



ARCHDEACON GRIFFITHS CHURCH IN WALES PRIMARY SCHOOL

Post Inspection Action Plan Summary

Archdeacon Church in Wales Primary School
Post Inspection Action Plan
January 2025 – Spring 2026

Our Church School, the heart of this rural community, provides opportunities to nurture independence, curiosity and resilience.

We aim to instil a passion for life-long learning through engaging and challenging experiences in an inclusive environment where all achievements are celebrated.

We value faith, friendship and kindness and support all pupils to reach their full potential as they become confident, respectful individuals.

Our pupils will discover, enjoy and learn bilingually, and understand Wales's place in the wider world.

Contextual Information

Leadership	The headteacher resigned on 31 st December 2024. An interim Headteacher began a two-term secondment on 1 st January 2025. The governors are currently pursuing a recruitment process to appoint a full time Headteacher for 1 st September 2025.
Workforce: number of fte TEACHERS	FTE: 6.4
Workforce: number of fte SUPPORT STAFF	FTE: 3.9 (based on a 37-hour week) 143.5 hours in total
Pupil numbers	<u>Number on roll: 139</u>

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R1: Ensure that leaders at all levels undertake their roles effectively to drive improvements consistently.	
Inspection Area: IA3	
<p>Internal Accountability: Interim Headteacher</p> <p>Accountable Lead: Interim Headteacher</p> <p>Lead Co-ordinators: Deputy Headteacher and all leaders (ALNCo, AoLE leads)</p> <p>Governing Body: Chair of Governors and Vice-Chair.</p> <p>Local Authority (LA): School Improvement Adviser (SIA)</p>	<p>Success Criteria:</p> <p>All leaders have a clear understanding of their roles and responsibilities.</p> <p>Leadership roles align to the school’s vision, priorities and goals.</p> <p>Leaders have the appropriate leadership skills to coordinate the work of the school.</p> <p>A professional learning organisation is established that supports effective leadership and school improvement.</p> <p>Nearly all governors have a clear understanding of their role in bringing about school improvement. All governors engage in self-evaluation processes.</p> <p>Collaborative Leadership is evident through the strategic direction and achievement of focused school improvement priorities.</p> <p>All teachers engage in effective Monitoring and Evaluation Systems which positively impacts on improved learner outcomes.</p> <p>All leaders undertake their roles effectively which drives improvements and results in positive outcomes for all pupils across the recommendations within the PIAP.</p>

Rationale for this priority:	
<i>ESTYN recommendation (October 2024)</i>	
<i>Strengths</i>	<i>Areas to be Developed</i>
<i>“Leaders promote an inclusive ethos at the school and have a clear vision for a strategic direction that has focused on improving a few areas of pupils’ learning positively.”</i>	<i>“In general, leaders do not consistently oversee and coordinate the work of the school rigorously enough to ensure that shortcomings are identified clearly and improvement made effectively.”</i>
<i>“The school provides strong support for pupils with ALN. Leaders and staff identify and meet their needs carefully. There are a range of intervention strategies in place to support other pupils who may need help with their learning, such as support intervention groups that focus on improving pupils’ reading skills.”</i>	<i>“Leaders do not always monitor and evaluate the effectiveness of these interventions well enough to ensure that pupils make good enough progress.”</i>

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<p><i>“The governing body supports school leaders well and are dedicated to making the school a supportive learning community. They are beginning to develop their role in helping the school to evaluate its work, for instance in joining leaders on learning walks around the school.”</i></p>	<p><i>“At present their (the governors’) understanding of pupils’ progress and the effectiveness of the school’s improvement work is limited.”</i></p>
<p><i>“The headteacher and governing body have ensured that leadership responsibilities are shared suitably across the school.”</i></p>	<p><i>“The impact of these roles is too variable. Leaders are not always clear about how they will improve areas for which they have responsibility.”</i></p>

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R2 Improve the quality of teaching so that pupils make better progress in developing their writing and mathematics skills.	
Inspection Area: IA1	
<p>Internal Accountability: Interim Headteacher</p> <p>Accountable Lead: Interim Headteacher</p> <p>Lead Co-ordinators: Deputy Headteacher and all leaders (ALNCo, AoLE leads)</p> <p>Governing Body: Link Governors</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Nearly all teaching is rated as good or better with a particular focus on the teaching of writing and mathematics. • All practitioners are secure in developing progression in writing in line with the Curriculum for Wales requirements, with a focus on writing (specifically spelling and punctuation, effective feedback, independence and challenge. • All practitioners are secure in developing progression in maths in line with the Curriculum for Wales requirements, with a focus on number, shape and measure, pace of lesson, problem-solving and challenge. • Staff feedback is relevant, purposeful and effective in moving learning forward. • Tracking of targets indicates that nearly all pupils are making progress in developing writing and mathematics skills (focus areas: spelling; number, shape and measure). • Nearly all pupils are actively engaged in learning and are provided with challenging or supportive activities. • Constructive feedback and progress meetings enable nearly all pupils to talk about how they can move their learning forward.

Rationale for this priority:	
<i>ESTYN recommendation (October 2024)</i>	
<i>Strengths</i>	<i>Areas to be Developed</i>
<p>“Many pupils make sound progress in developing their early mathematical skills. As they move through the school, they build effectively on their early understanding of number to develop a suitable range of strategies to calculate effectively.”</p>	<p>“Teachers do not ensure that pupils have sufficient opportunities to develop a broader range of skills, including an understanding of shape and measure. Mathematics teaching does not consistently help pupils to develop an effective understanding of underlying concepts so that they are able to apply their skills to a range of different mathematical problems well enough.”</p>

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“Many pupils writing skills develop appropriately.”	“The feedback they (pupils) receive does not help them improve their spelling and punctuation well enough.”
“Many older pupils write suitably in an appropriate range of genres, such as writing clear recounts of their experiences from coding robots during science week.”	“Teachers do not always give pupils sufficient opportunities to develop and refine their writing skills. They do not always provide pupils with effective enough feedback on how to improve spelling and punctuation. As a result, a minority do not make sufficient progress in improving their writing skills from their strong starting points.”
“Teachers question pupils helpfully and provide beneficial verbal feedback that support them well.”	“Pupils often spend too much time listening passively in lessons and this limits their learning and slows their progress. Teachers do not always provide activities that challenge or support pupils well enough.”

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R3 Evaluate learning and teaching more robustly and address identified shortcomings rigorously and systematically	
Inspection Area: IA3	
Internal Accountability: Interim Headteacher Accountable Lead: Interim Headteacher Lead Co-ordinators: Deputy Headteacher and all leaders (ALNCo, AoLE leads) Governing Body: Link Governors	Success Criteria: <ul style="list-style-type: none"> ● A systematic approach to evaluate teaching and learning is implemented, and as a result all teachers are able to evaluate teaching and learning accurately. ● Governors have a deeper understanding of the school’s priorities and are more informed and able to support school leaders effectively and hold leaders accountable for progress. ● Working groups review milestones which indicates progression and on track to achieve end of term targets.

Rationale for this priority:	
<i>ESTYN recommendation (October 2024)</i>	
<i>Strengths</i>	<i>Areas to be Developed</i>
“School leadership work effectively to develop an inclusive culture at the school.”	“ They (school leaders do not consistently evaluate teaching and pupils’ learning well enough. They do not always work systematically or well enough to ensure that improvement strategies are effective in bringing about positive change. Governors support school leaders diligently and are working to develop a better knowledge of the progress that pupils make and the school’s teaching and learning priorities. However, their understanding of these areas is currently underdeveloped. ”
“Leaders evaluate a few areas of the school’s work accurately, such as pupils writing skills.”	“ They (leaders) do not consider a sufficiently broad range of evidence to evaluate other areas of learning well enough. Their evaluations of teaching do not identify important areas of practice that require improvement. Improvement strategies do not bring about needed improvement consistently enough. ”

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R4 Ensure that pupils have more effective and consistent opportunities to develop their problem-solving skills and their independence.	
Inspection Area: IA1	
Internal Accountability: Interim Headteacher Accountable Lead: Interim Headteacher Lead Co-ordinators: Deputy Headteacher and all leaders (ALNCo, AoLE leads) Governing Body: Link Governors	Success Criteria: All pupils will be challenged to perform to the best of their ability, ensuring that all groups of learners make good progress. Nearly all pupils are involved in planning their learning. Pupil voice groups have a good understanding of their roles and purpose and are given opportunities to develop leadership skills. Most pupils are skilful collaborators, working efficiently and co-operatively to solve problems and complete tasks. Nearly all pupils demonstrate the ability to set and monitor their own learning goals. Nearly all pupils independently apply a range of strategies to approach and solve problems and adapt their approach when faced with challenges.

Rationale for this priority:	
<i>ESTYN recommendation (October 2024)</i>	
<i>Strengths</i>	<i>Areas to be Developed</i>
<p>“Teachers provide exciting opportunities for the youngest pupils to explore the outdoor learning environment and to learn independently through a range of focused tasks.”</p>	<p>“As pupils move through the school, teachers do not provide them with sufficient opportunities to develop their independent learning skills or to engage in activities, such as problem-solving, regularly enough. As a result, pupils are often over-reliant on adults and not confident to take the initiative, for instance to try different ways of approaching a task when they face challenges or difficulties.”</p>

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“Throughout the school, nearly all pupils have strong oracy skills and communicate confidently. Staff model language effectively, which helps pupils to expand their vocabulary and enhances their speaking and listening skills well.”	“Despite this, pupils have too little involvement in planning their learning with and alongside staff. Pupil voice groups have a limited understanding of their roles and purpose. There are few opportunities for pupils to develop leadership skills and pupils have a limited impact on the life and work of the school.”
“Most pupils begin with strong oracy, numeracy, and social skills.”	“A lack of support and challenge in classes hinders the progress of a minority.”
“Most pupils communicate confidently and have strong reading and oracy skills.”	“However, they have limited opportunities to use these skills in leadership roles or be involved in decision-making.”

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Local Authority Support and Action

Following the inspection outcome, the Local Authority has to date taken the following action:

- The SIA has met with the Chair of Governors regarding the outcomes and recommendations of the recent inspection as they were not present at the time of the initial feedback.
- As the acting headteacher took up post in January 2025 and is new to the school, the SIA has worked closely with the school to develop a draft PIAP. This document outlines the actions for both the school and the LA in addressing the recommendations.
- LA officers have met with governors to start the process of appointing a permanent headteacher, to take up post in September 2025.

Support procedures:

- Support for and challenge to the school will be provided through a number of local authority officers, these are identified within the PIAP. The School Improvement Advisor will ensure that the school receives the bespoke and timely support as identified in the PIAP.
- All support will be brokered through the School Improvement Advisor. The support will be provided by the ALN team, Professional Learning team and through school to school support.
- The SIA will conduct half-termly monitoring visits alongside school leaders to ensure progress against the agreed milestones is positive.
- In addition, the SIA or representative from the LA will attend termly meetings of the full Governing Body.

Local Authority Support and Challenge meetings

- The chair of governors, headteacher and relevant school leaders will meet with the Local Authority officers (Anwen Orrells, Eurig towns and Linda Green) through termly “Support and Challenge meetings” to discuss progress against the post inspection action plan and agree any further support the school may need.
- The Welsh Government guidance for schools and local authorities **129/2014; Schools Causing Concern** states a Local Authority has the power to intervene in a maintained school where a school has been deemed by Estyn to require significant improvement. However, at present, with the change of leadership within the school and the positive response from staff and governors to the outcome of the inspection, the Local Authority does not believe it would benefit the school by using its powers of intervention. However, this decision will be reviewed at the end of each Support and Challenge meeting if progress is not sufficient and appropriate.