

A report on
Ysgol Gynradd Gwaun y Nant

**Amroth Court
Caldy Close
Gibbonsdown
Barry
CF62 9DU**

Date of inspection: March 2025

by

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

This report is also available in Welsh

About Ysgol Gynradd Gwaun y Nant

Name of provider	Ysgol Gynradd Gwaun y Nant
Local authority	Vale of Glamorgan Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	223
Pupils of statutory school age	172
Number in nursery classes	28
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> (<i>The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%</i>)	26.6%
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 11.1%</i>)	8.7%
Percentage of statutory school age pupils who speak Welsh at home	14.0%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2010
Date of previous Estyn inspection (if applicable)	17/10/2016
Start date of inspection	24/03/2025

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

Summary

Ysgol Gwaun y Nant is an inclusive community that places consistent emphasis on the wellbeing and development of pupils, staff and the wider community. The headteacher has a purposeful vision to ensure that pupils have engaging learning experiences in a caring learning environment. This sensible vision, which supports school improvement practices, contributes to good behaviour and a willingness to learn among pupils.

Teachers and assistants cooperate effectively to ensure broad and balanced provision. They are a team of hardworking staff that focus on promoting pupils' wellbeing successfully. They cooperate with parents and external agencies enthusiastically and know the needs of the pupils and their community well. In addition, the local authority's Autism and Anxiety Unit, which is based on the school's site, provides effective care for pupils with additional learning needs (ALN).

Overall, the pace of teaching sessions is appropriate for pupils' learning and teachers' feedback to pupils to improve their learning is suitable. However, there is no consistency in teachers' practices in challenging pupils' learning. At times, staff tend to over-lead which limits pupils' ability to learn independently and make direct choices about their learning.

Teachers provide engaging and regular opportunities for pupils to develop their skills purposefully across the areas of learning. This leads to strong progress in pupils' literacy, numeracy and digital skills. Staff are effective language models and encourage pupils' Welsh oral skills successfully. Pupils' reading and writing skills develop well, and by the end of their time at school, they are confident speakers in both languages.

Staff and pupils build close and loyal working relationships. They encourage pupils to cooperate and share ideas and feelings intelligently, which develops their respect for others successfully. Staff ensure that pupils develop effective personal, social and creative skills, which create a good awareness of their local area and a strong cultural appreciation.

Recommendations

We have made two recommendations to help the school continue to improve

- R1. Ensure consistency in effective teaching practices and provide useful feedback to challenge all pupils' learning
- R2. Provide purposeful opportunities for pupils to make independent choices about how to achieve and present their learning

What happens next

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

Main evaluation

The school is an inclusive and supportive learning community. The headteacher sets a purposeful strategic direction for the school and has high expectations of himself, staff and pupils. He works diligently with the leadership team, staff and governors to ensure engaging and relevant learning experiences for pupils. Leaders have a clear vision, which is based on ensuring well-being and purposeful care for all members of the school and the wider community.

Most teachers across the school are effective language models and implement high expectations in terms of English and Welsh. They encourage pupils to speak Welsh and make purposeful use of the language as an integral part of their learning and play. Most pupils have enthusiastic attitudes to speaking Welsh across the school and strive regularly to communicate increasingly spontaneously in different contexts. As a result, by the end of their time at school, many pupils are confident and eloquent to communicate in both languages.

The early writing skills of most of the youngest pupils develop robustly. Pupils use their early marks confidently, and as their skills develop further, they begin to write sentences, and demonstrate a good awareness of basic spelling and punctuation. Many pupils at the top of the school develop their writing skills in a good range of genres in both languages effectively.

Teachers prepare and introduce a range of mathematics tasks that correspond to pupils' needs appropriately. They ensure that most pupils are challenged suitably, and as a result, they develop a range of useful numeracy skills. In addition, teachers provide robust opportunities for pupils to develop their digital skills. This means that pupils use and apply their skills effectively across the areas of learning.

Teachers provide an engaging curriculum that develops pupils' understanding of their local area and the wider world successfully, for example by learning about the history of the atrocities of the Second World War across south Wales. In addition, teachers plan sensible opportunities for pupils to discuss important issues such as relationships and diversity and purposeful experiences to develop pupils' positive spiritual and moral attitudes. As a result, pupils show respect for others and develop their awareness of different identities successfully.

Most pupils have positive attitudes to their learning and the working relationships and respect between staff and pupils are commendable. Most pupils work well with their peers and many listen carefully to teachers and take pride in their work and progress. They ask relevant questions and make a good effort to contribute to class discussions.

Most teachers explain tasks clearly and support pupils to contribute to their learning meaningfully. On the whole, most teachers ensure that lessons have a good pace and use a range of purposeful resources to support pupils' learning. This engages and maintains the interest of most pupils in their learning and enables them to make good progress. However, there are inconsistencies in teachers' high expectations and teaching practices, particularly in providing challenges in pupils' learning in order to support them to perform consistently well. In addition, teachers' feedback does not always help pupils to improve their work effectively enough.

In general, assistants are used meaningfully to provide valuable support to pupils. In the best teaching and learning practices, assistants know when to intervene and when to encourage perseverance among pupils. On a few occasions, staff tend to over-lead the learning activities. This, in turn, limits pupils' ability to work independently and make choices about how to achieve and present their learning.

Staff provide stimulating learning environments to encourage success and enthusiasm among pupils. This promotes pupils' wellbeing and progress well. There is a sensible range of quiet spaces for pupils to use when needed, including attractive intervention areas. Staff use them purposefully to support pupils' wellbeing and to calm individuals in cases of anxiety before they resume their learning.

Provision for pupils with ALN is co-ordinated skilfully and meets the needs of most pupils who need additional support effectively. Staff work in partnership with external agencies successfully to support the pupils. As a result, most ALN pupils make good progress in line with their targets and starting points. The local authority's Autism and Anxiety Unit, which is based on the school site, provides effective care for pupils with specific needs.

Leaders consider a wide range of evidence to identify the school's improvement priorities. These focus on developing the provision to improve pupils' wellbeing, learning experiences and skills. The whole school team contributes to these procedures purposefully, and they have a sound understanding of their roles in focusing on developing the provision. As a result, the evaluation and planning for improvement activities are regular and specific aspects of the self-evaluation process.

Leaders implement a positive culture and ethos to promote, develop and support staff's professional learning. They share ideas and adopt effective collective practices wisely and this contributes strongly to the school's ethos as a learning institution. Leaders support staff to reflect and consider the effect of professional learning on pupils' wellbeing and skills and progress. For example, staff hold regular professional discussions to discuss specific aspects of the curriculum, their assessment practices and to trial new principles to continue to support pupils' wellbeing.

Leaders build effective relationships with parents. The continuous cooperation and communication promotes the school in its community effectively. Leaders know the needs of the pupils and their community extremely well and offer valuable opportunities for parents to support their children's wellbeing and learning. For example, staff run workshops with parents and pupils about different aspects of the curriculum, and support them to develop their social skills and real-life activities such as cooking activities.

The school has robust procedures in place to ensure good attendance. Leaders cooperate effectively with external agencies to respond to any cases of concern. This has a positive effect on pupils' regular attendance and punctuality.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for the management of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee 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, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, 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 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.

Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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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This document has been translated by Trosol (Welsh to English).