

**A report on**  
**Llangiwg Primary School**

**New Road  
Ynysmeudwy  
Pontardawe  
Swansea  
SA8 4PJ**

**Date of inspection: October 2025**

**by**

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

## About Llangiwig Primary School

|                                                                                                                                                                                                |                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Name of provider                                                                                                                                                                               | Llangiwig Primary School                 |
| Local authority                                                                                                                                                                                | Neath Port Talbot 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                                                                                                                                                                       | 81                                       |
| Pupils of statutory school age                                                                                                                                                                 | 75                                       |
| Number in nursery classes                                                                                                                                                                      | 6                                        |
| 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%) | 33.6%                                    |
| 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%)               | 10.7%                                    |
| Percentage of pupils who speak Welsh at home                                                                                                                                                   | 0.0%                                     |
| Percentage of pupils with English as an additional language                                                                                                                                    | 0.0%                                     |
| Lead partner in Initial teacher education                                                                                                                                                      | No                                       |
| Date of headteacher appointment                                                                                                                                                                | 04/09/2023                               |

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|                                                   |            |
|---------------------------------------------------|------------|
| Date of previous Estyn inspection (if applicable) | 01/01/2019 |
| Start date of inspection                          | 06/10/2025 |

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](https://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

At Llangiwg Primary School, the headteacher Provides effective leadership based on a clear vision that aims to meet the needs of all pupils. Leaders and staff provide strong care and support, and foster a safe, positive environment where nearly all pupils behave well and engage purposefully with learning. Respect, kindness, and courtesy are evident and pupils show a keen consideration of others. Well-being is a strength with pupils demonstrating a good awareness of healthy lifestyles and of the features positive relationships. Attendance has improved significantly due to determined leadership, active monitoring, and partnerships with families and external agencies.

Overall, most pupils make steady progress in developing their literacy skills. They listen well and talk purposefully. By Year 6, many read with expression and insight. Many older pupils do not make the progress they could in developing their writing skills and continue to make avoidable errors in spelling and punctuation. This limits the extent to which they can express themselves with accuracy and complexity in extended written tasks. In mathematics, a new practical approach is beginning to deepen pupils understanding of key concepts. Most pupils use apparatus competently when solving problems.

Pupils develop their digital skills from an early age and as they become older, they use a range of digital devices and software effectively to support their learning. The Welsh language is prominent across the school. This encourages enthusiasm for bilingualism and pupils make solid progress in learning the language.

Across the school, teaching is generally effective. Teachers often use questioning and feedback skilfully to support learning. Where expectations are high, pupils thrive and make good progress. However, at times, teachers underestimate pupils' potential and this lessens the progress they make. Pupils with additional learning needs benefit from well-planned provision and specific interventions that support both their emotional well-being and academic progress. Opportunities for pupil leadership, and decision-making are strong, enabling pupils to take responsibility, contribute to curriculum design, and develop an understanding of diversity and global citizenship. Pupils enjoy many creative and cultural opportunities that build their confidence, pride, and imagination.

Leadership is steady, strategic, and inclusive. The headteacher delivers a clear vision for improvement and alongside all staff ensures a strong culture of safeguarding across the school. Leaders support professional learning and distribute responsibilities strategically. Staff collaborate well with local schools. This strengthens professional development and improves curriculum planning. Ongoing self-evaluation helps identify strengths and areas for improvement, though leaders do not always focus sharply enough on evaluating the difference that teaching makes to pupils' progress. Governors play an active, challenging,

and supportive role, they influence improvements. The school currently has a large budget deficit.

## **Recommendations**

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

- R1. Increase teachers' expectations to ensure that all pupils make the progress they are capable of.
- R2. Strengthen self-evaluation processes to focus more specifically on the impact of teaching on learning.

## **What happens next**

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

## Main evaluation

At Llangiwig Primary School, leaders and staff provide highly effective care, support and well-being for all pupils. They model positive language and behaviour well and create a purposeful environment for learning throughout the school. Nearly all pupils behave well and show consideration for the views of others. The positive ethos and environment helps to ensure that pupils engage with their learning purposefully.

During their time at school most pupils make appropriate progress in developing their literacy skills. The school's emphasis on attentive listening ensures that pupils engage readily with learning. Most pupils talk confidently about their work and take good advantage of opportunities to extend their vocabulary. They develop sound reading skills that they use successfully to access and enhance their learning across the curriculum. Overall, pupils' writing skills are underdeveloped, too many continue to make avoidable errors in spelling and punctuation. This limits the extent to which they can express themselves with accuracy and sophistication in extended written tasks.

The school's new approach to the teaching of mathematics is beginning to help pupils to deepen their understanding through practical learning activities. Where appropriate, pupils of all ages use concrete apparatus to help them to more readily access and understand mathematical concepts. Most pupils enjoy mathematics and make sound progress in the development of their skills and knowledge.

From the earliest stages, pupils benefit from well-planned opportunities to use digital devices. They build their confidence and competence well. This systematic exposure ensures that by the time they leave the school, most pupils have a strong set of digital skills that they apply well across the curriculum. The Welsh language is prominent across the school and this encourages pupils to show enthusiasm and develop a positive attitude towards developing their bilingual skills. Pupils' welcome visitors with simple greetings and make steady progress in their Welsh language development as they move through the school.

Overall, teaching provides pupils with appropriate levels of challenge. In instances where expectations are high, pupils respond positively. They articulate, record and present their learning confidently and make good progress. However, when teachers' expectations are not high enough, pupils' progress can be limited. Teachers generally provide pupils with constructive feedback on their learning during lessons. Where this is most effective it helps pupils to confirm their understanding and make improvements to their work.

Teachers' use of questioning is generally effective in helping them to gauge pupils' progress. This enables them to identify misconceptions promptly, provide appropriate

scaffolding, and adapt their teaching to meet the needs of learners. The close collaboration between teachers and support staff ensures that pupils with additional learning needs (ALN) benefit from carefully planned provision. Consequently, these pupils engage successfully with learning and make good progress.

Pupils are beginning to benefit from greater opportunities to work independently. Older pupils, for example, make choices about how to present their learning and apply their own criteria when sorting information. These opportunities encourage autonomy and responsibility. The school's strong provision for pupil leadership contributes significantly to pupils' sense of community and belonging. All pupils play an active role in shaping aspects of school life, pupils develop confidence, responsibility and respect for others. For instance, their engagement with curriculum design helps them to articulate their views clearly and appreciate the value of contributing to collective decision-making. This extends to their understanding of diversity and global citizenship. Most pupils show positive attitudes towards diversity and develop respect for others' perspectives.

Pupils benefit from opportunities to explore the history of Wales and the local area. This helps them to compare past and present lives and present their interpretations creatively through art and performance. These opportunities allow them to express themselves imaginatively, often with enthusiasm and pride. For instance, 'Fabulous Finish' productions enable pupils to plan and stage their own productions for parents, based around the work they have completed that term. These events build pupils' confidence while also developing their creative and digital skills.

Pupils demonstrate a good understanding of the importance of healthy lifestyles and positive relationships, recognising boundaries and showing courtesy and friendship. The nurturing ethos ensures that pupils trust adults in the school to listen to them, which underpins their confidence and sense of belonging.

The leadership of ALN provision is strategic and effective. Targeted interventions provide additional support for pupils' emotional well-being as well as their literacy and numeracy skills. Sessions are purposeful and have a measurable, positive impact on pupil progress. In addition, they help pupils manage their emotions and sustain positive attitudes to learning.

Attendance has improved due to the school's determined approach. Leaders promote attendance actively through reward systems and assemblies. Rigorous monitoring, including partnership work with the Education Welfare Officer, ensures that persistent absenteeism is challenged effectively. Importantly, there are no significant differences in attendance between pupils who are eligible for free school meals, pupils with ALN and

their peers. Leaders collaborate well with external agencies to enhance the range of support available to pupils and their families. These strong partnerships ensure parents feel well supported.

The headteacher provides effective leadership and sets a clear strategic direction for the school's development. She works with other school leaders to implement a vision focused clearly on promoting and supporting the specific needs of all pupils. Leaders create a strong culture of safeguarding across the school. They have embedded an ethos in which staff and pupils understand the importance of keeping themselves and others safe.

Staff understand their roles and responsibilities and undertake these effectively. Opportunities to work with local schools enhances staff professional development and builds capacity. Leaders use evidence from a wide range of sources to monitor progress and target support appropriately, particularly for vulnerable pupils. Overall, school improvement processes are inclusive and useful, enabling staff to develop their leadership skills. However, evaluation activities do not always focus sharply enough on identifying the impact that teaching has on pupils' learning and progress.

Leaders manage staff performance robustly, ensuring that all staff have clear improvement targets linked to the school improvement plan. Where underperformance arises, leaders provide support and challenge appropriately to secure improvements.

Governors support the school well and challenge leaders suitably. Their active roles help them understand priorities and influence improvements, such as raising attendance through targeted initiatives. Governors provide committed support, engaging actively in monitoring and holding leaders to account. Leaders use grant funding appropriately to reduce the impact of socio-disadvantage and ensure equal access to learning opportunities including curriculum trips and visits. Despite the challenges of operating a budget deficit, leaders are working purposefully with the local authority on a measured recovery plan.

### **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 make appropriate use of the pupil development grant. The school currently has a large deficit budget.

## **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](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

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