

**Report summary for parents
and carers on Gowerton
Primary School
Date of inspection: January 2025**

Summary

Gowerton Primary school is an inclusive and welcoming environment where all pupils are valued and supported well. Leaders have developed a strong culture of learning and teamwork among staff and pupils, ensuring that teachers collaborate effectively to create engaging and purposeful learning experiences. Staff are committed to meeting pupils' needs, enabling most to make good progress as they move through the school.

Leaders focus well on improving learning and well-being. This has led to positive change in areas, such as pupils' speaking and listening skills. Leaders generally identify strengths and areas for improvement appropriately, although their monitoring of learning and teaching is sometimes too narrow and does not focus well enough on identifying what pupils can do.

Teaching is well-paced and engages most pupils effectively. The school promotes pupils' independence and resilience highly successfully, for instance through carefully designed literacy and mathematics tasks, and using resources such as the communal 'learning street' area. However, in a few instances, pupils are not challenged sufficiently to make the progress that they could.

The curriculum reflects the local community thoughtfully, fostering a sense of belonging and encouraging pupils to reach their potential. It supports moral, spiritual, and cultural understanding well, but lacks sufficient focus on diversity.

Most pupils develop strong literacy and numeracy skills. In mathematics, teachers plan practical activities skilfully, reinforcing concepts effectively. While pupils' writing improves over time, opportunities to write more developed pieces across different genres are limited. Mathematics teaching is a strength. While younger pupils engage well with the Welsh language, most pupils' progress slows as they move through the school.

The school supports pupils with additional learning needs effectively through structured interventions and planning. Emotional and behavioural support is also strong. While staff-pupil relationships are nurturing, procedures for addressing occasional poor behaviour are not strong enough.

Recommendations and next steps

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

- R1 Strengthen policy and procedures for dealing with physical intervention measures
- R2 Improve the breadth and the focus of self-evaluation activities to provide a stronger picture of strengths and areas for improvement
- R3 Ensure that learning activities challenge all pupils more consistently

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

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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