Dros ddysgwyr, dros Gymru
For learners, for Wales

Report following monitoring

Level of follow-up: Significant improvement

Archdeacon Griffiths C.I.W. Primary School

Llyswen
Brecon
Powys
LD3 0YB

Date of visit: September 2026

by

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

Outcome of visit

Archdeacon Griffiths Primary School is judged to have made sufficient 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 removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

R1. Ensure leaders at all levels undertake their roles effectively to drive improvements consistently

The school has made good progress in strengthening leadership at all levels. The headteacher provides stability and clarity of direction, and has established a positive culture rooted in trust, transparency, and collaborative working. This has helped to create a shared sense of purpose at the school. Governors are increasingly effective in their role. Through regular, structured engagement with senior leaders, they undertake focused monitoring activities and have a suitable understanding of the school's strengths and priorities. This enables them to challenge leaders suitably about the school's actions and provision.

Professional learning opportunities, including mentoring and productive collaboration with other schools, have strengthened leadership capacity across the school. Leaders understand their areas of responsibility appropriately and are beginning to contribute more strategically to whole school improvement. They mentor and support teachers beneficially. This helps to ensure that new practices and more effective teaching approaches are embedded well. As a result, the quality of teaching in many lessons is effective.

Senior leaders work well as a team and draw on a suitable range of first-hand evidence to identify strengths and to monitor progress towards priorities. They share findings appropriately with staff. This culture of reflection and open professional dialogue is beginning to ensure that staff have a clearer understanding of leaders' vision and of the school's strengths and areas for improvement.

R2. Improve the quality of teaching so that pupils make better progress in developing their writing and mathematics skills

Leaders have provided an effective range of professional learning to improve the quality of teaching across the school. They continue to refine the school's curriculum to ensure that

pupils benefit from a purposeful range of experiences across all areas of learning and experience.

Most teachers use questioning effectively to deepen pupils' understanding and encourage them to explain their ideas. In many lessons, the pace of learning allows pupils sufficient time to think and to complete tasks successfully. Most teachers plan learning activities in mathematics and literacy that provide pupils with purposeful challenge. However, in a few cases, teachers do not always have high enough expectations, particularly of pupils' writing and presentation skills. They do not ensure that pupil-led learning activities, such as topic-based 'missions', develop pupils' skills well enough or provide sufficient challenge.

The school has improved many aspects of pupils' literacy skills effectively. A strategy to develop younger pupils' phonological understanding is beginning to support them to read and spell more accurately. Leaders have worked with the local cluster of schools to strengthen teachers' understanding of how pupils make progress across different forms of writing. Most older pupils now understand the features of different writing types, use more descriptive vocabulary and redraft their work effectively. A few pupils do not structure their writing consistently well or use a wide range of punctuation accurately.

Leaders and teachers continue to refine their approaches to the teaching of mathematics. They have introduced new resources and revised their long-term planning to better support the progressive development of pupils' skills. Most teaching is purposeful and enables pupils to apply their mathematical knowledge and understanding appropriately. In most cases, staff strive to address gaps in pupils' understanding diligently. Nevertheless, a minority of older pupils still have weaknesses in their basic number skills.

R3. Evaluate learning and teaching more robustly and address identified shortcomings rigorously and systematically

The school has appropriate processes to evaluate the quality of teaching and learning. Leaders have introduced a more systematic and coherent approach to monitoring, drawing on a broad range of first-hand evidence, including observations of teaching and learning and scrutiny of pupils' work. These processes involve senior leaders and governors helpfully. Consequently, leaders and staff now have a suitable, shared understanding of many of the school's strengths and areas for improvement.

Suitable professional learning, including coaching and mentoring, are enhancing the evaluative skills of leaders at all levels. This is contributing to a growing effectiveness in how leaders review provision and support teachers to improve their practice. In a few cases, evaluations do not identify shortcomings sharply enough or consider the impact of practices on pupils' progress.

Leaders respond well to many of the areas for development that they identify, for instance by working with staff to improve provision and pedagogy. These actions demonstrate their willingness to address priorities in a coordinated and purposeful way. In many cases, their actions have a beneficial impact on pupils' learning and progress. In a few areas, pupils' skills remain underdeveloped, such as older pupils' number skills.

R4. Ensure that pupils have more effective and consistent opportunities to develop their problem-solving skills and their independence

Many teachers provide pupils with a broad range of independent learning activities that link purposefully to class topics and build effectively on their prior experiences. In many cases, 'Mission Headquarters' boards provide pupils with useful guidance, including success criteria, models and resources they can access independently. This supports many pupils to make appropriate choices about their learning, sustain concentration and show increasing self-motivation. In a few instances, adults over-direct pupils' learning and this limits their opportunities to make decisions for themselves and develop independence.

Across the school, staff have developed a worthwhile range of strategies that are beginning to help most pupils to become more independent and responsible for their own learning. Most pupils understand these routines well and make sensible use of resources and support from their peers. These approaches strengthen pupils' confidence, resilience and problem-solving skills.

Many teachers share and develop success criteria with pupils effectively. This helps pupils to understand what they need to do to be successful in their learning. Teachers provide suitable opportunities for pupils to reflect on their learning and evaluate their own work. Older pupils are becoming increasingly confident in reflecting on their strengths and areas for development and are beginning to use feedback to make improvements to their work. These practices are still at an early stage of development.

Many teachers plan purposeful opportunities for pupils to solve problems and consider different ways of approaching tasks. These opportunities help many pupils to become increasingly confident, collaborative and self-motivated, and take greater responsibility for their work.

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