

Pengeulan Primary School
Penrhiwceiber Road
Miskin
Mountain Ash
RCT
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05/03/2025

Dear Helen O’Gorman

Interim visit: February 2025

A team of inspectors recently visited Pengeulan Primary School to consider how the school has made progress in addressing two of its recommendations from its March 2023 inspection.

During the visit the team had the opportunity to observe teaching and learning, look at pupils’ work, scrutinise evidence and talk to pupils, staff and leaders. Below is a summary of progress against both recommendations.

Focus of visit

Improve pupils’ use of spoken Welsh

- Since the core inspection, the school has established regular Welsh lessons that engage pupils well and help them to practise their speaking skills appropriately.
- In many cases, shorter ‘helpwr heddiw’ sessions ensure that pupils have beneficial opportunities to use and repeat common words and phrases, such as those relating to the weather.
- Many younger pupils make quick progress from their starting points and use simple words and phrases in Welsh confidently. For example, they ask others basic questions, for example about how they are feeling. Many join in with class sessions enthusiastically, for instance playing games in Welsh. By Year 2, they begin to extend their responses to questions, independently.

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- As they move through the older classes, many pupils make appropriate progress. By Year 5 and 6, they use a suitable range of simple sentences, and a minority are starting to use the past tense accurately, such as when speaking about the weather.
- Throughout the school, pupils often try to use a few of the Welsh language patterns that they know independently.
- A few pupils work diligently and enthusiastically to arrange playground games to help others practise their Welsh. This helps to raise the profile of the language positively.
- Outside of Welsh sessions, the headteacher and a few staff model the Welsh language around school. However, generally adults do not use the language outside of lessons with pupils consistently enough.

Provide further opportunity for pupils to use their initiative in lessons and to work with independence.

- Leaders have provided staff with relevant training to develop a shared understanding of what independent learning looks like and to determine expectations of pupils. This includes useful collaboration with local schools and relevant research. Many staff now have a much clearer understanding and have adjusted their teaching and provision appropriately.
- Leaders and teachers have used research suitably to create a whole school approach to addressing this recommendation. This has had a positive impact on provision, particularly for older pupils. Work to support the youngest pupils to be independent is at an earlier stage.
- Across the school, staff have worked hard to develop the internal learning environment to support and scaffold pupils' learning. This strategy is beginning to support pupils to develop the skills they need to become reflective and independent.
- In many cases, pupils access a range of resources independently to support them to make choices, such as when older pupils choose their preferred method to present a script.
- Many teachers plan stimulating activities where pupils have appropriate choice as to how and what they learn. In the best examples, teachers allow pupils the freedom to take risks, make their own decisions and to be resilient in their learning. However, in a few classes teachers do not provide pupils with sufficient choice and pupils lack the opportunity to be curious and explore the world around them.
- Currently, the school does not make effective use of the outdoor environment to support pupils as independent learners.

- Most teachers ask a range of effective questions to challenge pupils' thinking and encourage pupils to reflect on prior learning well.
- In most classes support staff facilitate learning effectively. They model learning strategies well and provide effective support to pupils, including those with Additional Learning Needs (ALN). In a very few classes, activities tend to be too adult led. This restricts opportunities for pupils to develop their independence. School leaders are aware of this.

The school's/PRU'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/6742192>

Yours sincerely



Liz Miles

Assistant Director