

Miss Rhianne Clark
Abermule Primary School
Abermule
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30/05/2025

Dear Miss Rhianne Clark

Interim visit: May 2025

A team of inspectors visited Abermule Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Raise standards in pupils' writing

- Across the school, pupils write for a suitable variety of purposes using a range of appropriate genres. Many pupils use their writing skills to communicate their ideas creatively and to share information effectively.
- Many younger pupils use their developing knowledge of letter sounds to begin to write words and phrases independently. By Year 2, many pupils use simple frameworks, such as story boards, to plan and to write at greater length.
- As they move through the school, a majority of pupils' ability to spell common words accurately and to use appropriate punctuation is underdeveloped.
- Teachers' expectations of the quality of older pupils' writing, in particular, are not high enough and teaching does not support them to develop and use their skills to write as well as they could independently.

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- In a few instances, older pupils use written feedback provided by teachers to correct their work. Too often, though, teachers miss valuable opportunities to help pupils to make other improvements to enhance the quality of their writing. This means that older pupils frequently do not extend or develop their writing as well as they could.
- Teachers work purposefully together to monitor standards of pupils' writing. However, their evaluation does not identify sharply enough the key priorities for pupils' progress or precisely how teaching needs to improve.

Improve pupils' Welsh language skills

- Teachers plan for pupils to develop their use of spoken Welsh systematically.
- In the younger classes, staff model Welsh regularly throughout the day and reinforce taught vocabulary and phrases well. They encourage pupils to use the Welsh they have learnt where relevant and, as a result, most younger pupils make good progress in their use of Welsh.
- As they move through the school, pupils learn and rehearse vocabulary and sentence patterns in regular Helpwr Heddiw sessions. However, teaching in these sessions is often slow and does not engage pupils actively enough.
- Teachers do not always ensure that older pupils have a secure understanding of the language patterns they teach. This means that many older pupils are unsure how to apply what they learn independently.
- Overall, older pupils' ability to use Welsh in simple conversation is limited.
- The Crîw Cymraeg support pupils to use Welsh beyond the classroom by running a break time 'siop ffrwythau' and by leading recently introduced Welsh playground games.

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/6662002>

Yours sincerely



Liz Miles

Assistant Director