

A report on

Ysgol Gynradd Gymraeg Tonyrefail

**Martin Crescent
Tonyrefail
Porth
CF39 8NT**

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 Gymraeg Tonyrefail

Name of provider	Ysgol Gynradd Gymraeg Tonyrefail
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3
Type of school	Primary
Religious character	
Number of pupils on roll	197
Pupils of statutory school age	146
Number in nursery classes	31
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>	19.1%
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>	5.5%
Percentage of statutory school age pupils who speak Welsh at home	41.8%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/06/2011

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March 2025

Date of previous Estyn inspection (if applicable)	28/11/2016
Start date of inspection	03/03/2025

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

Diligent leaders ensure an inclusive ethos and positive culture across the school, which focuses on improving pupils' outcomes. This intelligent vision, which supports the school's improvement practices, contributes to good behaviour and a willingness to learn among pupils. Leaders' motivation and willingness to strengthen the school's improvement procedures, through regular and thorough evaluations, leads to effective systems to develop the school further.

Leaders review staff's performance regularly and professional learning opportunities have a robust effect on pupils' wellbeing and learning. Governors challenge and support leaders thoughtfully, and focus on improving teaching and learning through an effective monitoring cycle. Leaders ensure an inclusive and appropriate learning environment within the school, although outdoor provision has not been developed well enough to support pupils to immerse themselves fully in their learning.

Teachers design a broad and balanced curriculum, which focuses on developing all pupils' skills as they move through school. As a result, progress in pupils' literacy skills, in both Welsh and English, and pupils' numeracy and digital skills, is developing soundly.

Overall, the pace of teaching sessions moves at a speed that supports the learning. However, in a few lessons, the quality of teachers' teaching and the challenge that they give pupils are not consistent across the school. The feedback provided by teachers to pupils to improve their learning is appropriate. However, this feedback does not always identify the next steps in individual pupils' learning correctly.

Staff and pupils build close and trusting working relationships. They encourage pupils to cooperate and share ideas and suggestions sensibly, which develops their loyalty and respect for others effectively. Pupils develop valuable personal, social and creative skills, which support their cultural awareness and appreciation purposefully.

Recommendations

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

- R1. Challenge all pupils by ensuring consistency in teaching practices across the school
- R2. Ensure that the quality of teachers' feedback identifies the next steps in pupils' learning correctly
- R3. Improve the quality and provision of outdoor learning experiences

What happens next

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

Main evaluation

Leaders undertake their roles conscientiously and create a culture that focuses on pupils' outcomes. This sensible vision leads to an inclusive ethos and positive attitudes among staff, and which focuses directly on procedures to improve provision and pupils' outcomes over time.

Leaders communicate their robust vision to staff and pupils effectively. They focus on fostering pupils' wellbeing as a starting point for their strategic direction. The vision is supported by a suitable learning environment. Teachers and assistants create stimulating and engaging classrooms, which promote pupils' personal and social development beneficially. However, outdoor provision is less effective, and does not target pupils' skills development and progression well enough.

Leaders evaluate the school's strengths and its areas for development diligently. They implement detailed and regular improvement processes that lead to sustained improvements over time. For example, recent developments in pupils' digital practices have improved their skills across the school. Governors support and challenge the school's leaders well. Jointly with staff, they focus on improving the quality of provision and learning effectively. Governors engage in meaningful activities within the regular monitoring cycle, which hold teachers to account for the effect of their work and improve teaching practices.

Leaders allocate roles and responsibilities skilfully to meet pupils' needs. They forge productive relationships with parents, local schools, support agencies and the wider community. This includes visits around the village, events such as arts and crafts workshops for parents and their children and Welsh lessons for the wider community. These activities promote pupils' understanding of their community and local area well. This means that there are purposeful opportunities for pupils to influence school life, their local area and the wider world effectively.

Leaders support staff development skilfully. They provide professional learning opportunities well for staff to address the areas that need to be improved, which has a positive effect on pupils' outcomes. This includes improving pupils' attendance and implementing a curriculum that motivates pupils to learn actively about their cultural and industrial heritage.

Many pupils make strong progress from their starting points, including those with additional learning needs (ALN) and those affected by poverty and disadvantage. Staff provide effective support for pupils with ALN and use all the information available to them sensibly. In addition, they ensure that transitional arrangements between different periods

within the school and beyond, jointly with other providers, enable pupils with ALN to take advantage of support successfully.

Many pupils have positive attitudes to their learning. Most pupils are welcoming to each other and behave well. Many speak confidently about their learning experiences and the working relationships and respect between staff and pupils are a notable strength. 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 strive well to contribute to class discussions.

Teachers explain tasks clearly and encourage pupils to contribute to their learning thoughtfully. The pace of most teaching sessions moves the learning forward at a good speed and interesting activities include opportunities for pupils to speak and listen purposefully as an important part of the learning process. However, there are inconsistencies in teachers' teaching practices, especially in providing pupils with appropriate challenge. In addition, teachers' feedback does not always target the next steps in pupils' learning correctly. This means that pupils do not know what needs to be improved and how to achieve the improvements wholly effectively.

In most lessons, where the teaching is strong, teachers' skilful questioning deepens pupils' learning purposefully. Challenging discussions help pupils to recall previous knowledge well to create relevant links in their learning across the curriculum.

For example, many pupils are developing their reading skills effectively, such as researching interesting facts while studying the effect of responsible trading around the world. As a result, many are good readers, who engage sensibly with texts and reading with clear expression.

Teachers and assistants use beneficial resources and ideas to support pupils to develop their writing skills. As a result, pupils write for various purposes in a good range of useful forms. In general, they begin to improve their work by editing and re-presenting it appropriately and their progress is sound in both Welsh and English.

Teachers offer pupils extensive opportunities for pupils to cooperate and share ideas to develop their mathematics skills, often in practical ways. As a result, many pupils acquire effective numeracy skills, for example when comparing the costs of materials as part of their entrepreneurship initiative. Most pupils develop effective digital skills by controlling programmable toys and following instructions in detail while developing their coding skills. This equips pupils to present their work in a variety of ways, such as animating the legend of the red dragon and the white dragon.

Teacher' planning provides a good breadth and balance across all areas of the curriculum. The interesting activities offer beneficial learning experiences which, on the whole, build on pupils' skills systematically as they move through school. In addition, many pupils develop an understanding of their local area, Wales, and the wider world purposefully. For example, on an educational trip, the researched the history of the village's high street and shops, and studied international themes meaningfully by celebrating different cultures.

Teachers and assistants provide robust support for pupils' personal and social development, fostering compassion, reflection and respect sensibly. The curriculum supports pupils' creative development well. For example, local artists cooperate with teachers to enrich pupils' creative skills successfully by composing songs and creating puppets.

Pupils' spiritual, moral, social and cultural awareness is promoted effectively. Across the school, pupils understand the benefits of growing and caring for produce in the school's growing areas as an important aspect of sustainable living. In addition, they value different beliefs, and show tolerance and fair consideration for other people's views.

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 a cause for concern and have been brought to the attention of the local authority.

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/carer 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).