



Report summary for parents and carers on Park Community Primary School

Date of inspection: June 2024

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

Summary

The school provides an inclusive, nurturing environment where all staff model kind and respectful relationships and develop a strong rapport with pupils. As a result, nearly all pupils feel safe in school and behave well. Teachers support pupils to take responsibility and to develop their independence in learning. Most pupils respond positively to these opportunities and develop a mature attitude towards learning during their time in the school. They engage well in lessons and collaborate sensibly with their peers. Many pupils enjoy the frequent opportunities teachers provide for them to make choices about what and how they learn. These support them to develop their creativity and initiative successfully.

Teachers make effective use of the school's extensive outdoor environment to support pupils' learning and plan engaging tasks for pupils to complete. However, whilst these activities often motivate pupils well, they do not always build on pupils' previous learning systematically or support them to extend their learning purposefully. Teachers provide regular, focused opportunities for pupils to develop their literacy, numeracy and digital skills. However, in around half of classes their expectations for what pupils should achieve are not ambitious enough. This means that pupils complete tasks that do not challenge them sufficiently and they make less progress in developing their writing and numeracy skills than they could.

Where teaching is more effective, staff question pupils effectively to extend their thinking and set clear goals that challenge pupils to make good progress. Overall, teachers do not teach or model the use of spoken Welsh consistently. As a result, most pupils lack the skills and confidence to speak Welsh readily. The school makes strong provision for pupils with additional learning needs (ALN), including those pupils in the resource provision classes, which supports them to make good progress.

Leaders promote the well-being of all members of the school's community robustly. They secure good attendance and build trusting relationships with families that support pupils to feel valued. Leaders evaluate the school's work diligently. They deploy resources and use professional learning to achieve focused improvements, such as to strengthen the progress younger pupils make in reading. However, they do not monitor the quality of teaching and pupils' progress closely enough. Because of this, important inconsistencies in the school's provision and the outcomes pupils achieve have not been addressed effectively.

Recommendations and next steps

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

- R1 Ensure that leaders robustly and accurately evaluate the quality of teaching and the progress pupils make in developing their skills
- R2 Ensure that the curriculum supports all pupils to develop their literacy, numeracy and Welsh language skills effectively
- R3 Ensure that all teachers have consistently high expectations of what pupils can do and challenge them appropriately

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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