

Report following monitoring

Level of follow-up: Significant improvement

Park Community Primary School

**School Road
Llay
LL12 0TR**

Date of visit: October 2025

by

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

Outcome of visit

Park Community 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 that leaders robustly and accurately evaluate the quality of teaching and the progress pupils make in developing their skills

Since the core inspection, leaders have established coherent and collaborative systems for monitoring and evaluation that give a comprehensive and accurate picture of the quality of teaching and the progress pupils make in developing their skills. These processes involve all staff and include regular learning walks, the scrutiny of pupils' work, and progress meetings to review the impact of teaching and the curriculum on pupils' learning. As a result, leaders identify strengths and areas for improvement with greater precision, enabling timely support, targeted coaching, and focused professional learning where it has the greatest impact on pupils' progress.

Working closely with staff, leaders have developed clear and practical policies for teaching and learning that provide a consistent and transparent framework for evaluating classroom practice. The key characteristics of high-quality teaching are well understood and used as the basis for learning walks and professional discussions. This shared understanding has strengthened leaders' and teachers' grasp of effective pedagogy and improved the consistency, reliability, and accuracy of evaluations across the school. Leaders are now refining self-evaluation processes further to focus more sharply on particular aspects of teaching that will have the greatest impact on pupils' progress, such as ensuring greater consistency and effectiveness in modelling and feedback.

The headteacher and senior leadership team have established well-structured systems for ongoing self-evaluation that directly inform teachers' professional learning. Regular professional development review meetings provide purposeful opportunities for coaching, professional dialogue, and reflection. Through these sessions, staff critically evaluate their practice, act on constructive feedback from mentors, and identify clear, focused priorities that help them refine teaching approaches.

Leaders use these discussions, together with evidence from wider monitoring and evaluation, to identify both individual and whole-school development needs. This ensures that professional learning is purposeful, responsive, and sharply focused on improving teaching and learning. For example, recent training has concentrated on further strengthening reading provision and improving the effectiveness of adult support in classrooms.

The senior leadership team work collaboratively, sharing expertise to strengthen leadership capacity and ensure a consistent approach to improvement. Leaders from the resourced provision, a specialist class for pupils with additional learning needs, contribute effectively by modelling strategies and advising colleagues on meeting the needs of pupils with additional learning needs (ALN). This collaborative culture builds staff confidence and promotes inclusive practice across the school.

Leadership across the school is increasingly outward-looking and reflective. Leaders work with other schools, local authority officers, and regional partners to benchmark standards, validate judgements, and share effective practice. These partnerships have deepened leaders' understanding of effective pedagogy and provided valuable external perspectives to inform ongoing improvement.

Leaders set high expectations, model effective practice, offer constructive challenge, and promote open professional dialogue across the school. As a result, staff show growing confidence to trial new approaches, evaluate their impact, and refine their teaching. This collective commitment to improvement continues to drive purposeful professional development and the ongoing strengthening of teaching and learning.

R2. Ensure that the curriculum supports all pupils to develop their literacy, numeracy and Welsh language skills effectively

Leaders have focused appropriately on improving provision for literacy and numeracy, setting clear priorities and refining existing practice. They have established clear expectations and introduced targeted strategies to strengthen the teaching of these skills. Most pupils now make at least the expected progress in developing their literacy and numeracy, and many make strong progress in acquiring and applying reading skills.

Teachers make purposeful use of national guidance to plan English lessons with a clear focus. They use a structured approach to help pupils acquire early literacy skills in a progressive and appropriate way. Teachers plan purposeful opportunities for pupils to write in a suitable range of genres over time. They provide helpful checklists that clarify success criteria and support pupils to understand what they need to do to improve. These tools also ensure that pupils at different stages are challenged to write in these genres with increasing sophistication. Despite this, leaders recognise that aspects of writing, such as spelling and handwriting, require further development. Pupils are beginning to respond

more purposefully to teachers' written feedback. In the strongest examples, they consider comments carefully and improve both the content and accuracy of their work. When given opportunities, many older pupils write at suitable length across the curriculum, and by Year 6, most take pride in presenting their work neatly in learning journals.

Many pupils develop a sound understanding of mathematical concepts. In lessons, pupils apply their skills suitably to real-life contexts, such as recent work on financial literacy. Although teachers provide a few opportunities for pupils to use numeracy across the curriculum, this remains an area for further development. In addition, whilst teachers of the younger pupils provide appropriate numeracy and literacy activities during the regular 'Time to Shine' sessions, the extent to which pupils engage with these tasks varies.

Recently, leaders have prioritised the development of pupils' Welsh language skills. With support from local authority specialists, they have introduced clear expectations to strengthen pupils' Welsh speaking and listening skills. This includes daily 'drilling' sessions that provide valuable opportunities for pupils to practise key vocabulary, often through small-group games. In the strongest cases, pupils begin to use Welsh sentence patterns accurately when asking and responding to questions. This approach is beginning to build pupils' confidence in using the Welsh language, although it remains at an early stage of development.

R3. Ensure that all teachers have consistently high expectations of what pupils can do and challenge them appropriately

Leaders have worked successfully with staff to develop a shared understanding of effective challenge. Together, they have agreed progressively demanding expectations of what pupils can achieve across year groups and classes. These 'non-negotiables' promote consistency in the teaching of writing and mathematics and contribute well to raising standards. Staff now demonstrate a stronger understanding of effective teaching and learning and use this insight to evaluate their practice and support one another to improve further.

Many pupils are beginning to take greater responsibility for evaluating their own learning, helping to raise expectations of what they can achieve and increase the level of challenge in lessons. They use success criteria and feedback effectively to reflect on their progress and identify next steps, particularly in writing and mathematics. In the strongest practice, teachers nurture this reflective culture through clear learning objectives and purposeful feedback that guides improvement. As a result, pupils are becoming more confident, independent learners who engage positively with challenge and hold higher expectations of what they can achieve.

Across the school, there is now a more effective balance between adult-led and independent tasks that help pupils take the next steps in their learning. In the oldest classes, teachers plan engaging activities that encourage pupils to take an active role in their learning. For example, pupils deepen their understanding of play scripts by exploring neutral language and performing the same phrase in different ways to convey different meanings. In the younger classes, 'Time to Shine' sessions provide valuable opportunities for pupils to apply a wide range of creative and physical skills independently. Pupils enjoy these activities, although they engage less readily with tasks specifically designed to develop literacy and numeracy skills. Generally, adults provide helpful support to ensure that pupils engage purposefully with tasks. The school recognises the need to further strengthen the ability of staff to work as enabling adults, ensuring that questioning and guidance more consistently promote effective learning.

Independent tasks across the school now link more closely to the skills and knowledge pupils gain during adult-led sessions. This means that these activities are generally more purposeful and help pupils to make good progress across a range of areas in line with their ability. Overall, staff have suitably high expectations of what pupils can achieve, and this is helping to ensure that pupils make good progress in developing their literacy, numeracy, and wider skills.