

A report on
Llwyncrwn Primary School

**Llwyn-Crwn Road
Beddau
Pontypridd
RCT
CF38 2BE**

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 Llwynocrwn Primary School

Name of provider	Llwynocrwn Primary School
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	304
Pupils of statutory school age	231
Number in nursery classes	44
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 22.9%)	26.0%
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 11.1%)	12.6%
Percentage of pupils who speak Welsh at home	*0.7%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2021
Date of previous Estyn inspection (if applicable)	22/06/2017
Start date of inspection	10/03/2025

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

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Llwynocrwn Primary School is a nurturing and inclusive school where both staff and pupils feel happy and safe. The provision in the specialist classes responds well to meet individual needs and involve all pupils in the school's life and work. Compassionate and dedicated leaders create a supportive learning environment. This commitment to care and well-being helps all pupils, including those with additional learning needs (ALN), to make good progress. Staff have high expectations for pupils' behaviour and build secure relationships with all pupils. Most pupils engage well with their learning and take pride in their work. They articulate their learning enthusiastically and their attitudes to learning are exemplary.

The school's approach to inclusion is a strength. Staff in the school's well-being team build strong relationships with families and provide support for pupils to engage in all curriculum experiences on offer, mitigating against the impact of any barriers to learning. Pupils in the school's specialist classes benefit from a language rich curriculum and integrate appropriately into school life.

Leaders and staff are developing a purposeful curriculum. Teachers plan effectively for pupils' learning and most pupils make good progress. Most pupils make good progress in developing their literacy, numeracy and digital skills and transfer these skills in their work across the curriculum well. However, many teachers over-direct the learning and this restricts pupils' opportunities to develop as curious and independent learners.

Staff have created an engaging and stimulating learning environment. Many classrooms provide useful resources that support pupils with their learning. Outdoor areas are less well-used to ensure younger pupils have opportunities to explore learning in an outdoor environment.

The school carries out a range of monitoring activities, but leaders do not always focus carefully enough on the impact of teaching on learning in their evaluation of the school's strengths and areas in need of improvement. Governors and school leaders work together well. They manage the school's budget efficiently and evaluate the impact of grant funding effectively.

Recommendations

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

- R1. Refine monitoring and evaluation processes to focus closely on the impact of teaching on learning
- R2. Provide purposeful opportunities for all pupils to develop as creative, curious, and independent learners

What happens next

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

Main evaluation

Llwynocrwn Primary School is a nurturing and inclusive school where staff and pupils feel valued and cared for. The highly effective support for well-being provided by the staff is central to the school's vision. This enables most pupils, including those from low-income households and those with additional learning needs (ALN), to make good progress overall. Staff and pupils form effective working relationships and demonstrate mutual respect. Pupils extend this respect to visitors and each other. They behave well and their attitudes to learning are exemplary.

Staff and governors create an effective culture of inclusion. The school's inclusive approach can be seen clearly in its local authority specialist classes where staff adapt provision to closely meet pupils' individual needs. Pupils in the specialist classes are fully involved in the life and work of the school. Throughout the school, all pupils feel happy and relaxed in their working environment.

Teachers and teaching assistants know their pupils well and use this knowledge to provide appropriate support that enables pupils to access planned activities successfully. They build on pupils' prior learning and use effective questioning strategies to move learning forward. Pupils respond positively to purposeful feedback and demonstrate resilience when tackling tasks. However, in most classes, teachers tend to over-direct learning, which can limit pupils' ability to make independent choices. Additionally, there are occasions when insufficient time is given for pupils to reflect and respond to feedback, reducing opportunities for them to improve their work further.

The school has developed a suitably broad curriculum that enables pupils to deepen their learning across all areas of learning and experience (AoLEs). Pupils develop an understanding of the history and culture of their local area and of Wales. Throughout their time at Llwynyrwn Primary, pupils learn about the diverse nature of society and become ethically aware through lessons, circle time and thought-provoking assemblies. There are suitable opportunities for pupils to develop their moral, social and cultural understanding. The school's provision for developing pupils' spiritual understanding is less well-developed.

The school's curriculum builds on pupils' prior knowledge, skills and understanding systematically. There is a strong focus on the development of digital, literacy and numeracy skills. By the time most pupils leave the school, they develop their cross-curricular skills effectively and apply these skills in meaningful contexts across the curriculum. Teachers model spoken Welsh throughout the day and plan Welsh language development effectively, ensuring that most pupils make good progress in developing their Welsh language skills.

Staff have created a stimulating and engaging indoor learning environment. They provide useful resources to aid pupils' learning and displays celebrate their work appropriately. In the older classes, pupils benefit from opportunities to influence how and what they learn. However, younger pupils do not develop sufficiently as independent learners. Teachers miss opportunities to foster younger pupils' natural curiosity and creativity and to enable them to explore learning for themselves both indoors and outdoors.

Governors work proactively alongside staff during self-evaluation activities. They have a wide range of professional expertise that enables them to contribute positively to the life of the school. Governors manage the budget well and the school is resourced appropriately. Grant funding is used effectively to ensure there is targeted and equitable support for vulnerable pupils. Governors work collaboratively with leaders to ensure there are suitable arrangements in place for safeguarding.

Spotlight 1: A community focused school approach to support families and pupils

The school's well-being team work effectively to support pupils, families and the community to reduce the impact of socio-economic challenge. The school's family community room enables parents to meet regularly in a cosy, safe and supportive environment. The Family Engagement Officer (FEO) leads family learning programmes, including providing information for parents on how to support their children with literacy and how to develop their own finance and budgeting skills. The FEO helps leaders to address any poor attendance successfully.

Leaders implement strategies that improve pupils' well-being, learning and progress. For example, a focus on writing has enabled pupils to apply their literacy skills effectively in their work across the curriculum. Although leaders carry out a range of self-evaluation activities, they do not always identify aspects of teaching and learning that require improvement.

All staff value their professional learning opportunities. These often link to the school's improvement plan. Staff readily trial new approaches to teaching in their own classes before implementing successful strategies as a whole school. The school works effectively with their partner schools to secure improvement. Leaders work collaboratively to ensure that there is a good understanding of progression in the areas of learning, enabling most pupils to make good progress.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances 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 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

Appendix 1: Numbers – quantities and proportions

The report makes references 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 (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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