



## Report summary for parents and carers on Archdeacon Griffiths C.I.W. Primary School

**Date of inspection: October 2024**

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

# Summary

Archdeacon Griffiths School provides a supportive and nurturing environment where pupils feel safe and valued. Staff and leaders work diligently to develop positive relationships across the school. As a result, pupils behave very well, feel safe in school and demonstrate respect toward their peers, staff, and visitors. While most pupils begin with strong oracy, numeracy, and social skills, a lack of support and challenge in classes hinders the progress of a minority. The school supports pupils with additional learning needs effectively.

The school provides valuable outdoor learning experiences, especially for younger pupils, helping them learn independently through engaging tasks. However, as they move through the school pupils have too few opportunities to develop problem-solving skills and independent learning strategies. Teachers question pupils helpfully and provide beneficial verbal feedback that supports them well. However, pupils often spend too much time listening passively in lessons and this limits their learning and slows their progress. Teachers do not always provide activities that challenge or support pupils well enough.

Most pupils communicate confidently and have strong reading and oracy skills. However, they have limited opportunities to use these skills in leadership roles or be involved in decision-making. Many pupils writing skills develop appropriately. However, the feedback they receive does not help them improve their spelling and punctuation well enough.

Many pupils make sound progress in developing their early mathematical skills and they build on their early understanding of number effectively as they move through the school. However, mathematics teaching does not help pupils to develop strong enough understanding of underlying concepts. Many pupils' digital skills are strong.

Leaders are developing the curriculum in line with national priorities. Their development of expressive arts is particularly creative. Teachers promote an appreciation of Welsh culture and identity, for instance through visits to local places and the frequent use of the Welsh language. However, opportunities for pupils to develop and awareness of different relationships and sexualities is limited.

While school leadership work effectively to develop an inclusive culture at the school, they do not consistently evaluate teaching and pupils' learning well enough. They do not always work systematically or well enough to ensure that improvement strategies are effective in bringing about positive change. Governors support school leaders diligently and are working to develop a better knowledge of the progress that pupils make and the school's teaching and learning priorities. However, their understanding of these areas is currently underdeveloped.

# Recommendations and next steps

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

- R1** Ensure that leaders at all levels undertake their roles effectively to drive improvements consistently
- R2** Improve the quality of teaching so that pupils make better progress in developing their writing and mathematics skills
- R3** Evaluate learning and teaching more robustly and address identified shortcomings rigorously and systematically
- R4** Ensure that pupils have more effective and consistent opportunities to develop their problem-solving skills and their independence

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it is going to address the recommendations. A small team of Estyn inspectors will visit the school to monitor progress about 12-18 months after the publication of the inspection report.

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).



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