

A report on

Llanrhidian Primary School

**Llanrhidian
Gower
SA3 1EH**

Date of inspection: January 2025

by

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

About Llanrhidian Primary School

Name of provider	Llanrhidian Primary School
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	158
Pupils of statutory school age	122
Number in nursery classes	22
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%)	7.3%
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%)	9.0%
Percentage of pupils who speak Welsh at home	0.6%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2009
Date of previous Estyn inspection (if applicable)	04/07/2017
Start date of inspection	20/01/2025

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

Llanrhidian Primary School provides a vibrant and inclusive environment where staff encourage active participation in learning and school life. Teachers have developed a broad and engaging curriculum that provides valuable real-life learning opportunities, which improve pupils' life skills significantly. A creative use of space and a focus on physical activity help pupils develop their physical skills and understand the benefits of exercise. Teachers use research to inform their practice well and this has led to creative teaching approaches that enhance pupils' independent skills.

Most pupils make good progress. Their communication skills develop significantly, with most pupils leaving school able to speak confidently and read fluently. Writing skills also develop effectively, with younger pupils writing simple words and phrases and older pupils writing confidently in various genres. Older pupils' ability to edit and improve their work is of particular note. Overall, pupils' numeracy skills develop effectively, although there is some inconsistency in the teaching of mathematics, which leads to a minority of pupils having misconceptions about their number work. Pupils' digital and Welsh language skills generally develop well.

Leaders provide strong strategic direction and have a clear vision for the school's development that they share with others successfully. There are effective processes to evaluate the school's work and track progress. Governors provide strong support and challenge. They ensure that leaders allocate resources effectively to have a positive impact on the lives of all pupils. Overall, staff are effective facilitators of learning, using questioning to challenge thinking and deepen understanding. Teaching assistants provide purposeful bespoke support. The warm and supportive working relationships between staff and pupils are based on mutual respect. This ensures that nearly all pupils behave well. Close links with the local community enhance learning well and contribute purposefully to pupils' understanding of the world of work.

Recommendations

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

- R1. Ensure that there is a consistent approach to the teaching of number skills that address pupils' misconceptions so that all pupils use accurate processes for calculation and develop a secure understanding of place value

What happens next

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

Main evaluation

Llanrhidian Primary School is a happy, vibrant and inclusive school where staff encourage pupils to participate actively in their learning and play a full role in school life. Staff know their pupils well and tailor learning experiences to their well-being and learning needs effectively.

Teachers have developed a broad, rich and engaging curriculum that creates good opportunities for pupils to learn in real-life situations and take on purposeful roles and responsibilities. These experiences significantly develop pupils' life skills by providing meaningful opportunities for them to generate ideas, ask questions, and solve problems.

Leaders use space creatively to provide a stimulating learning environment. Over time, pupils learn to reset their learning environment to suit its purpose. For example, older pupils rearrange the school marquee to ensure relevant equipment is available and the layout is age-appropriate for physical and other activities. The school's focus on providing daily opportunities for physical activity means that pupils develop their physical skills to a high standard and understand the benefits of exercise and a healthy diet.

The organisation of learning, where pupils work in mixed-age pods, promotes collaboration and support between older and younger pupils successfully in many instances. It also fosters collaboration among staff, who share expertise and plan learning experiences together. This generally has a positive impact on pupils' progress and helps to reduce staff workload. Teachers use research well to inform their practice. This has led to the development of creative teaching approaches that enhance pupils' independent skills well. For example, the recent focus on improving feedback and editing has meant that many older pupils make rapid progress in improving their writing skills.

Most pupils make good progress over time, including those with additional learning needs (ALN) or those impacted by poverty. Their communication skills develop significantly during their time at the school. Most pupils leave school able to speak confidently in a wide variety of situations, using a rich vocabulary. Their listening skills also improve, and older pupils reflect thoughtfully on what they have heard and pose pertinent questions in response. By Year 6, most pupils read fluently and expressively, and many infer meaning from complex texts adeptly. Overall, pupils' writing skills develop particularly effectively. Younger pupils write simple words and phrases eagerly and most older pupils write confidently and accurately in a variety of genres.

In many instances, staff develop pupils' numeracy skills effectively. Younger pupils solve simple problems and older pupils calculate sums mentally with ease. However, the teaching of mathematics is inconsistent, with some teachers lacking a secure understanding of how pupils develop their number skills progressively. Where teaching is most effective, staff develop pupils' number skills sequentially, ensuring that they have a firm understanding of number concepts. Leaders have identified this aspect as an area for development.

Most pupils make suitable progress in acquiring a range of digital skills and apply these purposefully in their learning. Most pupils' Welsh language skills develop well through planned lessons, although pupils' ability to use these skills informally remains limited by the time they leave the school.

Most staff are effective facilitators of learning. They use questioning well to challenge thinking and deepen understanding. Teaching assistants support groups and individuals successfully by providing bespoke programmes.

Nearly all pupils behave well and show politeness and courtesy to others. There are strong working relationships and mutual respect between staff and pupils. Staff strive to meet all pupils' emotional needs and this leads to a calm and purposeful learning environment. The school has a strong culture of safeguarding. Most pupils feel safe and know who to talk to if they have concerns. The school supports pupils' spiritual, moral, social, and cultural development comprehensively. Pupils have a strong voice in their learning, with regular opportunities to make choices and demonstrate their skills. Close engagement with the wider community has a positive impact on teaching, learning, and pupils' well-being.

Spotlight: The world of work

Pupils from Year 4 to Year 6 have a variety of jobs in the school which enhance their understanding of the world of work. One example of this is the operation of Caffi Cynefin, a real-life café run by pupils for a morning each week. This café plays an important role in the local community and is well attended. Each week, a different group of pupils take on the responsibility of running the café, assuming roles such as manager, sous chef, waiters, and servers. The local community is extremely positive about this provision and members complete feedback forms that pupils evaluate and act upon. Teachers integrate the work of the café into the curriculum and this provides purposeful opportunities for pupils to enhance their literacy, numeracy, digital and social skills in an authentic situation. Pupils track expenditure and make decisions about how to allocate any profits they generate

Support for pupils with ALN is very effective. Leaders track pupils' progress diligently and have useful systems to identify pupils' individual needs and react to this quickly by

putting appropriate provision in place. Regular and beneficial professional learning for all staff ensures that they are well equipped to meet the individual needs of pupils in their care. Leaders monitor and adjust the provision regularly to ensure that they maximise its effectiveness. Most pupils in receipt of additional support make good progress towards their individual targets.

The headteacher provides thoughtful and inclusive leadership. She offers strong strategic direction and has created a vision that is understood by pupils, staff and governors. The school's positive and proactive ethos promotes collaboration with pupils and the local community and strengthens relationships between the school and home. The school provides valuable support and resources for pupils and their families, such as workshops for parents to understand teaching methods.

Leaders and staff know their pupils well. There are effective processes to evaluate the school's work, with a clear focus on improving outcomes for pupils. Leaders oversee robust systems to track progress and make appropriate adjustments to teaching and learning considering this information.

The school addresses local and national priorities well, ensuring effective support for those vulnerable to the impact of poverty. Collaboration with partner schools on curriculum design has ensured that teachers generally have a secure understanding of progression and this is a notable feature of the school's work. There are effective systems to promote good attendance. Attendance is monitored carefully and effective family engagement supports pupils who struggle to attend regularly. As a result, overall rates of attendance improved last academic year.

Governors know the school extremely well. They provide strong support and challenge the school effectively as critical friends. They participate actively in monitoring and evaluation and ensure the effective allocation of finances. They monitor the impact of grant funding, including the pupil development grant to ensure that these resources have a positive impact on pupils' lives.

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)

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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