



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

**A report on**  
**Mynydd Cynffig Primary School**

**Pwll-Y-Gath Street  
Kenfig Hill  
Bridgend  
CF33 6ET**

**Date of inspection: November 2024**

**by**

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

## About Mynydd Cynffig Primary School

Name of provider	Mynydd Cynffig Primary School
Local authority	Bridgend County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	None
Number of pupils on roll	425
Pupils of statutory school age	328
Number in nursery classes	51
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%)	26.8%
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%)	1.8%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2024
Date of previous Estyn inspection (if applicable)	03/07/2017
Start date of inspection	11/11/2024

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](http://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

Leaders and staff share a strong commitment to supporting the well-being and progress of all pupils effectively. They establish positive relationships with pupils and families and provide a stimulating range of learning experiences that motivate pupils to achieve well. Because of this, nearly all pupils participate enthusiastically in lessons, co-operate readily and behave considerately towards adults and their peers.

Teachers set clear goals for pupils' learning that take account of their prior knowledge and experience. For example, they organise the learning environment for younger pupils to support them to explore independently and to nurture their curiosity beneficially. Staff monitor pupils' progress well and make useful additional provision to extend and support their learning when needed. As a result, most pupils make strong progress in developing their communication, numeracy and digital skills as they move through the school. Overall, however, older pupils have too little opportunity to develop their learning outdoors or to make choices about what and how they learn.

Staff foster pupils' creativity well. They provide a rich variety of activities, including through music, dance and drama, which enable nearly all pupils to feel confident to express themselves imaginatively. The school provides appropriate opportunities for pupils to take on leadership roles. For example, the 'Playground Peacemakers' play a valuable role in helping pupils to feel safe at break times. In general, however, pupils' involvement in decision-making is over-directed by adults. This means that pupils do not take as much responsibility, or have as much influence, as they could.

Leaders give clear and principled direction to the work of the school. They have established the trust of pupils, staff and the wider school community through their firm resolve to promoting fairness and ambition for all. Leaders and staff show a good understanding of the school's strengths and areas for improvement. They take well-considered, timely action to bring about worthwhile improvements. Governors show strong support for the school. However, until very recently, their role in evaluating the work of the school and in holding leaders to account has been limited.

## Recommendations

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

- R1 Strengthen the role of the governing body in evaluating the school's performance
- R2 Provide greater opportunity for older pupils to direct their own learning and to contribute purposefully to whole-school improvements
- R3 Improve opportunities for pupils to develop their skills through outdoor learning

## What happens next

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

## Main evaluation

The school provides a calm and nurturing environment that promotes pupils' personal, social and emotional development well. Staff build strong working relationships with pupils and model high expectations for their behaviour and engagement in lessons. Consequently, nearly all pupils show positive attitudes to learning, behave well and feel safe within the school's inclusive community.

Senior leaders have worked collaboratively with staff to develop a broad and balanced curriculum that supports pupils' holistic development successfully. Teachers provide a stimulating variety of learning experiences that build on pupils' existing knowledge and understanding progressively. As a result, most pupils make strong progress in developing their communication, numeracy and digital skills and apply these skills to their wider learning well.

In most lessons, teachers move pupils' learning on at a pace that sustains their interest and motivation successfully. Most staff use questioning to check pupils' understanding and to extend their thinking helpfully. They provide worthwhile opportunities for pupils to collaborate with their peers and to contribute their thoughts purposefully, such as when reflecting on the experience of children living through conflict. Most pupils are confident to discuss their work with their peers and to seek their own solutions before asking an adult for support.

Leaders and staff use of professional learning effectively to refine provision so that teaching meets the needs of the youngest pupils well. Teachers provide worthwhile opportunities for younger pupils to explore their interests and to tackle problems independently. They skilfully observe learning through play to assess pupils' skills and to take advantage of teachable moments. Teachers provide regular opportunities for younger pupils to contribute their ideas to what and how they learn. However, in a majority of lessons for older pupils, teachers over-direct learning and this restricts pupils' opportunity to learn independently.

Nearly all teachers enable pupils to make strong progress in developing their creativity and their expressive skills. For example, they provide good opportunities for pupils to use their imagination and to communicate their ideas and feelings through dance, music and drama. These experiences enrich pupils' learning and enhance their enjoyment of school. Staff promote pupils' moral and spiritual development appropriately. For example, through lessons and assemblies they encourage all pupils to reflect on their values and beliefs and to empathise with others. As a result, older pupils show a strong awareness of injustice and are keen to advocate for the rights of others.

The school promotes a positive Welsh ethos. Many staff use Welsh purposefully during lessons and teachers plan a range of visits and activities that support pupils to develop their knowledge of Welsh culture appropriately. Most pupils make good progress in developing their Welsh language skills and, by Year 6, many pupils ask and answer a suitable variety of questions confidently.

Teachers plan a suitable range of opportunities for younger pupils to learn outdoors. In the best cases, they design worthwhile tasks that support pupils to consolidate their skills successfully, for example by providing practical contexts for pupils to use their measuring and writing skills purposefully. However, this is inconsistent as pupils move through the school and opportunities for older pupils to learn outdoors are limited.

The school supports the progress of pupils with additional learning needs (ALN) well. Staff work closely together to identify pupils' needs swiftly and draw on additional expertise to tailor support appropriately. Skilled support staff use a range of strategies effectively to support pupils' well-being, and to develop their social, communication and numeracy skills beneficially. For example, they ask useful questions, give helpful prompts, and make timely interventions during class and small group sessions that move pupils' learning forward effectively. Because of this, nearly all pupils with ALN, or with other barriers to their learning, make suitable progress from their individual starting points.

Staff provide regular opportunities for pupils in Year 2 to visit the junior site. They organise enhanced transition support for pupils when needed, for example through more regular visits and contact with staff, including in the secondary school. This ensures that all pupils feel a strong sense of belonging and minimises any worries or anxieties they may feel when moving to the next stage of their schooling.

The school enables a few pupils to develop their leadership skills effectively and to have a valuable influence on wider aspects of school life. For example, the 'Playground Peacemakers' group undertake helpful training to act as mediators in minor disputes between pupils at playtime. They carry out their role successfully and this has a positive impact on pupils' ability to resolve conflicts and on their attitudes towards each other. Overall, however, pupils' involvement in shaping decisions on important aspects of the school's work is at an early stage of development.

In the short period of time since her recent appointment, the headteacher has successfully communicated ambitious expectations that are well understood by the staff team. She models these expectations consistently well and, through her strong example, elicits a positive team ethic among staff who share a common sense of purpose.

Leaders work well together to set a strategic direction that promotes equity for all. For example, they use grant funding to ensure that all pupils have access to a rich variety of learning experiences. The school has developed effective relationships with parents that help them to feel informed and included as key partners in their child's progress. As a result of this positive partnership, overall rates of attendance have improved steadily.

The headteacher has worked with senior leaders and governors to refocus the responsibilities of the leadership team effectively. As a result, senior leaders and the wider staff team play an active role in evaluating the school's strengths and areas for development. For example, through looking at pupils' work together, staff are developing a clearer understanding of the progress pupils should make with their numeracy skills.

Leaders consider the well-being of staff thoughtfully. They avoid unnecessary demands to ensure that staff can manage their workload effectively. They make focused use of performance management and professional learning to support whole-school development. This ensures that staff are clear about their role in delivering improvement and have the necessary knowledge, skills and experience to advance pupils' learning and well-being successfully.

Governors show strong support for the school and discharge their statutory duties diligently. For example, governors ensure that leaders safeguard the well-being of pupils and staff effectively. Over recent years, however, governors have had little opportunity to engage directly in evaluating the school's performance. This has restricted their ability to question leaders robustly, for instance over the deployment of the school's financial resources. Governors have responded positively to recently introduced changes to their role and are beginning to play a more purposeful role in the school's strategic development.

### **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/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

## 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](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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)