

Julie Farmer
Cefn Fforest Primary School
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28/04/2025

Dear Julie Farmer

Interim visit: April 2025

A team of inspectors recently visited Cefn Fforest Primary School to consider the school's progress towards the recommendations from its previous core inspection report. During the visit inspectors had the opportunity to observe teaching and learning, scrutinise books and documents and meet with leaders, staff and pupils. Below is a summary of the progress made against each recommendation.

Focus of visit

Raise standards in Welsh

- Senior leaders place an exceptionally strong priority on improving standards of Welsh and promoting the history and culture of Wales. This aspect of the curriculum permeates both classrooms and communal areas.
- Staff have received beneficial professional learning that has enabled them to embed a consistent approach to teaching Welsh and are good language role models who use the Welsh language often.
- Pupils benefit from regular opportunities to practise their Welsh language skills. The youngest pupils enjoy singing Welsh songs, listening to stories and asking and answering simple questions. As they get older many pupils use a range of descriptive vocabulary purposefully. By the time they are ready to leave the school many pupils extend their sentences correctly. They hold simple conversations, sometimes in the past tense, confidently.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- As a result of this strong provision, most pupils make effective progress in improving their Welsh oracy skills. Nearly all pupils have a positive attitude towards learning Welsh and are proud to be Welsh.

Increase opportunities for pupils to influence how and what they learn

- Leaders have clear plans to increase opportunities for pupils to influence how and what they learn consistently across the school and monitor improvement effectively. Staff share their ideas and adjust their planning to weave in pupils' suggestions, especially when pupils' interests are piqued by an event, large or small.
- Teachers incorporate pupils' ideas into their planning to meet their needs effectively. The schools' curriculum places the child at its heart and learning begins with what pupils already know. Staff use this information to provide a little knowledge for pupils to become curious to inspire deeper thinking and a desire for further knowledge. This helps teachers to inform the next stages of planning.
- Staff work well with pupils to draw out their thinking and develop their confidence to become curious, to have an inquiring mind and encourage a desire for life-long learning. By the time they leave the school, pupils demonstrate their influence on learning through making choices about how they will present what they have learned, using the skills they have developed over time.
- The school's approaches to planning learning are firmly rooted in ensuring the rights of pupils are addressed and they are supported to become independent learners. Over time, this work encourages pupils to become advocates for themselves.

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/6762377>

Yours sincerely



Liz Miles

Assistant Director