

This letter is also available in Welsh.



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

Ysgol Pant Pastynog
Prion
Denbigh
LL16 4SG

10/12/2024

Dear Meirion L. Edwards

Interim Visit: November 2024

A team of inspectors visited Ysgol Pant Pastynog on 18th November to consider how the school has progressed in addressing two of the priorities from the school improvement plan for 2023-24. Below is a summary of progress against those priorities.

During the visit, the team had the opportunity to:

- visit classes
- talk to pupils
- meet with teachers and leaders
- scrutinise pupils' work
- scrutinise documentation

Focus of visit

Develop pupils' oral skills by following the county's literacy plan

- Leaders have evaluated provision for the Welsh language purposefully and, as a result, they have an appropriate understanding of the school's strengths and areas for improvement in this area.
- They address the areas for improvement purposefully and plan deliberately to improve pupils' Welsh speaking skills.
- On the whole, teachers model the Welsh language purposefully. They use language patterns and vocabulary purposefully and provide fun activities that engage many pupils appropriately.
- At times, teachers do not encourage pupils to respond in Welsh regularly enough and, as a result, a few of the youngest pupils tend to give responses and initiate conversations in English.
- Most of the oldest pupils use the Welsh language naturally as a means of communication. They discuss their activities maturely and express themselves clearly, using language and syntax that is correct, on the whole.

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Many pupils are enthusiastic about learning through the medium of Welsh and take pride in their ability to communicate bilingually.
- Over time, the school has made good progress against this priority.

Develop pupils' numeracy skills with a focus on developing them across the curriculum and in real-life contexts.

- Over time, most pupils' numeracy skills develop appropriately.
- In foundation learning, teachers have established an attractive learning environment that supports learning effectively so that pupils can develop their numeracy skills. For example, pupils design and create straw rockets and use an appropriate method to measure its flight distance.
- Most of the oldest pupils discuss their learning confidently. They explain the requirements of their tasks skilfully and develop the ability to think critically about their experiences.
- Staff acknowledge that further development is needed in terms of extending opportunities for pupils to apply their numeracy skills across the curriculum.
- At times, teachers overuse worksheets and scaffolds to support learning. This hinders opportunities for pupils to experiment more freely, learn from mistakes and challenge themselves to the best of their ability.
- Recently, the school has shared comprehensive information with parents about how teachers develop numeracy skills across the school, along with suggestions about how parents can support learning at home. It is currently to soon the measure the effect of this on pupils' progress.
- The school is making appropriate progress against this priority.

The school's leaders and staff have worked purposefully to address these priorities. They recognise that there are a few aspects that they could improve further.

The school'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/6633057>

Yours sincerely



Liz Miles
Assistant Director