

Trystan Phillips
Ysgol Penparc
Penparc
Cardigan
SA43 1SG

20/05/2025

Dear Trystan Phillips

Interim Visit: April 2025

A team of inspectors visited Ysgol Penparc recently to consider how the school has made progress in addressing two recommendations from its core inspection in March 2023. Below is a summary of progress against those recommendations.

During the visit, the team had an opportunity to:

- visit classes, including joint visits with leaders
- talk to pupils
- meet with teachers and leaders
- scrutinise pupils' work, including jointly with leaders
- scrutinise documentation

Leaders have a good understanding of the school's progress towards fulfilling the requirements of the recommendations and acknowledge that there are a few aspects they could improve further.

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

Focus of visit

Ensure that feedback from staff provides the next steps in pupils' learning effectively

- In the youngest pupils' classes, staff provide pupils with useful oral feedback and purposeful support. They question pupils well and the beneficial discussions that result from that support pupils effectively to develop their skills consistently across the areas of learning.
- A consistent practice by staff across all classes is the sensible use of colourful stamps as a means to raise the status of the beneficial oral feedback they provide to pupils. This purposeful strategy supports many pupils purposefully to identify and respond to mistakes in their work in a timely manner.
- Leaders have adopted an agreed marking code and, on the whole, teachers use it appropriately. However, leaders recognise that this practice is not currently implemented consistently enough across all classes.
- Through the purposeful use of methods of responding to work, such as 'Melyn Meddwl' and 'Glas Gwych', useful opportunities are provided for many pupils to refine and improve the quality of their work following beneficial feedback from teachers. They are encouraged to set out their modifications on additional pieces of paper on top of their first attempts to highlight the improvements made. In general, the quality of the feedback provided by teachers is inconsistent to be able to support pupils in knowing what to do to make progress in their learning, and how.
- Many pupils take ownership of their learning, for example by playing an active part in checking their own work. On the whole, their skills in evaluating each other's work are developing well.
- Leaders provide valuable professional learning opportunities for staff, which facilitate discussions and opportunities to share ideas with neighbouring schools. This builds the staff's confidence and enables them to experiment purposefully with a suitable range of methods to provide pupils with useful feedback.

Ensure regular opportunities for pupils to make independent choices about what to learn and how to present their work

- Leaders encourage staff to investigate and improve their practices by providing purposeful professional learning opportunities for them to attend training. Through this, staff develop a sound understanding of effective methods for developing pupils' independence skills.

- On the whole, teachers plan experiences that enable most pupils to apply their skills independently through activities that build on their previous learning successfully. By the top of the school, most pupils build on their independent skills appropriately. Teachers are beginning to plan good opportunities for pupils to complete ‘Her a Cher amdani’ activities, which encourage them to complete work fairly independently, for example.
- The youngest pupils’ teachers act appropriately on external guidance and training and show a willingness to experiment with new procedures. They gain confidence by providing valuable opportunities for pupils to access useful resources, without support, and to make choices that support their development purposefully. However, this practice is not consistent across all of the foundation learning classes, which means that pupils do not always make as much progress as they could in their independent skills.
- In the best practices, teachers support pupils to be ambitious and to enjoy challenging themselves, for example by providing more open tasks which encourage them to think for themselves and work purposefully with their peers. In a minority of cases, staff tend to over-direct learning, which limits pupils’ ability to make increasingly independent choices about their learning.

The school’s most recent 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/6672324>

Yours sincerely



Liz Miles

Assistant Director