

Rebecca Cadman
Ysgol y Ddraig
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07/04/2025

Dear Rebecca Cadman

Interim visit: March 2025

A team of inspectors recently visited Ysgol y Ddraig Primary School to consider the school's recent progress against two of its improvement priorities.

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

Below is a summary of progress against both recommendations. Leaders should use these findings to reflect on their successes and to support further improvements where needed.

Focus of visit

Improve opportunities for pupils from Year 4 to Year 6 to use their numeracy skills in their work across the curriculum

- Leaders and staff have introduced a mathematics curriculum based on a mastery approach, which provides a clear and structured focus on developing pupils' skills progressively over time. Staff are beginning to deepen their understanding of effective mathematics teaching. Currently, this work is at early stage and teachers do not yet provide pupils with consistent opportunities to systematically apply and deepen their mathematical skills in meaningful and engaging contexts across the curriculum.

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- In the most effective lessons, pupils are given valuable opportunities to discuss their learning and explain how they have used their skills to solve problems. In these lessons, both staff and pupils explore a range of strategies and select the most appropriate one for the task. However, in a few instances, staff miss opportunities to challenge pupils to explain their reasoning or to share their thinking aloud with the class or their peers.
- Leaders identify accurately many of the areas that need improvement in the provision for numeracy and plan suitably for next steps. They collaborate well across the school and with colleagues across the cluster to develop a shared understanding of progression in mathematics. This collaborative work is supporting leaders suitably to reflect upon and refine the school's curriculum.

Improve the behaviour and attitudes to learning of a few older pupils

- Since the core inspection, school leaders have established a clear vision for behaviour and attitudes to learning, and have shared it with pupils, parents, and staff. They have introduced policies and procedures that support a consistent whole-school approach and provided relevant professional learning for staff.
- Leaders have produced a Behaviour Blueprint that outlines the school's approach to promoting positive behaviour, which staff use effectively to reinforce key messages. At the start of each year, pupils revisit the school rules and contribute to a class charter. Many respond positively to these expectations and can explain their importance, such as how their behaviour affects the learning of others in the class.
- Staff and leaders have worked well to ensure the learning environment, particularly for younger pupils, is used effectively to support the development of effective learning behaviours. Indoor and outdoor areas are well planned and used purposefully to promote independence and give pupils opportunities to collaborate and develop their social skills. For older pupils, the 'lounge' provides a safe, calm space for reflection, emotional regulation, and building positive relationships with peers and staff.
- Where teaching is most effective, lessons are engaging, well planned, and build on pupils' prior learning. In these lessons, pupils behave well, show positive attitudes to learning, and persevere when faced with challenges. However, in a few lessons teachers do not always make their expectations clear, and the level of challenge is too low. As a result, in these instances, a few pupils become disengaged and make more limited progress in their learning.

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

<https://estyn.gov.wales/education-providers/ysgol-y-ddraig/>

Yours sincerely



Liz Miles

Assistant Director