

**A report on**

**Parc Primary School**

**Tallis Street  
Cwmparc  
Treorchy  
RCT  
CF42 6LY**

**Date of inspection: March 2025**

**by**

**Estyn, His Majesty's Inspectorate for Education**

**and Training in Wales**

## About Parc Primary School

|  |  |
|--|--|
| Name of provider   | Parc Primary School                      |
| Local authority  | Rhondda Cynon Taf County Borough Council |
| Language of the provider   | English                                  |
| School category according to Welsh-medium provision  |  |
| Type of school   | Primary                                  |
| Religious character  |  |
| Number of pupils on roll   | 224                                      |
| Pupils of statutory school age   | 169                                      |
| Number in nursery classes  | 28                                       |
| Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%) | 32.1%                                    |
| Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)               | *  |
| Percentage of pupils who speak Welsh at home   | *  |
| Percentage of pupils with English as an additional language  | *  |
| Date of headteacher appointment  | 08/10/2012                               |

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|   |            |
|---|------------|
| Date of previous Estyn inspection (if applicable) | 01/11/2016 |
| Start date of inspection                          | 24/03/2025 |

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:  
[mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Summary

Parc Primary is a happy, inclusive and nurturing school. The headteacher leads well on developing strong relationships between all members of the school and the community. Parents appreciate the engaging methods the school adopts and its caring and nurturing ethos. Governors are an integral part of the school community and offer highly effective support. Leaders and governors have developed effective self-evaluation processes in order to improve provision and pupils' progress. These procedures beneficially involve pupils and parents in the school's improvement journey.

Leaders, staff and governors promote a strong culture of safeguarding and effectively encourage good attendance. The school's outdoor learning provision successfully supports the development of pupils' perseverance and resilience to re-engage with school when their attendance becomes a concern. Nearly all pupils who use this provision when their engagement in school is at risk, show improvement in their attendance.

Teachers provide pupils with a good range of interesting topics and learning activities that engage them and capture their imagination. They plan a range of real-life learning experiences that provide pupils with a variety of opportunities to develop their knowledge, understanding and skills across the curriculum. Most pupils, including those from low-income households, make suitable progress in many aspects of their learning. Teaching assistants provide well to meet the individual needs of pupils, including those with additional learning needs (ALN), who make beneficial progress towards their specific targets. However, too often teachers over direct learning tasks and do not challenge all pupils sufficiently. This limits pupils' progress and opportunities to make decisions about their work, and inhibits their independent learning skills.

The headteacher's vision underpins the school's culture. He, and all staff, act as positive role models and create an effective learning environment. They foster respectful working relationships with pupils and each other. This encourages pupils to develop excellent attitudes towards their learning. All staff have high expectations for pupils' behaviour. As a result, most pupils feel safe in school and nearly all pupils behave extremely well and are polite and supportive of each other.

## Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Provide opportunities for pupils to develop their independent learning skills
- R2 Ensure that all pupils are challenged appropriately

## What happens next

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

## Main evaluation

Leaders, governors and staff at Parc Primary share a clear and successful vision for the school, based on valuing all members of the school, promoting strong community engagement and maintaining a happy learning environment. They support the well-being of staff and pupils extremely well. The school's community focused approach has developed exceptional links with pupils' families, encouraging good support for pupils. Through this approach the school maintains good relationships with the immediate and wider community. Parents appreciate the engaging methods the school adopts and its caring and nurturing ethos. Leaders, staff and governors promote a strong culture of safeguarding.

Leaders work beneficially to involve all stakeholders in the life of the school. This includes the involvement of pupils and parents through pupil voice groups and the Parent Council. Governors are an integral part of the school community and offer highly effective support. They have a deep understanding of the needs of the school through thorough monitoring to gather first-hand information about the school's progress. Leaders and governors have developed effective self-evaluation processes in order to improve provision and pupil outcomes. They analyse information from monitoring activities purposefully.

### **Spotlight 1: Effective community involvement in evaluation and improvement work**

The school has developed a successful culture where all stakeholders including the well-established Parent Council and highly effective Governing Body have contributed

significantly to improving the provision and learning experiences for pupils. Through the active work of pupil voice groups, the school has developed a new inclusive sports kit for all pupils, deepening their sense of belonging to the school.

The headteacher has high expectations of himself, staff and pupils. His dedication towards ensuring that all pupils make good progress and have the best experiences possible, is notable. He and all staff act as positive role models and create a highly effective, nurturing and inclusive environment. They foster effective and respectful working relationships with pupils and each other. This encourages pupils to develop excellent attitudes towards their learning and to try their best. All staff have high expectations for pupils' behaviour. As a result, nearly all pupils are polite, courteous and supportive of each other and most pupils feel safe in school. The school works successfully to encourage good attendance.

### **Spotlight 2: The innovative use of outdoor learning to improve attendance at school**

The school's focus on guidance and support aims to prepare pupils for the academic challenges ahead through equipping them with emotional resilience. A particularly notable aspect of this work is the outdoor learning provision, which successfully supports the development of pupils' perseverance to re-engage with school following periods of absence. Nearly all pupils who use this provision, when their engagement in school is at risk, show improvement in their attendance and progress.

Leaders prioritise staff development. The recent focus on opportunities for teaching assistants to develop their confidence in questioning pupils is benefiting pupils' learning. Teachers and teaching assistants intervene and question pupils effectively to clarify and extend pupils' understanding and move their learning on. Teachers and pupils set termly targets for pupils' next steps. These are understood by most pupils, shared with parents in termly progress reports and motivate pupils to achieve success. While in a minority of instances teachers use succinct and specific feedback to provide pupils with worthwhile opportunities for them to improve their work, this is at an early stage of development and is inconsistent across the school.

Teachers and support staff know pupils well. They have a good understanding of their well-being needs and understand their learning needs appropriately. During their time in the school, most pupils, including those from low-income households, make suitable progress in many aspects of their learning. Teaching assistants provide well to meet the individual needs of pupils, including those with additional learning needs (ALN), who make beneficial progress towards their specific targets.

Teachers plan and provide pupils with a good range of interesting topics and learning activities that capture their imagination and helps to develop them well as positive and enthusiastic learners who show resilience and determination to succeed. Teachers use the rich history of the area to provide meaningful opportunities for pupils to learn about the culture and heritage of Wales. As a result, pupils are proud of where they live. Teachers plan a range of real-life learning experiences that generally provide appropriate breadth across most areas of learning and experience. This provides pupils with a range of opportunities to develop their knowledge, understanding and skills across the curriculum. However, too often teachers over direct learning and do not challenge all pupils sufficiently, particularly the more able. This limits pupils' progress and opportunities to make decisions about their work and inhibits their independent learning skills.

Nearly all pupils develop confident speaking and listening skills. They listen and respond to their teachers and peers and progress to extending each other's ideas thoughtfully. The school places a high priority on the development of reading and many pupils cultivate a love of reading. Through a structured approach to the teaching of sound symbol relationships, younger pupils learn to build words effectively. Older pupils read fluently and for pleasure. Teachers provide a range of purposes for pupils to develop their writing. However, as pupils progress, teachers' expectations for pupils' writing and presentation are not high enough.

Generally, teachers plan relevant mathematics lessons that meets the pupils' needs well. Overall, pupils understanding develops progressively and by Year 6 most have a firm grasp of mathematical concepts, including number. However, teachers do not provide pupils with sufficient opportunities for them to apply these skills across the curriculum.

Teachers provide a range of worthwhile opportunities for pupils to use their digital skills. Overall, most pupils develop these skills successfully as an integral part of their learning, for example to make stop motion videos, create code and input data into spreadsheets to produce graphs.

Most staff are beginning to model Welsh suitably which develops pupils' enthusiasm for the language from an early age. Many pupils show pride in the Welsh language and culture. As they move through the school, pupils develop gradually as Welsh speakers. The oldest pupils extend their answers and use the future tense suitably when questioned.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.



## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

|               |                          |
|---------------|--------------------------|
| nearly all =  | with very few exceptions |
| most =        | 90% or more              |
| many =        | 70% or more              |
| a majority =  | over 60%                 |
| half =        | 50%                      |
| around half = | close to 50%             |
| a minority =  | below 40%                |
| few =         | below 20%                |
| very few =    | less than 10%            |

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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