

Monkton Priory C.P. School  
St Martin's Road  
Monkton  
Pembroke  
Pembrokeshire  
SA71 4LS

19/06/2026

Dear leaders and staff

**Interim visit:** June 2026

A team of inspectors visited Monkton Priory CP School recently to consider progress in relation to two recommendations from its 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 the registration of pupils' attendance meets requirements**

- Following the core inspection, leaders responded quickly to ensure that procedures for registering pupils' attendance meet requirements.
- Leaders monitor and analyse rates of attendance closely. They focus appropriately on the attendance of individual pupils, and of different groups, to identify and respond to patterns and trends over time effectively.
- Leaders and staff communicate suitable expectations for attendance to pupils and their families. They apply a range of worthwhile strategies to raise attendance, including working with partners in the local authority education welfare service to implement specific actions to address persistent absenteeism.
- Leaders target funding thoughtfully to improve pupils' attendance. For example, through its pupil development grant, the school's family engagement officer provides practical support to families that ensures pupils attend school more

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frequently. This has increased the rate of attendance of a small number of pupils notably.

- Most pupils demonstrate positive attitudes to learning during their time in school. Older pupils show a sound understanding of the importance of good attendance and its relevance to their future aspirations.

### **Improve the balance between adult-led and child-led activities for younger pupils**

- Leaders continue to work with staff to develop a shared vision for effective foundation learning. They have used visits to other schools and settings to help inform this work and are beginning to consider curriculum guidance for younger children to match provision more closely to pupils' developmental needs.
- Leaders ensure that staff benefit from suitable professional learning to deepen their understanding of effective learning experiences. In many instances, teachers use this to plan adult-led activities that engage pupils in their learning successfully. Most staff demonstrate suitable expectations of what pupils can achieve.
- Where provision is most effective, teachers use meaningful contexts and allow pupils to direct their own learning suitably. They often engage with pupils skilfully, building on their interests and extending their learning thoughtfully.
- In a minority of lessons, particularly during the morning session, learning is overly directed by adults and activities are not always purposeful enough to deepen pupils' learning effectively. In these instances, pupils do not develop their independent learning skills fully or make as much progress as they could.
- Teachers provide well-resourced learning environments that promote most pupils' engagement and curiosity appropriately. They are continuing to develop the use of the school's extensive outdoor spaces to ensure that these support pupils' learning fully.

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/6682387>

Yours sincerely



**Liz Miles**

Assistant Director