross-curricular themes. For example, pupils at the top of the school plan and organise a trip to London. This gives them an opportunity to develop and apply their numeracy skills, communicate by e-mail and make extensive

use of formulae in spreadsheets successfully in a real-life situation. However, teachers do not always plan enough rich opportunities for pupils to write extended pieces of text in a range of contexts.

The school provides pupils with an attractive and homely learning environment in a new and purpose-built building. Staff use specific areas of the building creatively to support pupils' learning effectively. Staff have started to develop the outdoor areas and have established areas such as the performance stage, a mud kitchen and a counting area for the youngest pupils. However, they have not developed or made sufficiently stimulating use of the outdoor areas to enrich provision for pupils in all classes.

In nearly all classes, teachers present purposeful and stimulating activities for pupils. They explain their expectations clearly and introduce and repeat rich vocabulary successfully to support pupils' linguistic development. They question them skilfully by using a variety of appropriate questions to deepen their understanding and knowledge. For example, in the youngest pupils' classes, staff introduce vocabulary and sentence patterns of a high standard to pupils in a fun way. This encourages pupils who are new to the Welsh language to begin using simple words and phrases when communicating.

The school places a strong emphasis on providing pupils with a rich and varied range of trips and visits to support the curriculum. For example, by taking part in Wales's international learning exchange programme, the school organises annual trips abroad to various countries for pupils at the top of the school. This engages pupils to take a keen interest in places outside their local area. It broadens their horizons and encourages them to be considerate, informed, and principled citizens.

The school has a successful programme to promote friendship, respect, and peace between people from different cultures, ways of life, faiths, and beliefs. This is a core part of its personal and social education programme. This encourages pupils to be tolerant of their peers and to understand the principles of other cultures, religions and communities within society.

Most teachers provide pupils with oral feedback skilfully to explain what they have done well and what they need to do to improve. Many also, where appropriate, provide them with suitable written feedback. This enables pupils to make appropriate improvements, where necessary.

Care, support and guidance

The school is an inclusive and caring community that promotes strong values such as courtesy, respect, good behaviour and Welshness highly successfully. It ensures that the effect of family financial constraints do not prevent pupils from taking advantage of every opportunity they are given. The school has given pupils the responsibility of establishing behaviour management and reward methods, which have a highly positive effect on their attitudes to learning across the school. This is a notable feature of the school's work.

There is an affectionate and warm working relationship between adults and pupils and staff encourage all pupils to do their best in all aspects of their learning.

Teachers and assistants meet the individual learning, emotional well-being and social needs of nearly all pupils successfully. They know their pupils and their families well and use this knowledge effectively to support pupils further with their well-being and learning needs. Staff provide parents with a series of specific workshops to equip them to support their children with their learning. Parents and carers value the support that is provided for their children and the help they receive as families.

The school supports pupils' emotional, health and social needs successfully. For example, it provides an opportunity for them to share their feelings when they arrive at school in the morning by using an electronic device. Staff respond to any issues of concern that arise quickly and provide appropriate support, as necessary.

Provision to support pupils with ALN is extremely robust. The ALN co-ordinator and assistants are extremely enthusiastic about their responsibilities in supporting pupils. Under the skilful guidance of the co-ordinator, staff use external agencies effectively to enrich provision for pupils. For example, they work with the local authority's specialist teacher for deaf children to help and support pupils with hearing difficulties. Staff gather useful information about the progress of all pupils, including those who are eligible for free school meals, and analyse this information effectively. As a result, they identify those who need additional support at an early stage and provide a wide range of support programmes to develop their speaking, reading, well-being and social skills. This ensures that most pupils who receive additional support make good progress from their individual starting points.

As part of its provision to promote their physical health and emotional well-being, the school provides pupils with a wide range of successful activities, such as the 'well-being and fitness week', which is held annually. Pupils are given an opportunity to take part in dancing activities and fitness sessions with the local authority's sports department, for example. These activities contribute firmly to developing pupils to become healthy and confident individuals.

The school organises rich opportunities to celebrate and develop pupils' understanding of their identity, heritage and culture. The school is the focal point of its community and takes full advantage of opportunities for pupils to contribute to activities in the local area. For example, the school undertakes a project based on the local area, called '*Caru Cynefin*', every year. This allows pupils to become increasingly aware and knowledgeable about the history of their local area. As a result, they take pride in the cultural richness and traditions of their local area.

Periods of collective worship provide pupils with rich opportunities to develop their moral and spiritual skills successfully. These periods encourage them to reflect quietly on spiritual and religious aspects. They encourage pupils to consider important values, such as pride, when singing passionately the school's unique song in the morning assembly.

The school has robust procedures to promote pupils' attendance. The headteacher, teachers, assistants and secretary work purposefully with families and support them effectively when attendance or punctuality are a concern. Leaders promote a culture of safeguarding effectively and ensure that all members of staff have a sound understanding of child protection policies and processes. As a result, the school's

arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management

The headteacher is passionate about providing rich and memorable learning experiences for pupils. He and the other leaders have a clear vision for the school, which is based on the importance of working together as a community to create a happy, safe and supportive learning environment for pupils. A firm priority is given to developing ethical and conscientious individuals who aim to be successful Welsh citizens who have the skills to succeed in Wales and the wider world. They convey that vision clearly to pupils, staff, parents, governors and members of the local community.

Members of the senior leadership team are relatively new to their roles and the headteacher recognises the need to develop them gradually to support them to assume their responsibilities successfully. As a result, they have an increasing understanding of their leadership responsibilities. The headteacher, members of the senior leadership team and staff work together effectively as a team. They have high expectations of themselves and of the pupils. They demonstrate good values and a high level of professional behaviour which contributes positively to ensuring that the school is a safe and homely haven for pupils and staff. They foster a robust culture of safeguarding and monitor the well-being of all pupils highly effectively. The headteacher manages staff performance continuously to praise their professional successes and encourage them to improve any specific areas that are agreed to be in need of improvement.

The school has appropriate self-evaluation procedures. All staff contribute directly to administering them, particularly those who are responsible for leading specific areas. Governors, pupils and parents also contribute to them occasionally. These procedures are based on a range of sources of first-hand evidence and provide a fairly accurate picture of the current situation. The information derived from these contributes specifically towards setting priorities in the school development plan. The school's procedures for promoting improvement are comprehensive and aim to ensure improvements in the areas that are identified as being priorities. However, at times, leaders introduce too many projects and initiatives without analysing their effect on pupils' standards and progress. As a result, they do not always know exactly which ones are most effective in raising standards.

Professional learning activities for staff are based on national and local priorities along with their specific professional needs. The school has focused recently on including middle management training for members of the senior leadership team and improving digital competence, safeguarding, emotional well-being, outdoor teaching and specific aspects of numeracy and literacy for all staff. They are beginning to monitor the effect of professional learning activities on provision and teaching methods. Leaders provide beneficial opportunities for staff to observe each other's successful practices and to share them with staff from other schools.

Governors ensure that they provide leaders with a sensible balance of support and challenge. They hold discussions with staff and visit the school regularly to evaluate its work. As a result, they have a sound understanding of its strengths and areas for

improvement. This enables them to contribute knowledgeably to specific discussions focused on setting strategic improvement priorities and undertake their roles effectively. They manage the school's funding prudently. This includes the pupil development grant, which is used appropriately to employ staff to promote learning and reduce the impact of poverty on pupils' educational attainment. They ensure that the school has purposeful arrangements to promote healthy eating and drinking.

Leaders have a highly productive relationship with parents and ensure that they have effective communication processes with them to enable them to raise any issues that may affect their children's learning and well-being. Where appropriate, they give parents opportunities to express their views about the provision and respond to their comments in a timely manner. For example, to facilitate communication processes, the school now uses an electronic method to share information with parents about what their children achieve at school. The parent and teacher association, which is extremely active in raising money to support the school, is also a useful forum to strengthen the link between parents and the school.

Leaders of the areas of learning work closely with teachers from the other schools that feed Ysgol Gyfun Bryntawe to plan different aspects of the curriculum. This ensures consistency in the expectations of the leaders of this cluster of schools.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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 (<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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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