



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Ysgol Pennant

**Penybont Fawr
Oswestry
Salop
SY10 0NT**

Date of inspection: September 2024

by

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

About Ysgol Pennant

Name of provider	Ysgol Pennant
Local authority	Powys County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh
Type of school	Primary
Religious character	*
Number of pupils on roll	78
Pupils of statutory school age	66
Number in nursery classes	0
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%)</i>	2.5%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)</i>	21.2%
Percentage of statutory school age pupils who speak Welsh at home	54.5%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	02/09/2019
Date of previous Estyn inspection (if applicable)	22/03/2018
Start date of inspection	24/09/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school

Summary

The learning environment at Ysgol Pennant is welcoming and friendly. Pupils very much enjoy coming to school and are very proud to be part of its community. They feel safe at school and know whom to approach if they feel worried. The caring nature of the staff and the respect with which pupils treat each other, staff and visitors are a strong feature of the school.

The headteacher has a clear and firm vision for the school, which is based on developing well-being and opportunities for pupils to flourish. She is an effective leader who is well-respected by all stakeholders. Governors are very supportive of the school and show a good awareness of their roles and responsibilities.

Under the headteacher's knowledgeable leadership, staff provide a curriculum that enables pupils to acquire the necessary knowledge and skills to support their work. The Welsh language is at the heart of the school and pupils' pride in the Welsh language is obvious. They use the language completely naturally during the day. Pupils' use of digital skills from an early age is also a strength. Through extensive experiences, pupils have a sound understanding of the history and culture of their local area, the wider community and Wales. However, teachers do not provide opportunities for pupils to learn about various religions often enough.

All members of staff have an appropriate understanding of pupils' needs and plan purposefully for them. As a result, pupils make sound progress and show enjoyment in their learning. They work well together and are very supportive of each other both inside and outside the classroom. However, there are not enough opportunities for pupils to build on their independent learning skills.

Recommendations

We have made two recommendations to help the school continue to improve.

- R1 Develop pupils' independent skills
- R2 Develop pupils' knowledge and understanding of different religions

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Ysgol Pennant is a happy and familial community that provides education and care of a high standard for its pupils. Teachers and assistants work together successfully to ensure rich provision in a local and Welsh context.

The headteacher is an excellent role model who is respected and valued by all of the school's stakeholders and her passion towards ensuring the best possible education and experiences for all pupils is evident. She has high expectations of herself, staff and pupils. This encourages pupils to develop positive attitudes to learning and they are keen to do their best. As a result, the behaviour and commitment of most pupils towards their work and school life is very good. This is a strong feature of the school.

The sense of team among the school is a robust quality and the friendly relationship between staff and pupils fosters good working relationships. Provision to support pupils with additional learning needs is beneficial. Staff provide valuable care, well-being and provision that support pupils to enjoy school and make appropriate progress in their personal and social skills, in addition to their learning skills.

Teachers, together with the diligent support of the assistants, know the pupils well. They gather general information about pupils' interests, progress and achievements and use this information purposefully to support most pupils to make consistent progress.

Nearly all pupils make effective progress in their skills and apply them with increasing confidence across the curriculum. Staff are sound Welsh language models and, as a result, pupils acquire the language quickly from an early age. They soon develop to become confident speakers and show pride in the Welsh language. By the top of the school, they speak, read and write confidently in both languages. Leaders also plan purposeful opportunities for pupils to develop their Welsh language skills in informal situations. For example, they organise opportunities for pupils to take part in Plygain events to deepen their understanding of the local area's traditions.

One of the school's notable features is the provision to support pupils to make strong progress in their digital skills. For example, the school's younger pupils create a spreadsheet and calculate profit independently when creating a business that produces and sells socks.

Spotlight: Improving pupils' digital skills

Through valuable professional learning opportunities, staff have researched effective teaching strategies to improve provision. A member of staff has evaluated the youngest pupils' digital skills and introduced successful teaching and learning methods. As a result, this has had an extremely positive effect on supporting pupils to develop and apply their advanced digital skills across the areas of learning.

Leaders have established beneficial self-evaluation processes and, together with the well-informed contribution of the governors, the school's stakeholders have a sound understanding of the quality of provision and pupils' achievement. They have recently identified the need to develop pupils' numeracy skills across other areas of their learning. As a result, pupils across the school now apply their numeracy skills confidently. A good example of this is the work of the school's older pupils as they calculate how much silage cows need to produce different volumes of milk.

Staff provide a curriculum that offers rich opportunities for pupils to discuss historical and moral issues within their community, the local area and the wider world. Through beneficial educational visits, pupils understand and appreciate the challenges facing the farming industry, while discussing the effect of importing meat on the local produce industry. The curriculum is also beginning to provide beneficial opportunities for pupils to learn about different communities while listening to the stories of residents from a village in Zimbabwe. However, although the curriculum provides opportunities for pupils to make purposeful links with significant themes, there are not enough opportunities for pupils to deepen their understanding of different beliefs and religions.

Teachers use appropriate teaching methods to build on pupils' previous learning and extend their knowledge and understanding of the themes of different contexts further. Teachers share the aim of the learning session clearly and pupils know what is important to achieve within the activity in order to succeed. However, pupils do not contribute purposefully enough to what and how they would like to learn. On the whole, teachers do not provide regular opportunities to develop pupils' independent learning skills.

Pupils show empathy to each other completely naturally within the inclusive provision. An excellent feature of the school is the way in which the oldest pupils support the youngest pupils completely naturally while learning, in the dining hall and on the playground. This fosters and promotes mature emotional skills among pupils across the school. On the whole, through pupil's voice committees, pupils' leadership skills develop suitably. Relevant activities are carried out. For example, members of the Criw Cymraeg have decorated the telephone box in the village car park to support learners who are new to Welsh to learn the language. However, overall, members of all committees do not seek the views and ideas of their peers actively enough to adapt and improve provision.

Staff provide a suitable learning environment which promotes pupils' well-being and learning well. For example, through the generous contributions of the 'Friends of the

School', staff and parents and worked together to provide various areas in the outdoor learning environment. Through this, pupils are beginning to take advantage of relevant opportunities to calm down and engage further with their learning.

The headteacher fosters an extremely effective relationship with parents and shares relevant information about the school's news and events in a timely manner.

For example, staff provide valuable information about pupils' learning experiences and progress through termly learning profiles. A purposeful effort is made to seek parents' views about the school's activity and ensuring a productive working relationship with parents is an important part of the school's ethos.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for the safety of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales>)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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This document has been translated by Trosol (Welsh to English).