



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: Special measures**

**Penygaer Primary School  
Bryndulais Avenue  
Llanelli  
SA14 8RS**

**Date of visit: December 2024**

**by**

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

## Outcome of visit

Penygaer Primary 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 special measures.

## Progress since the last inspection

### **R1. Develop leadership at all levels so that leaders have the necessary skills to bring about school improvement**

Since the core inspection, school leaders have restructured leadership responsibilities. There is now a wider and more effective distribution of leadership roles. Senior leaders have a clear understanding of their responsibilities and have led their areas of responsibility well, for example to develop an authentic curriculum. They work collaboratively to ensure they have a shared understanding of their roles in bringing about the required changes and keeping progress under review.

Nearly all governors have received training to support them in their roles. Governors are now more engaged in activities that help them monitor the school's practices and they have a secure understanding of the school's strengths and areas for improvement. They are developing their understanding of the impact that the school's work has on pupils' progress.

Senior leaders and governors now have a secure understanding of the school's finances. They plan strategically for the use of school grants, including the pupil development grant. The headteacher, supported by governors, is beginning to monitor how well funding is used to improve the quality of teaching and pupils' standards.

Senior leaders have improved performance management arrangements for teaching staff. This has allowed them to focus staff development on improving teaching and learning. Senior leaders have identified the need to introduce similar processes for support staff. Staff receive suitable professional learning to support them to address whole school priorities, for example to improve their questioning skills and the challenge they provide for pupils in lessons. Across the school, this is beginning to have a positive impact on improving teaching.

### **R2. Ensure that evaluation processes clearly focus on the quality of teaching and pupils' standards**

Senior leaders have developed a detailed timetable of monitoring activities to evaluate the quality of teaching and pupils' learning. They have developed a shared understanding of the purpose of evaluation and improvement work across the school and evaluations of teaching and learning are now generally accurate. However, the

recent evaluation of pupils' progress in writing does not identify well enough where improvements are needed.

Senior leaders have worked with staff to develop clear expectations for teaching and learning. This is improving the quality of professional dialogue between leaders, staff and governors about the quality of teaching and learning. Senior leaders arrange beneficial opportunities for staff to collaborate and discuss teaching practice and its impact on pupils' learning. For example, teachers regularly share examples of pupils' work in team meetings to help them consider the difference their teaching makes to pupils' progress.

Leaders plan suitable opportunities for staff to observe and share good practice within the school and in other schools. This is helping teachers to get a better understanding of effective teaching and how they might further develop their own practice. There are suitable plans in place to further develop teachers' understanding of progression in writing, to ensure that teachers and leaders have high expectations.

Governors visit school regularly and engage enthusiastically in activities that support the school to evaluate strengths and areas for development. They are beginning to use this information to help them in their role as a critical friend.

### **R3. Improve teaching and assessment across the school**

Teachers have developed purposeful learning environments and introduced strategies to support pupils to persevere and look for solutions when they face difficulties. As a result, most pupils engage in activities enthusiastically, they sustain concentration and complete tasks readily. Teachers in Nursery and Reception ensure that pupils have meaningful opportunities to engage in a broad range of independent learning activities and to decide what and how they learn both indoors and outdoors. However, pupils in Year 1 and Year 2, have fewer opportunities to engage in purposeful and independent learning activities outdoors.

In many lessons, teachers plan engaging and authentic learning experiences. For example, older pupils develop beneficial numeracy skills when calculating how much more teachers would earn with different percentage wage rises. Teachers ensure that most lessons are paced appropriately to allow pupils the time to complete tasks successfully.

In many lessons, teachers use thoughtful questioning to engage pupils and to develop their thinking. This encourages pupils to consider their ideas in more depth and supports them to explain their ideas carefully. For instance, they challenge younger pupils to think about the differences between measuring the length of objects using non-standard units and measuring with a ruler.

Across the school, many teachers provide pupils with useful verbal feedback during tasks. They help pupils to see where they have been successful, and how they could improve their learning. Senior leaders have accurately identified written feedback as an area for development and made it a focus for recent monitoring activities. For most activities, written feedback broadly focuses on what pupils have done well. However, more recently, written feedback is beginning to link suitably to the lesson's

success criteria and a few teachers provide beneficial opportunities for pupils to respond to comments and make improvements.

The school has continued to develop systems to enable teachers to evaluate and track pupils' progress. Termly pupil progress meetings allow teachers and senior leaders to consider an appropriate range of evidence about pupils' progress in mathematics and reading, such as the outcomes of standardised assessments. They use this information appropriately to put support in place where needed and to plan lessons at the right level. Most teachers support and challenge pupils effectively in lessons and they focus lessons on developing pupils' knowledge, skills and understanding thoughtfully. However, the school has yet to embed systems to help teachers identify how well pupils' individual skills are developing in writing and in a few lessons, teachers do not always have high enough expectations of how much and how well pupils write.

#### **R4. Improve the curriculum and provision for the progressive development of pupils' skills**

The school has worked well with stakeholders to establish a vision for Curriculum for Wales. The leaders with overall responsibility for curriculum development are clear about their roles, have a good understanding of curriculum design and are enthusiastic about improving the quality of learning experiences of pupils. They work well with members of the school's governing body to ensure that governors have a suitable understanding of progress in developing the curriculum.

Leaders have worked collaboratively with staff to create detailed progression maps for each area of learning. These outline the skills, knowledge and understanding that staff will teach pupils in each year group. They have developed detailed booklets that support teachers to plan learning that focuses well on pupils' skills development. Teachers' understanding of progression is developing and overall, pupils' progress shows improvement. However, a minority do not make the progress they could in a few aspects of their work, such as writing.

Increasingly, teachers plan purposeful opportunities for pupils to apply their numeracy skills in other areas of learning. The school has worked well to improve the quality and range of opportunities for pupils to develop their digital skills. They now engage in a good range of activities that cover the requirements of the curriculum.

The school has embedded more consistent and effective opportunities for pupils to develop their reading skills, such as a phonics programme to support younger pupils' early reading skills. This is beginning to support younger pupils to read with greater fluency and accuracy. Older pupils generally read for understanding well and this helps them to engage with the curriculum appropriately. A few more able pupils are beginning to use more advanced reading skills, such as the ability to infer meaning from texts.

Staff in Nursery and Reception use the curriculum for funded non-maintained nursery settings as the basis of pupils' learning. They have visited other providers to view effective practice and are beginning to apply this learning in their own setting, to ensure that pupils have purposeful opportunities to engage in a broad range of independent learning activities both indoors and outdoors.

**R5. Address the safeguarding issue that was identified during the inspection**

The school, supported by the local authority, has successfully addressed the safeguarding issue that was identified during the core inspection.

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