



Report summary for parents and carers on Pen-Y-Fai C.I.W. Primary

Date of inspection: November 2024

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

Summary

Leaders place well-being at the heart of Pen-y-Fai CIW Primary School, fostering inclusivity and respect among pupils and staff and creating a calm and happy learning environment. Staff have strong, positive working relationships with pupils and provide effective support for them to build on their learning. The behaviour of all pupils is excellent, and they attend school regularly.

Evaluation processes are detailed and identify areas for improvement accurately. The headteacher and senior leaders have a good understanding of the quality of teaching and learning and plan strategic actions to bring about improvement. Weekly updates ensure that governors understand the work of the school, enabling them to support leaders and staff well.

Teachers plan a range of engaging learning experiences for pupils to develop their skills across the curriculum and they monitor their progress effectively. Staff who work with younger pupils collaborate well to create effective learning environments that respond well to pupils' interests. From an early age, pupils enjoy a broad range of high-quality engaging activities. These encourage them to be curious and explore the world around them and help them to develop good independent learning skills. As pupils move through the school, they become increasingly independent and develop good attitudes towards their learning. Most pupils take pride in their work and make worthwhile improvements following feedback from their peers and staff.

In many cases, teachers use questioning effectively to prompt pupils' thinking and learning. Staff support young pupils to become natural problem-solvers and, by Year 6, pupils are confident in their ability to choose areas to research and decide how they will present their work. Pupils across the school have good oracy skills, and they speak eloquently using a range of mature vocabulary. Teachers plan systematically for the progressive development of pupils' literacy and numeracy skills and ensure appropriate opportunities for pupils to apply their skills across the curriculum. Most pupils use their reading and writing skills well in their wider learning. However, teachers do not always plan learning activities that challenge pupils well enough to make progress, particularly the more able pupils. There is a strong, inclusive culture, and provision for pupils with ALN is effective.

Recommendations and next steps

We have made one recommendation to help the school continue to improve:

R1 Provide learning experiences that challenge all pupils appropriately so that they make good progress, particularly the more able

The school will draw up an action plan to address the recommendations from the inspection.

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).



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