

**A report on**

**Knelston Primary School**

**Reynoldston  
Gower  
SA3 1AR**

**Date of inspection: February 2026**

**by**

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

## About Knelston Primary School

Name of provider	Knelston Primary School
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	Category 1- English medium with Welsh taught as second language
Type of school	Primary
Religious character	None
Number of pupils on roll	75
Pupils of statutory school age	61
Number in nursery classes	7
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 21.7%)	9.1%
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 9.2%)	8.2%
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	01/09/2024

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Date of previous Estyn inspection (if applicable)	01/09/2016
Start date of inspection	09/02/2026

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

Knelston Primary School is a happy, inclusive and caring community where pupils feel safe, valued and welcome. A consistent focus on well-being and strong, positive relationships between staff, pupils and families successfully supports pupils' social and emotional development. Nearly all pupils behave well and show positive attitudes to learning. They are caring and respectful and support each other thoughtfully.

Leadership has successfully developed a vision for collaboration and continuous improvement. Effective self-evaluation processes and a commitment to professional learning for all staff support valuable improvements in pupils' learning and well-being.

Teachers work well together to plan purposeful and engaging activities and a curriculum that develops most pupils' knowledge, skills and understanding progressively. They make good use of the outdoors and local community to enrich learning. Most teachers use questioning well to extend pupils' learning. They provide purposeful feedback to support pupils to improve their work. Support staff make a strong contribution to the quality of teaching and learning across the school.

A consistent whole school approach to the planning and teaching of oracy, reading and mathematics supports most pupils to make strong progress in their learning. Pupils' oracy skills are a notable strength, and flexible learning groups for mathematics ensure good challenge and support for pupils. However, opportunities for pupils to apply their writing and numeracy skills independently across the curriculum are underdeveloped.

Most pupils make good progress in developing their Welsh language skills, and provision to support pupils with additional learning needs (ALN) is strong. Although pupils value the contribution they make to school improvement and the wider community through a range of pupil voice groups, a tendency for adults to over direct this work limits opportunities for them to develop leadership skills.

The governing body works successfully with leaders, staff, pupils, and parents to support ongoing improvement.

## **Recommendations**

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

- R1      Increase opportunities for pupils to apply their writing and numeracy skills across the curriculum independently

## **What happens next**

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

## Main evaluation

Knelston Primary School is a welcoming, inclusive and nurturing community. Staff know pupils and their families well and provide highly effective support for pupils' learning, well-being and personal development. This helps ensure that nearly all pupils behave well and are keen to learn in a positive environment.

Collaborative leadership helps to shape a clear and shared vision for continuous improvement. Staff work well together to evaluate the impact of improvement work and a strong focus on professional learning consistently supports improvements in pupils' learning and well-being. Most pupils, including those with additional learning needs (ALN) make good progress from their individual starting points.

Carefully targeted interventions and a consistent approach to teaching reading supports most pupils to make good progress. Many younger pupils benefit from well-planned phonics teaching to develop their early reading skills. By Year 6, most pupils read with fluency and expression, use a range of effective strategies to find information and demonstrate a strong enjoyment of reading.

Staff collaborate effectively to ensure that most pupils build their writing skills progressively and appropriately. Pupils write confidently for an increasing range of purposes and demonstrate a secure understanding of the features of different writing genre. A sharp focus on handwriting has improved pupils' presentation skills. More able pupils use an increasingly sophisticated range of vocabulary and punctuation well. However, opportunities for pupils to write independently and at length across the curriculum are underdeveloped.

### **Spotlight: Strengthening oracy through purposeful modelling and rich speaking opportunities**

Staff plan a wide range of engaging learning experiences that promote and develop key speaking and listening skills effectively. Nearly all adults use questioning well and model high-quality language consistently, supporting pupils to share their ideas clearly across the curriculum. Carefully structured opportunities such as drama and role-play enable pupils to practise and refine their oracy skills in engaging contexts. Pupils' oracy is a notable strength of the school, with most pupils expressing their ideas thoughtfully and responding to others sensitively.

A well-planned and engaging approach to the teaching of Welsh enables most pupils to make good progress in developing their Welsh oracy skills. Across the school most pupils are confident using Welsh to answer questions and older pupils use an increasingly complex variety of sentence patterns to express themselves.

**Spotlight: Strengthening pupils' progress and engagement in mathematics through flexible groupings and targeted support.**

Staff have worked together to develop Knelston Nests, a personalised approach to teaching mathematics based on flexible groupings and targeted support. They use assessment well to plan appropriate levels of challenge that meet pupils' needs effectively. Strong collaboration and effective professional learning for all staff supports a consistent approach across the school. Most pupils make strong progress, respond thoughtfully to feedback, and demonstrate positive attitudes when engaging with challenges.

Although the teaching of mathematics is strong, there are limited opportunities for pupils to apply their numeracy skills across the wider curriculum independently.

The school's work to develop pupils as creative, reflective, and confident learners is effective. All teachers plan purposeful and engaging learning experiences, helping most pupils to develop their knowledge, skills and understanding successfully. Through strong use of the outdoors and the local community, staff provide authentic contexts for learning. These develop pupils' understanding and appreciation of their locality and the history of Wales well. Staff strengthen provision for the expressive arts and creative learning through opportunities for pupils to work with local artists and participate in weekly music sessions.

Thoughtful planning, relevant visits, and strong links with the local church support pupils' spiritual, moral, and cultural development effectively, helping them to be considerate, reflective and respectful of others. Pupils engage positively in a variety of pupil voice groups and appreciate the influence they have on school improvement and the wider community. However, adults provide much of the direction for these groups which limits pupils' opportunities to take on leadership roles.

In most lessons, teachers use a good range of questioning well to extend pupils' understanding and address misconceptions. Clear learning objectives and helpful feedback enable most pupils to recognise what they do well and what they need to do to improve their work. In general, pupils respond purposefully to the feedback they receive and use it well to improve their work, especially in writing.

Support staff play an important role and supplement the quality of teaching and learning throughout the school beneficially. They are well trained and deliver a range of effective interventions to support pupil progress, well-being, and inclusion. This contributes to nearly all pupils feeling safe and well cared for, and parents appreciating the support and opportunities the school provides.

Provision for pupils with ALN is strong. Staff work together successfully to identify pupils' needs at an early stage, helping them to implement a wide range of targeted interventions

effectively. Highly responsive in-class support meets pupils' learning, social and emotional needs well. Staff monitor progress closely and adjust support when required. The school works well with external agencies and specialist settings to ensuring that provision is appropriate and responsive. Most ALN pupils make strong progress towards their individual learning goals and are fully involved in the life of the school.

The school engages purposefully with a wide range of external partners and professional learning. This strengthens its improvement work. Work to develop the indoor learning environment and on-entry assessments has improved provision for younger pupils, supporting staff to create purposeful learning areas that promote independence. Professional development reviews for staff align closely with the school's priorities, resulting in a positive impact on teaching and learning through a consistent approach to feedback and questioning.

The governing body is highly supportive of the work of the school. Governors provide effective challenge, and support the school to address national priorities, such as the development of an engaging curriculum that broadens pupils' understanding of diversity, successfully. They work with leaders to ensure that grants are used effectively to improve outcomes for eligible pupils.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

A site management concern was raised during the inspection, and the local authority has been notified.

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.

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