

Report summary for parents and carers on Penllwyn Primary School

Date of inspection: June 2025

Summary

Penllwyn Primary School creates a warm, nurturing environment where pupils feel safe, respected, and ready to learn. The headteacher and leadership team place pupils' well-being at the heart of the school's vision. They foster a calm, happy community built on mutual respect. Staff know their pupils well and design an authentic, engaging curriculum that reflects pupils' needs and interests. On entry, many pupils have skills below expectations for their age, but rich and purposeful learning experiences in classrooms and the outdoors support their development effectively. During their time at school, most pupils make good overall progress from their individual starting points.

Teachers set high expectations and maintain calm, focused classrooms. They build strong relationships with pupils and help them to develop positive attitudes to learning. Teachers use effective questioning to deepen thinking, and provide feedback that encourages reflection and improvement. Overall, most teaching supports pupils' progress well, although a few lessons limit creativity and independence due to over-direction from adults.

Across the school, pupils grow into confident communicators and attentive listeners. They build strong reading and writing skills by Year 6. Pupils also develop solid mathematical understanding, applying skills confidently to solve real-life problems.

Pupils use a range of digital devices and software effectively to support their learning. Cross-curricular projects and the use of music and art through the curriculum enables pupils' creativity to thrive. There is highly effective provision for pupils with additional learning needs (ALN) and support staff play a key role in supporting their progress.

Pupils' personal and social development is strong. They explore identity, emotions, relationships, and social responsibility through planned experiences that foster empathy, ethical thinking, and responsible decision-making. Pupils contribute meaningfully to school life through leadership roles in groups such as the Senedd and Criw Caredig. Although staff sometimes over-direct the activities of these groups, most pupils in leadership positions demonstrate responsibility and maturity.

Strong leadership drives the school's success. The headteacher builds a cohesive team with shared, high expectations. Leaders support professional learning and distribute responsibilities strategically. Staff collaborate effectively with local schools, which strengthens professional development and improves curriculum planning. Robust self-evaluation helps identify strengths and areas for improvement, although leaders do not always focus sharply enough on evaluating the difference that teaching makes to pupils' progress. Effective safeguarding arrangements, strong family partnerships, and active governors all contribute positively to a successful and inclusive school community.

Recommendations and next steps

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

R1. Improve arrangements to evaluate the effectiveness of teaching

R2. Provide more opportunities for pupils to lead their own learning

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

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the

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