

Natalie Drew  
Llwydcoed Primary  
Corner House Street  
Llwydcoed  
Aberdare  
RCT  
CF44 0YA

02/04/2025

Dear Natalie Drew

**Interim visit:** March 2025

A team of inspectors visited Llwydcoed Primary School to consider progress against the recommendations from its previous core inspection report. Below is a summary of progress against these focus areas. Leaders should use these findings to support further improvements in these areas.

During the visit we had the opportunity to observe learning in all classes, talk to pupils about their learning, meet with teachers and leaders, scrutinise documentation and to look at the work the school/PRU is doing to improve.

**Focus of visit**

**Extend opportunities for pupils to respond creatively and make more independent choices about their learning**

- Leaders have undertaken research focussed on improving creativity in writing. They disseminated their findings to staff to ensure that pupils have more opportunities to make choices within their planned written tasks. The school has plans in place to evaluate the effectiveness of this work and recognises the need to develop pupils' creativity to other areas of the curriculum. Leaders acknowledge that visits to schools and settings would further extend teachers' understanding of creativity and independence and enable teachers to plan for pupils to work with more autonomy.

Estyn, Llys Angor, Heol Keen, Caerdydd,  
CF24 5JW Ffôn: 02920 446446  
[ymholiadau@estyn.llyw.cymru](mailto:ymholiadau@estyn.llyw.cymru)  
[www.estyn.llyw.cymru](http://www.estyn.llyw.cymru)

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Estyn, Anchor Court, Keen Road,  
Cardiff, CF24 5JW Telephone: 02920  
446446 [enquiries@estyn.gov.wales](mailto:enquiries@estyn.gov.wales)  
[www.estyn.gov.wales](http://www.estyn.gov.wales)

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- Teachers plan a rich diet of learning through planned themes. These include opportunities for older pupils to develop as creative writers, building on their literacy skills effectively. They make a few choices about how to develop their writing, for example to create endings to a given story. During these activities pupils demonstrate their individual ideas and creative flair. Pupils benefit from opportunities to explore language and literature through film and drama and to explore themes, such as empathy, further. Across the school pupils enjoy opportunities to develop their artistic skills. Despite this, overall, pupils do not always have the space and time they need to fully develop their creativity.
- Pupils engage well with their tasks and are beginning to develop independence. Staff have started to consider how younger pupils learn most effectively, for example through their interests and curiosities. Most older pupils have a sound understanding of what and how they are developing their skills, knowledge and understanding across the curriculum. The oldest pupils also understand why they are learning and how these transferrable skills will help them in future. However, when teachers over-direct the learning they do not enable pupils to take enough responsibility for their learning.

### **Strengthen provision for more able pupils to ensure that they are suitably challenged**

- Leaders have a good understanding of the school's progress towards meeting the requirements of this recommendation. They recognise the improvements in provision, particularly within mathematics since the core inspection but also accurately identify the key areas for improvement such as strengthening the provision for more able pupils across all areas of the curriculum.
- Leaders have encouraged staff to engage in a purposeful range of professional learning to support improvements in this area. They use these to make appropriate changes to strengthen the provision for more able pupils, for example as part of the 'Maths Buddies' initiative pupils share their mathematical knowledge and skills with other pupils.
- Leaders have worked alongside stakeholders to develop a clear vision for more able pupils, and teachers have developed criteria for identifying pupils to help ensure that they are challenged appropriately.
- Teachers provide suitable challenge for most pupils within mathematics. Many teachers make strong links to prior learning and as a result most pupils make good progress in developing their numeracy skills. However, at times the over-direction of teaching during lesson introductions hinders the more able pupils to undertake their tasks and therefore affects the pace of their learning.

- Teachers plan purposeful opportunities for pupils to engage with their learning through interesting themes. Although pupils are fully engaged in their learning, pupils are not given enough opportunities to be challenged purposefully in independent learning tasks.

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/6742180>

Yours sincerely



**Liz Miles**

Assistant Director