



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

## **Report following monitoring**

**Level of follow-up: Significant improvement**

**Penrhyn Church in Wales Voluntary Controlled School  
Hundleton  
Pembroke  
Pembrokeshire  
SA71 5RD**

**Date of visit: March 2024**

**by**

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

## Outcome of visit

Penrhyn Church in Wales Voluntary Controlled School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

## Progress since the last inspection

### **R1. Embed the new leadership strategies to ensure that monitoring and evaluation processes improve teaching and the planning of learning experiences**

In addition to her role as acting headteacher at Penrhyn, the executive headteacher is also responsible for another local primary school. She collaborates effectively with staff at both schools to take advantage of the benefits this arrangement offers. For instance, there is an increasing culture of mutual support that assists leaders in Penrhyn to accurately evaluate the quality of provision and make improvements.

The headteacher has worked with staff and governors to embed monitoring and self-evaluation processes effectively. Governors now play a key role in monitoring the quality of provision through regular, well-planned, and focused visits to the school. Staff are taking greater responsibility for monitoring and self-evaluation processes related to their specific curriculum responsibilities, with the headteacher overseeing and guiding this work. Self-evaluation processes are realistic and result in an accurate appraisal of the school's work and pupils' progress. The school is widening its improvement processes to focus on broader issues than those raised in the core inspection, such as providing pupils with more opportunities to work independently and lead their own learning.

Leaders have high expectations for the quality of teaching and pupils' progress. They have effectively used professional learning and mentoring to raise teaching standards across the school. As a result, pupils benefit from well-planned learning experiences that challenge them appropriately and ensure that they make progress. Leaders recognise the need for further improvements in the quality of teaching, such as developing a more consistent approach to teachers' planning to ensure that it links clearly to their ongoing evaluations of pupils' progress.

### **R2. Improve the effectiveness of teaching, planning and assessment to challenge all pupils consistently**

Leaders and staff have collaborated effectively to create an engaging curriculum that offers a wide range of learning opportunities for pupils. Leaders ensure that staff are beginning to develop more robust approaches to planning for Curriculum for Wales and have provided opportunities for them to work alongside colleagues from a partner school to share experiences and expertise. Recently, they have developed

opportunities for the wider school community to participate in a shared approach to curriculum development. For instance, during curriculum launch days, staff, pupils, and parents collaborate to share ideas and develop engaging learning opportunities.

Staff plan thoughtfully for learning experiences that reflect the core purposes of the curriculum for Wales and are beginning to establish meaningful links across areas of learning and experience. For example, they enhance pupils' numeracy skills by planning activities for pupils to analyse and represent data about the local area. Leaders and staff actively seek opportunities to further enrich the curriculum for pupils, for instance by introducing '100 things to do before leaving school', which incorporates the views of pupils and parents.

Overall, the planning for the progressive development of pupils' skills and knowledge is at the early stages of development. Teachers are beginning to reflect on pupils' progress during lessons and use this information to make adjustments to their teaching. However, teachers often concentrate too much on tasks in their planning, rather than focusing on the learning outcomes they aim for pupils to achieve.

Teachers use questioning well to challenge pupils' thinking. For example, in Reception and Year 1, the class teacher asks the pupils to articulate their thinking when solving simple problems involving measurement. In the older pupils' class, the teacher challenges them to examine misconceptions and explain where someone else has made errors in their thinking.

Overall, the pace of teaching across classes is suitable and ensures that pupils are engaged in their learning. Teachers capture pupils' interest effectively, explain tasks clearly, and are beginning to provide greater opportunities for pupils to persevere with tasks over longer periods of time. However, in a few instances, staff over structure learning activities, and do not always give pupils sufficient opportunity to develop their thinking or apply their skills independently.

Staff have created engaging learning environments that pupils use effectively, both inside and outside the classroom, to enhance their learning. All staff have embedded well-understood classroom routines and, as a result, many pupils are beginning to develop their independence and curiosity for learning effectively. For example, younger pupils know when to choose their independent tasks, and older pupils use engaging and interactive displays in their classroom to support their learning.

### **R3. Improve pupils' extended writing skills**

Across the school, pupils frequently write at length and to a high standard. They have a sound understanding of the different features of a wide range of fiction and non-fiction writing and apply this well in their own work. For example, older pupils use their understanding of the elements of a balanced argument to explore the case for and against wearing school uniform, before expressing their own opinion. Teachers provide pupils with many beneficial opportunities to write creatively. For instance, older pupils write imaginative and engaging stories about a child's experiences in Wales during the Second World War.

In most cases, pupils spell accurately, organise their work effectively and use imaginative vocabulary. They self-evaluate and amend their work to improve the

accuracy of spelling, punctuation and grammar and to improve the quality of the vocabulary. In a few instances, pupils have beneficial opportunities to redraft and improve their work. However, these are not consistent across the school.

#### **R4. Ensure that pupils apply their numeracy and digital skills effectively across the curriculum**

Teachers are beginning to ensure more frequent opportunities for pupils to apply their numeracy skills purposefully and in real-life situations. For example, following a visit to Castell Henllys, pupils in Year 2 and Year 3 use their knowledge of times table facts to accurately calculate the quantity of various materials needed to construct different numbers of Celtic round houses. The school has introduced valuable opportunities for pupils to use their numeracy skills in authentic contexts. For instance, they sell produce in their own farmers' market, calculating costs and total profits from their sales. Where teachers plan for the development of pupils' numeracy skills in cross-curricular activities, they do so at a suitably challenging level and link it well to pupils' learning in specific mathematics lessons. The school recognises that its work to ensure that pupils in all classes have regular opportunities to apply their numeracy skills across the curriculum still requires further improvement.

Most pupils make suitable progress with their digital skills and apply these appropriately in their work across the curriculum. For example, they create simple databases to record personal characteristics, such as height and eye colour. By Year 6, they use spreadsheets well to record and analyse data, including the use of formulae to total a column of data or to calculate an average.

#### **R5. Strengthen the provision for pupils to speak Welsh, and to learn about the culture and heritage of Wales**

Leaders and staff have made significant improvements to the provision for pupils to learn about the culture and heritage of Wales. There is a strong focus on using the local area to enhance learning experiences, and staff regularly organise trips and visits that add value to pupils' learning. For instance, pupils speak enthusiastically about a recent trip to Castell Henllys and relate their experiences to their classwork about the Celts.

Staff actively seek expertise from the local community to further support and enhance the curriculum. For example, older pupils interview a local resident about the changes that have occurred in the area over time, and others support pupils to plant, grow, and sell vegetables as part of their 'dig for victory' work. Teachers incorporate pupils' ideas and experiences of Welsh culture into school life successfully. For instance, older pupils build air raid shelters and create their own version of Dylan Thomas's writing shed in the school grounds. These experiences enrich the curriculum and successfully create an excitement and purpose for pupils' learning.

Leaders and staff provide valuable learning opportunities through 'Enrichment Friday', where pupils choose from a wide range of activities to enhance their classroom work. A particular favourite of pupils is the 'Taff tours', where staff take pupils out into the local community and further afield. For example, pupils have visited local forts and army camps as part of their Second World War topic and visited local ferry ports and airports as part of a topic on travel.

The school has improved its provision for teaching the Welsh language, and teachers are beginning to provide regular opportunities for pupils to practise their language skills throughout the day. In the youngest classes, staff effectively model the Welsh language and pupils respond well. They use basic vocabulary accurately as part of their learning activities. For example, they count independently and without prompting in Welsh when measuring their dinosaurs.

As they progress through the school, staff introduce pupils to more varied language patterns, for example, to use simple greetings or to describe where they live. While most pupils develop an increasing enthusiasm for the Welsh language, older pupils struggle to ask or respond to an appropriate level of questioning, extend their answers, or use a wide enough range of language patterns confidently.

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