

**Report summary for parents  
and carers on Creunant  
Primary School**

**Date of inspection: January 2025**

# Summary

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Nearly all pupils at Creunant Primary School are well-behaved, polite and show respect to each other. They feel safe in school and attend regularly.

A recent period of turbulence has impacted negatively on working relationships between leaders, staff and governors. In addition, leaders' relationships with a minority of parents are strained.

Leaders evaluate the quality of the school's work and identify areas for improvement. However, the evaluation processes do not always prioritise areas in most need of improvement, for example, leaders have not identified the weak areas of teaching identified during the inspection.

Members of the governing body are keen to support the work of the school, but their knowledge and capacity to hold the school to account are limited. They do not visit the school to collect first-hand evidence and are reliant on information presented to them by the headteacher.

During their time in school, most pupils including those with additional learning needs (ALN) do not make the progress of which they are capable. There are inconsistencies in the quality of teaching, expectations are not high enough and staff do not plan for pupils to develop their literacy, numeracy and digital skills progressively. In many classes, teachers do not match activities to the ability of pupils, and they overuse worksheets. In addition, the learning environments do not enable pupils to learn independently, and activities for younger pupils tend to be very adult led.

The school budget has a large underspend, and leaders and governors have not prioritised funding well enough, for instance to improve the quality of outdoor learning.

# Recommendations and next steps

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

- R1. Improve leadership at all levels
- R2. Improve the quality of self-evaluation and improvement activities so that leaders identify, prioritise and address successfully the areas of the school's work that are in most need of improvement
- R3. Improve the quality and consistency of teaching and ensure that all staff have consistently high expectations of pupils
- R4. Ensure that pupils develop their literacy, numeracy and digital skills progressively over time

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. This is the most intensive level of statutory follow-up. Estyn will monitor the school's progress on a termly basis following the publication of the inspection report.

## **Full 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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Publication date: 24/03/2025

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