

Jenny Drogan
Plasnewydd Primary School
Castle Street
Maesteg
CF34 9UN

28/04/2025

Dear Jenny Drogan

Interim visit: April 2025

A team of inspectors visited Plasnewydd Primary School to consider how the school has progressed in addressing its school improvement priorities. Below is a summary of progress against these priorities. Leaders should use these findings to support further improvements in these areas. Leaders have a sound understanding of the school's current strengths and areas for improvement and have suitable plans in place to continue to move the school forward.

During the visit we had the opportunity to observe learning, speak to pupils and discuss the work the school is doing to improve pupils' language, literacy and communication with staff.

Focus of visit

How effectively has the school embedded its Languages, Literacy and Communication (LLC) curriculum to support pupils' progress in English (writing) and Welsh (oracy)

- Across the school, staff create a language rich environment that supports pupils' development in language, literacy and communication purposefully. Teachers and teaching assistants have high expectations for pupils' English language development and support pupils to make effective individual progress.
- Teachers plan effectively to build on pupils' early literacy skills. Younger pupils develop their vocabulary well and talk about their learning knowledgeably during lessons. Older pupils ask and answer appropriate questions to extend their own

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understanding of language and work well with others during group and paired work.

- The school builds well on pupils' strong oracy skills to develop them as effective writers. Most younger pupils make good progress towards becoming competent and confident writers and apply their skills purposefully in their work across the curriculum. Overall, older pupils build on these skills well to make suitable progress. When pupils have opportunities to reflect on their work, they make changes that improve the quality of their work. Generally, older pupils have fewer opportunities to write at a challenging enough level in their work across the curriculum.
- Many staff often use Welsh incidentally during lessons and around the school. Younger pupils greet visitors naturally in Welsh. By Year 2, most pupils develop their Welsh skills sufficiently, to answer basic questions about themselves and the weather. Many older pupils ask and answer a wider range of questions about themselves in the present tense. A few pupils are beginning to extend their answers with support.
- Leaders have a clear vision for developing LLC and accurately identify the strategies necessary to ensure that teaching approaches meet the needs of all pupils. They use professional learning opportunities appropriately to establish a culture of sharing practice and to develop a whole school understanding of how pupils make progress. They have plans in place to further embed the LLC curriculum, supporting staff to gain a deeper understanding of its links to the four purposes and the statements of what matters.

Inspectors wish to thank all staff and pupils for the warm welcome they received.

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/6722232>

Yours sincerely



Liz Miles

Assistant Director