

From: [Robert Gairey](#) on behalf of [Enquiries](#)
To:
Subject: 02 25 01 Latest Estyn report following recent monitoring visit on Pencoedtre School, Barry.
Date: 14 April 2025 12:39:19
Attachments: [Pencoedtre High School monitoring report November 2024.pdf](#)
[image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

Dear – please find the attached report for Pencoedtre dating from last Autumn, as requested and released under Freedom of Information procedures. The report of the March inspection should become available within the next month.

Yours sincerely

Robert

Robert Gairey
Swyddog Arweiniol Cyhoeddiadau / Lead Officer:
Publications

Estyn

Arolygiaeth Ei Fawrhydi Dros Addysg A Hyfforddiant yng Nghymru
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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.

From:
Sent: 14 April 2025 12:10
To: Enquiries <Enquiries@estyn.gov.uk>
Subject: Re: Latest Estyn report following recent monitoring visit on Pencoedtre School, Barry.

Dear Robert

A report is mentioned in this article (link below) following a visit in December 2024.
Are you able to please provide the report referred to in this article?

<https://glamorganstar.co.uk/pencoedtre-school-still-in-special-measures/>



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

**Pencoedtre High School
Merthyr Dyfan Road
Barry
CF62 9YQ**

Date of visit: November 2024

by

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

Outcome of visit

Pencoedtre High School is judged to have made insufficient 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 maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Improve strategic leadership and accountability at all levels, including the school's approach to self-evaluation and improvement planning

Inspectors did not evaluate this recommendation during this visit.

R2. Improve the provision and strategic approach to supporting pupils' attendance and behaviour

Since the changes to the leadership of the school in February of this year, senior leaders have suitably restructured roles and responsibilities for attendance. As a result, there are now clear lines of accountability for improving attendance as part of a holistic approach to the pastoral care for pupils. However, these changes are very recent and it is too early to evaluate their impact.

The attendance team regularly prepare analyses of attendance data and contact all parents and carers on the first day of absence. Until lately the school's attendance manager led this work. However, there is currently a vacancy for this role and the

work of this person has been shared between different staff which has resulted in a reduction in capacity. Processes are in place to recruit a replacement, and leaders have arranged for an experienced attendance officer to work part-time alongside the new member of staff from January to April to upskill this individual to carry out their role effectively.

Generally, leaders analyse attendance data suitably to inform their planning of interventions, although there is inconsistency in how well leaders use this data strategically to identify trends, plan for improvement and evaluate the impact of their work.

There is a clear graduated response to intervening when pupils are absent, which includes staff at all levels. The school uses a range of suitable strategies to intervene when pupils are not attending school, including form tutors meeting with pupils, phone calls to parents, home visits and referrals to outside agencies. The school has adapted its curriculum to ensure that pupils who are finding it difficult to attend school are provided with alternative curricular arrangements. There are clear criteria for escalating cases to senior staff or referrals to outside agencies.

The school uses a suitable range of strategies to promote the importance of good attendance, including assemblies, communication between form tutors and pupils, the use of social media to communicate with parents and appropriate use of rewards. However, there is inconsistency in how effectively leaders carry out their roles in tackling pupils' absences and promoting good attendance.

Between the academic year 2022-2023 and 2023-2024, attendance remained constant at a very low rate while nationally, there was a small increase in attendance. In addition, the attendance of pupils at the school who are eligible for free school meals fell over the same period. As a result, this group of pupils on average miss over three days of school a fortnight. Unverified data for this academic year to date shows that the improvement in the school's attendance is in line with that seen nationally. However, the attendance of pupils at the school remains a significant concern and requires urgent improvement.

Pupils' behaviour at Pencoedtre School has improved since the last monitoring visit. The school has implemented several effective strategies, including a revised system for managing behaviour in lessons, the banning of mobile phones, and additional staff and provisions to support pupils with challenging behaviour. Overall, these measures have contributed to a calmer school environment.

In lessons, many pupils arrive on time, settle quickly and engage promptly with tasks. They follow teachers' instructions readily. A majority of pupils sustain concentration throughout the lesson, completing tasks and listening attentively to teachers' explanations. However, a minority of pupils demonstrate less positive attitudes

towards learning. These pupils are too passive, show little interest in their work and lack resilience when working independently. They are easily distracted and lose focus quickly. A very few pupils exhibit poor behaviour, disrupting lessons and showing disrespect towards peers and teachers.

During social times and when moving between lessons, many pupils behave appropriately. However, a few pupils are noisy, boisterous and slow to move after breaks, requiring significant cajoling from staff. While internal truancy has reduced, it remains an area of concern.

The school operates four separate provisions that offer suitable graduated support for pupil behaviour. Many pupils in these provisions engage calmly with activities and behave appropriately. Staff build strong relationships with them supporting their behavioural and wellbeing needs effectively. They provide appropriate activities to allow these pupils to regulate their behaviour. However, these activities do not support pupils' academic progress.

The school tailors the curriculum well to meet the needs of pupils with challenging behaviour. Additionally, it collaborates closely with outside agencies to support these pupils. However, the school does not evaluate the impact of these individual provisions.

Senior leaders evaluate pupils' behaviour effectively, using suitable evidence to identify strengths and areas for improvement. They use data well to identify pupils needing additional support. However, senior leaders do not have a clear understanding of how well teachers manage behaviour in lessons. Senior leaders hold middle leaders to account suitably providing appropriate challenge and support although they have not focused well enough on developing the strategic role of middle leaders in this area.

Pastoral leaders know their pupils well and provide effective daily support. However, they are at an early stage of developing a strategic approach to managing behaviour within their year groups. They do not systematically evaluate their work to identify strengths and areas for improvement and are not yet routinely monitoring the work of form tutors.

R3. Improve the quality of teaching and assessment

Since the last monitoring visit, senior leaders have introduced a beneficial range of formal and informal professional learning opportunities to support improvement in the quality of teaching and assessment. For example, teachers now meet regularly in morning briefings to share examples of teaching strategies. In addition, leaders have recently introduced a coaching model to develop the practice of individual teachers.

This has been welcomed and embraced by staff overall. This model is still in its infancy, and it is too early to evaluate the impact of this work. Although quality assurance processes monitor the use of the new strategies, leaders do not evaluate the effectiveness of these approaches.

Many teachers have good working relationships with their pupils. The compulsory lesson components, such as the 'Do now' activity, have helped teachers to put in place purposeful routines. Consequently, these teachers provide clear and purposeful instructions for pupils to follow. However, around a half of teachers do not deal decisively with pupils' lack of engagement and tolerate low-level poor behaviour that disrupts both their teaching and pupils' learning. In these instances, they do not use the school's behaviour management strategies appropriately.

Many teachers demonstrate sound subject knowledge, although they do not always encourage pupils to use subject vocabulary well enough or use it to demonstrate their progress. A majority of teachers plan a range of relevant activities that offer appropriate challenge. However, too often teachers' planning focuses on what pupils will do rather than what they will learn and does not meet pupils' needs well enough.

A minority of teachers provide clear explanations and model appropriately. Many teachers use the recently introduced 'I do, You do, We do' approach at the start of lessons. However, the majority of teachers do not use this approach skilfully enough, and therefore it does not effectively support pupil learning.

In a few lessons, teachers use probing questions to deepen understanding. However, in many lessons, teachers do not question pupils well enough. As a result, this limits opportunities for pupil engagement and does not deepen their thinking.

In a minority of lessons, teachers circulate the classroom well and provide purposeful verbal feedback at relevant points. This enables pupils to improve their work in a timely manner. However, in the majority of instances, teachers' feedback does not enable pupils to know precisely what they need to do to improve their work. In addition, many teachers do not use feedback well enough to adapt their teaching. Often, teachers over-praise basic efforts in verbal or written feedback and do not link it sufficiently to the quality of pupil work.

R4. Improve the strategic leadership and quality of the provision for pupils with additional learning needs (ALN), and the general oversight of the range of provisions offered to all pupils in need of additional support

Inspectors did not evaluate this recommendation during this visit.

R5. Improve the provision to develop and the standards of pupils' skills

Inspectors did not evaluate this recommendation during this visit.

R6. Address the issue regarding site security at the front entrance of the school

Inspectors did not evaluate this recommendation during this visit.