

Sarah Harwood
Cwmnedd Primary School
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06/06/2025

Dear Sarah Harwood

Interim visit: May 2025

A team of inspectors visited Cwmnedd Primary School recently to consider progress in relation to a recommendation from the previous core inspection and a priority from the current school improvement plan. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Provide more opportunities for pupils to develop their numeracy skills across the curriculum

- The school's leadership team has recognised a need to develop a deeper understanding of how teachers plan suitable opportunities for pupils to apply their numeracy skills across the curriculum.
- The leadership team has organised professional development activities that have provided beneficial opportunities for staff to reflect on their practice. Visits to view and share good practice with other schools, along with regular support from the local authority, have enabled leaders to develop a strategic direction for implementing mathematical progression steps. As a result, staff have gained confidence in their ability to teach mathematical concepts during lessons and

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increased their expectations of pupil standards. The school has recognised the potential to develop a similar approach to numeracy.

- In the areas where provision for numeracy is most effective teachers have made beneficial adaptations to classroom organisation that allow them to focus and work closely with smaller groups of pupils. They plan effectively for pupils to consolidate recently taught mathematical concepts in activities across the curriculum
- Staff plan highly effective opportunities for pupils in the early years to develop good foundational understanding of the concept of number. As a result, these pupils become confident in their use of number and apply their understanding well during play activities. They are free to explore, and work well together as they investigate many aspects of mathematics such as pattern, money and measure.
- As they develop through the school many pupils build on their numeracy skills appropriately. By the time they leave school pupils are confident in using and applying their mathematical knowledge during focused numeracy activities in a wide range of context across the curriculum.

Ensure progression in reading across the school

- Following self-evaluation and monitoring activities leaders have rightly identified reading as an area for improvement. They have appropriate plans to improve the reading skills of all pupils.
- Leaders have established a particular focus on improving reading provision for pupils in the younger classes and for pupils with additional learning needs.
- Leaders have invested in resources and beneficial professional learning for staff based on developing pupils' early reading skills. Visits to other schools to observe how phonics are taught and planned for across the school have influenced their decisions about how to best support pupils' understanding of the relationship between letters and sounds.
- Pupils in Nursery and Reception classes develop a suitable range of early reading skills and a natural love of books. Staff use books as a stimulus for learning and discussion well and provide pupils with an early sense of belonging.
- However, when pupils move on from Nursery and Reception their pace of progress in reading slows. Teachers do not plan appropriately to build on pupils' skills, and pupils do not have consistent support and opportunities to help them develop as readers. This limits their capacity to engage fully in all aspects of the curriculum.
- There are appropriate termly assessments to monitor the progress pupils make in their reading. However, leaders do not ensure that teachers use assessment information well enough to plan for the development of pupils' reading skills.

- The pace of pupils' progress in their development as readers accelerates in Years 4, 5 and 6. Daily guided reading sessions for these pupils are effective. As a result, many older pupils develop a good understanding of a range of reading strategies and are beginning to use advanced reading skills. They use these strategies suitably to help them decode unfamiliar words, make sense of what they read and interpret information.
- By the time they leave the school, a majority of pupils read with fluency, expression and understanding.

The school's/PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6712137>

Yours sincerely



Liz Miles

Assistant Director