

Claire Davies  
Bryn Deri Primary School  
Caer Graig  
Radyr  
CF15 8RD

04/04/2025

Dear Claire Davies

**Interim visit:** March 2025

A team of inspectors recently visited Bryn Deri Primary School to consider how the school has progressed in addressing the recommendations from its core inspection in November 2019.

During the visit, the team had the opportunity to observe teaching and learning, look at pupils' work, scrutinise evidence and talk to pupils, staff, and leaders.

Leaders and staff at the school have worked effectively to address the recommendations. They have a good understanding of the school's current strengths and areas for improvement and have suitable plans in place to continue to move the school forward.

Below is a summary of progress against both recommendations.

**Focus of visit**

**Provide greater opportunity for pupils to use their numeracy skills across the curriculum**

- Leaders have adopted a thoughtful and focused approach to developing a broad curriculum, with numeracy effectively integrated throughout teaching and learning. A well-considered and cohesive curriculum provides pupils with meaningful learning experiences and supports them to make strong and sustained progress in numeracy over time.

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- The school engages productively with the local consortium and cluster schools to access targeted support and professional learning. This collaborative work strengthens staff expertise and promotes the sharing of effective practice in the teaching of mathematics and numeracy. Joint planning and moderation activities help refine expectations and align approaches across settings, supporting improved outcomes for pupils.
- Teacher's plan engaging and purposeful activities that enable pupils to apply their numeracy skills across a wide range of real-life contexts. Teachers develop strong subject knowledge and use this well to inform their teaching. As a result, pupils become more confident, capable, and fluent in using numeracy in all areas of their learning.
- Well-organised learning experiences help pupils connect what they are learning across subjects and gradually strengthen their numeracy skills over time. For younger pupils, these experiences help them to link ideas, develop resilience by learning from mistakes, and use mathematical language confidently and naturally in both play and structured learning. Older pupils apply their numeracy skills with increasing independence and purpose. For example, Year 4 pupils design an orca enclosure, drawing on their understanding of area, perimeter, volume, and capacity.
- Overall, the school has developed a comprehensive and progressive approach to the teaching of numeracy, ensuring greater consistency in provision and progression in pupils' skills.

### **Ensure that teachers' feedback to pupils provides clear steps to improve their work**

- Leaders have made good progress in improving the quality and consistency of feedback across the school. They work closely with staff to develop clear, research-informed policies and practical approaches that are beneficial to pupils. As a result, there are clear expectations for the use of written and verbal feedback across the school which build progressively across year groups.
- Staff model language clearly and use questioning skilfully to explore pupils' thinking and check their understanding during lessons. They use verbal feedback effectively to support progress, including timely 'pitstops' that address any misconceptions as they arise. Many teachers have high expectations for the quality of pupils' talk, for example they encourage pupils to use a range of good vocabulary and to respond to questions thoughtfully.

- Teachers are developing written feedback strategies that help pupils recognise both what they do well and how to improve their work. Teachers ensure that marking identifies basic errors in spelling and punctuation, and pupils correct these with care. Pupils generally respond positively to these prompts and make clear improvements in their work as a result.
- Teachers provide regular opportunities for pupils to reflect on their work using success criteria, which are often well aligned with the learning task. While these are typically provided by staff, in few cases pupils create their own after examining examples of what a good piece of work looks like. Most pupils use the criteria thoughtfully to guide and evaluate the quality of their work successfully.
- In a few instances, teachers written feedback clearly identifies where pupils work can be further improved, for example in increasing the quality of the language and vocabulary used in their writing. Where this is most effective, pupils are given time to respond to feedback, leading to clear improvements in their work. However, this approach is still developing, and teachers do not consistently provide pupils with sufficient opportunities to develop the quality and sophistication of specific elements of their work.

The school'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/6812153>

Yours sincerely



**Liz Miles**

Assistant Director