

Pentre Church in Wales Controlled Primary School
Pentre
Chirk
LL14 5AW

03/03/2025

Dear Nathan Williams

Interim visit: February 2025

A team of inspectors recently visited Pentre Church in Wales Controlled Primary School to consider how the school has progressed in addressing the recommendations from its core inspection in July 2022. Below is a summary of progress against two of the recommendations from the school's core inspection.

During the visit, the team had the opportunity to:

- Observe learning in all classes
- Talk to pupils about their learning
- Meet with teachers and leaders
- Scrutinise documentation

Focus of visit

Strengthen self-evaluation processes to focus on the impact of teaching on learning and the progress of pupils over time.

- Since the last inspection the headteacher and senior leaders across the federation have established useful procedures to evaluate the work of all three schools. Leaders and staff have successfully developed a culture of collaboration.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Leaders have developed a beneficial self-evaluation activity schedule that involves staff and governors across the federation. They use a suitable range of monitoring and self-evaluation processes, including regular observations of teaching and learning. On occasions, these lead to improvements in provision, for instance when teachers increase opportunities for pupils to develop their numeracy skills.
- Leaders and staff use the outcomes of self-evaluation processes well to influence professional learning. The school provides a beneficial range of professional learning activities that supports teachers' practice and develops leadership skills.
- Members of the governing body visit the school regularly to gather first-hand information. This supports their role in holding the school to account well.
- Overall, leaders are beginning to use the evidence from self-evaluation activities suitably to make decisions about the school's strengths and areas for development. The school recognises that these processes need to be strengthened to establish the links between teaching and pupil progress.

Strengthen teachers' strategic planning for pupil progress across the wider curriculum

- Leaders have evaluated the school's curriculum effectively and adapted their plans accordingly. They have systematically mapped out the 'What Matters' statements from the Areas of Learning and Experience. This supports the school's work in providing pupils with a broad and balanced curriculum.
- Leaders and governors have a secure knowledge of teachers' planning and are encouraged to comment on the plans, suggest activities or offer expertise when appropriate. This has resulted in pupils at Pentre CIW Primary School experiencing high quality input that has ignited their imagination and knowledge of their locality.
- Leaders engage in self-evaluation activities that identify strengths and areas for development in planning for pupils' progress accurately and influence further improvements in curriculum development.
- Teachers have focused on making topics more relevant and appropriate to the pupils of Pentre CIW Primary School. They ensure that they pay purposeful and appropriate attention to the history and culture of their local area. Pupils also learn about Wales and the wider world, for instance, when visitors teach them about life in Africa, pupils compare their village to one in Tanzania. Teachers provide learning experiences that build progressively on pupils' knowledge, skills and understanding. Activities now have a sensible balance of teacher led influence and pupil voice and curiosity, such as their research work on Welsh links to The Titanic.

- Teachers collaborate well across the federation by sharing their curriculum planning, which enables staff in all schools to access examples of good practice. This process has initiated valuable professional dialogue between staff members.
- Pupils show great enthusiasm and interest in their work. Older pupils explain their tasks clearly and with a high degree of understanding. They link their current work to previous topics knowledgably.

Leaders and staff have worked well to address these recommendations and acknowledge the aspects that need to develop further.

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/6653036>

Yours sincerely



Liz Miles

Assistant Director