

Park Primary School Bargoed
Park Crescent
Bargoed
CF81 8PN

30/06/2026

Dear leaders and staff

Interim visit: June 2026

A team of inspectors visited Park Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Ensure that teaching and learning experiences develop pupils' digital and mathematical skills coherently and systematically.

- The school fosters a highly positive mathematical culture where pupils engage enthusiastically with mathematics and apply their skills purposefully across the curriculum.
- Leaders provide valuable professional learning in mathematics for teachers and support staff within the school and across the local authority. This strengthens practitioners' confidence and expertise in teaching mathematics.
- In the early years, staff provide rich, play-based opportunities for pupils to explore number, shape, space and measure through practical activities indoors and outdoors. These experiences encourage pupils to apply their mathematical understanding independently.
- Teachers use a consistent approach to developing pupils' mathematical understanding, moving purposefully from practical experiences to abstract

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thinking. This enables pupils to build their mathematical knowledge and skills systematically over time.

- Across the school, stimulating learning environments and high-quality mathematical resources promote pupils' independent exploration of mathematical ideas.
- Leaders have developed a clear framework for digital learning that aligns closely with curriculum themes across the school. This helps teachers to plan worthwhile opportunities for pupils to develop and apply their digital skills in a range of contexts.
- As they move through the school, most pupils develop a broad range of digital skills and use them confidently across the curriculum. They handle data effectively, create spreadsheets and apply their digital skills to solve problems.
- The school works closely with parents to support the development of pupils' mathematical and digital skills. Workshops, opportunities to observe mathematics teaching and involvement in internet safety initiatives strengthen parents' engagement in their children's learning.

Provide opportunities that support pupils to think for themselves and extend their independent learning skills.

- There is a clear whole-school focus on developing pupils' independence through professional learning, coherent planning and a shared approach to developing pupils' thinking skills. This supports pupils to take increasing ownership of their learning and develop stronger problem-solving skills across the curriculum.
- Leaders provide effective structures for staff collaboration, including opportunities for staff to observe one another's practice and work with colleagues in the same year groups across the federation. This promotes the sharing of practice and contributes to greater consistency in approaches that develop pupils' independence.
- Teachers use their knowledge of pupils' progress effectively to provide appropriate challenge and support. Pupils attempt suitably demanding tasks and develop increasing independence in their learning.
- Across the school, classrooms are well-resourced and organised to ensure that pupils can access resources for themselves and make choices about how and what they learn. This encourages pupils to take responsibility for their learning and work independently.
- Building on established practice in older classes, the school has introduced thinking strategies successfully in the younger classes. These approaches support pupils to explain their thinking, consider different ideas and solve problems from an early age.

- Professional learning supports staff in the younger classes to develop indoor and outdoor provision effectively. Through exploring the world around them and making choices for themselves, pupils develop increasing independence and strengthen their early thinking skills. Despite the lack of direct access to the outdoors, staff provide suitable opportunities for the youngest pupils to benefit from outdoor learning.

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/6762381>

Yours sincerely



Liz Miles

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