

Ysgol Gelli Aur Golden Grove  
Orange Way  
Pembroke  
Pembrokeshire  
SA71 4DP

28/11/2024

Dear Mr Andrew Williams

**Interim visit:** November 2024

A team of inspectors visited Gelli Aur Golden Grove Primary School to consider how the school has progressed in addressing two of the recommendations from its core inspection in July 2018. When inspected in 2018 the school was dual stream and has since changed to be an English medium only school in September 2024. Below is a summary of progress against those recommendations.

Leaders and staff at the school are collaborating well to work towards addressing the recommendations. They are establishing a suitable range of evaluation and improvement processes and have made good progress in improving aspects of literacy provision at the school.

**Focus of visit**

**Ensure that all teachers have high expectations in order to challenge all pupils effectively**

- Throughout the school, staff are strong and enthusiastic language role models. They encourage pupils to be ambitious in their vocabulary choices and pose thoughtful questions that help pupils to extend their vocabulary and enrich their written work. As such, by the time they leave the school most pupils develop an engaging and purposeful writing style.
- Teachers are consistent in their use of relevant learning objectives and success criteria that provide pupils of all ages with suitable levels of challenge. Reference to these throughout lessons ensures that most pupils are clear about what they are expected to do and how they can be successful in their learning.

- Across the school, teachers provide interesting and challenging activities that develop pupils' thinking and inference skills well. Skilful questioning and prompting ably supports pupils to explain their ideas, clarify their thoughts and share their understanding.
- In general, teachers provide pupils with useful and timely feedback that celebrates success and helps pupils to clarify misconceptions and correct errors. Staff in all classes understand pupils' individual needs well. This helps them to communicate their feedback clearly and sensitively. However, the extent to which teachers' feedback deepens pupils' understanding or provides additional challenge is inconsistent across the school.
- Overall, teachers demonstrate strong expectations for pupils to set out their own work, particularly in literacy and mathematics lessons. They sensibly limit the use of worksheets and writing frames so that they are only utilised when necessary. This helps most pupils to present their work neatly and effectively by the time they leave the school.

### **Improve quality of monitoring procedures in order to better identify areas for improvement**

- The headteacher has a good understanding of the strengths and weaknesses of the school's work. He is supported well by his senior management team who have good knowledge of aspects of the provision that need improving. Together they have developed a culture of reflective self-evaluation and improvement. The school has enhanced the role of the literacy and numeracy leaders in the gathering of first-hand evidence by providing them with time to carry out their work. They now do this accurately and effectively. Time is also allocated to middle leaders to improve provision within each area of learning across the curriculum.
- School leaders gather information from learning walks, questionnaires and discussions with governors and staff. These processes enable them to have a suitable understanding of the effectiveness of the school's work across many aspects of its provision.
- On the whole, leaders use evidence gathered to make decisions about the schools' strengths and areas for improvement effectively. Having recognised the need to improve pupils' literacy skills to narrow the attainment gap between pupils eligible for free school meals and their peers, leaders organised professional learning for staff. Subsequent support from the authority focussed on improving pupils' vocabulary, grammar and punctuation has had a positive impact on standards of writing across the school.
- In a few instances, leaders do not identify or address important aspects of the school's provision that require further development, for example, the need for pupils to develop as independent learners.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:  
<http://www.estyn.gov.wales/provider/6682388>

Yours sincerely



**Liz Miles**  
Assistant Director