



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

Report following monitoring

Level of follow-up: Special Measures

**Ysgol Pen y Garth
1 Redlands Road
Penarth
CF64 2QN**

Date of visit: October 2024

by

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

This report is also available in Welsh.

Outcome of visit

Ysgol Pen-y-Garth is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

Progress since the last inspection

R1. Strengthen leadership to operate more strategically

Since the core inspection, the headteacher has undertaken her role extremely effectively, strengthening strategic leadership. She has worked closely with all staff, pupils, governors and parents to create a shared vision. She has high expectations of herself and all staff. The headteacher has ensured that senior leaders have clear roles and responsibilities. Governors support and challenge leaders appropriately.

Leaders have established a performance management system that responds to the statutory requirements. They have created a culture where staff work together effectively as a professional learning community to embed the school motto, '*Law yn law, llwyddiant a ddaw*'. The range of quality assurance procedures introduced by leaders enable them to offer support to staff. As a result, the standard of teaching and pupils' achievement across the school have improved.

The school's communication and information-sharing procedures have strengthened. This includes developing an internal system to ensure that leaders deal with complaints in a timely manner. All staff benefit from clear lines of communication, with regular meetings held at whole-school level and within specific departments. Following the meetings, the senior team respond purposefully to actions which, in turn, has a positive effect on the school's procedures.

R2. Ensure that self-evaluation and planning for improvement procedures are rigorous enough to address the areas for improvement

Since the core inspection, the headteacher has ensured that comprehensive arrangements are in place to self-evaluate provision. The senior leadership team work together effectively to evaluate teaching through visits to classes and scrutiny of books. As a result, leaders have a sound knowledge of the strengths and areas for improvement. Leaders are aware of the need to strengthen the focus on evaluating the effect of provision on pupils' skills.

Leaders include different members of the school community in the self-evaluation processes beneficially. They seek parents' views about provision and respond

through a newsletter which shares the results and the school's intentions to address the issues raised. For example, they organise more opportunities for parents to see their children's work. Pupils also contribute effectively to the self-evaluation procedures. For example, they express an opinion on the school's method of nurturing their reading skills, confirming which elements they enjoy the most and how regular the opportunities are to read in each class. Governors also receive regular information about the school's progress. They are beginning to visit the school more regularly to deepen their understanding of the school's successes and areas for improvement.

Over time, leaders have succeeded in making and maintaining improvements to provision. They set useful actions to address the school's current priorities. They produce clear guidelines for teachers to support their understanding of these actions. For example, they provide a useful guide for developing pupils' reading skills. Leaders have established robust arrangements to improve pupils' attendance and punctuality.

R3. Provide activities that set an appropriate level of challenge so that all pupils can achieve to the best of their ability consistently

The headteacher and members of the senior leadership team have created a clear strategy to improve standards of teaching and learning across the school. Within weekly staff meetings, there is a purposeful focus on developing teaching techniques. Leaders hold training sessions for all staff to identify the qualities of effective lessons. This includes delivering lessons at a suitable pace, purposeful questioning and the use of a range of classroom and pupil behaviour management techniques. As a result, staff have developed a teaching strategy for Pen-y-Garth which sets clear expectations to create a 'culture of learning'. This has ensured consistency in teaching and, as a result, standards of teaching across the school are now consistently good.

Staff have high expectations in terms of pupils' behaviour and achievement. They have created a caring community in which there is an emphasis on respect for each individual. They manage their classes effectively, which has a positive effect on nearly all pupils' attitudes to learning. Across the school, nearly all pupils settle quickly, where appropriate, and are ready to undertake their tasks enthusiastically.

Teachers provide tasks that are tailored to pupils' ability, ensuring an appropriate challenge for most of them. Teachers use a range of teaching strategies to meet pupils' needs. Pupils are an integral part of their learning, for example in choosing their tasks and by discussing their work enthusiastically. As a result, many pupils, including those with additional learning needs and more able pupils, make sound progress. The principles of foundation learning have been established firmly in the school's youngest years. Staff provide them with exciting and interesting experiences through activities and challenges in the classrooms and the outdoor areas. This

promotes confident independent learners. Across the school, staff promote the use of the Welsh language successfully.

R4. Provide stimulating learning activities that support older pupils to develop and apply their skills purposefully over time

Staff work together effectively to plan stimulating activities for pupils to apply their skills in a variety of interesting contexts. As a result, nearly all pupils have positive attitudes to learning. Pupils show enthusiasm and work independently with purpose and excitement. The school has recently introduced weekly '*Dysgu Disglair*' sessions, which enrich the core curriculum with a range of interesting activities.

Leaders have developed specific schemes of work to ensure progression in pupils' literacy skills. Teachers use the plans purposefully to develop pupils' speaking, listening, reading and writing skills purposefully over time. Leaders support the development of these skills successfully by creating detailed teaching guides to support staff. Specific opportunities have been planned for pupils to write in different genres in interesting contexts. As a result, many pupils' literacy skills develop appropriately as they move through the school. Staff and leaders track pupils' progress effectively and provide timely and purposeful interventions.

Leaders have refined the expectations in terms of teaching mathematics. A clear emphasis is placed on ensuring that pupils understand mathematical concepts securely before applying their numeracy skills in work across the curriculum. Staff make appropriate use of visual resources to support teaching. Across the school, staff are increasing their confidence in developing pupils' digital skills. A specific programme of training is in place for staff so that they continue to develop an increasing range of pupils' digital skills over time.

Since the core inspection, all staff work together effectively to promote a Welsh ethos and culture. Pupils show a good understanding of a number of Welsh legends and work with Welsh artists to promote art skills effectively. They show pride when performing in a successful musical, when composing contemporary music and when competing in eisteddfodau. As a result, pupils' creative skills develop successfully.

R5. Ensure that teachers' feedback on pupils' work is purposeful and provides regular opportunities for pupils to improve their work

Leaders have provided beneficial training for staff on different aspects of assessment. This includes a useful guide on the school's expected feedback methods. As a result, teachers provide purposeful feedback and regular opportunities for pupils to improve their work. This is now embedded in the classes' procedures. Teachers' feedback to pupils moves their learning forward consistently. For example, in purposeful feedback sessions, teachers showcase pupils' work to their peers and encourage them to reflect sensitively on the successes and next steps. Resources

such as small whiteboards are used effectively to give pupils immediate feedback in engaging mental mathematics sessions. In most lessons, staff also provide purposeful oral feedback which enables pupils to complete tasks successfully.

Across the school, pupils are an integral and regular part of improving their work. They choose success criteria and refer to them when assessing their own work and that of their peers effectively. They are confident when discussing their learning and what they need to do to improve. As a result, sound progress can be seen in many pupils' skills. Leaders also seek pupils' opinions on the school's feedback processes occasionally to ensure that the procedures are purposeful and improve their work effectively.

Leaders have developed effective guidelines for sharing good practice in terms of feedback between staff. As a result, there is a strong culture of continuous professional development and ensuring improvement in standards of teaching and learning across the school.