

Melissa Woodham
Eastern Primary School
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02/06/2025

Dear Melissa Woodham

Interim visit: May 2025

A team of inspectors visited Eastern Primary School recently to consider progress from the previous core inspection. The inspection team focused on two themes from the inspection that are relevant to the school's current circumstances. They 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

Improve pupils' skills in reading and writing

- Leaders are beginning to strengthen the school's provision to improve pupils' reading and writing skills. They are working collaboratively with staff to implement more consistent and effective practices.
- The school makes beneficial use of professional learning and local authority support to improve learning and teaching. As a result, teachers are beginning to adopt more structured approaches, which are starting to raise standards.
- In the younger classes, teacher led learning is gradually improving the quality of pupils' writing skills. Opportunities for pupils to practise and develop their writing independently remain underdeveloped.
- A majority of older pupils are beginning to write for an appropriate range of purposes. They are starting to improve their writing successfully through strategies, such as editing and redrafting in response to feedback.
- In a very few cases, writing tasks are linked meaningfully to other areas of learning. This helps to make activities purposeful and authentic.

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- The recent introduction of a whole-school phonics scheme is beginning to impact positively on pupils' often limited reading skills. In the youngest classes, practices do not align well enough with the ethos and principles of foundation learning.
- Where teachers understand how to develop pupils reading skills well, they incorporate opportunities throughout the day for pupils to engage positively with different texts. In these cases, pupils read regularly, develop a love of reading, and talk confidently about different authors and books they enjoy.

Improve the effectiveness of leadership to ensure strategic direction and high expectations

- The headteacher has a clear vision for the school and understands its strengths and areas for improvement suitably.
- Leaders focus appropriately on national priorities, such as improving attendance and developing pupils' learning experiences in line with curriculum for Wales. In both areas, they understand that, at this stage, progress is limited
- Leaders are working thoughtfully to set in place initiatives to improve pupils' learning and progress in important areas, such as reading, writing and mathematics. They recognise that in many cases these processes are at the early stages of development and require further improvement.
- Leaders have high expectations of themselves and of staff. They evaluate the work of the school carefully and in general identify where improvements are needed.
- Leaders tailor professional learning thoughtfully to meet individual and whole-school needs. In many cases, this helps to maintain appropriate expectations and leads to suitable improvements in provision, such as in mathematics.
- In a few cases, improvement strategies have not ensured that teachers have high enough expectations of pupils. In these cases, learning activities lack purpose and do not meet pupils' needs well enough.

The school will continue to work to improve learning and teaching.

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/6712142>

Yours sincerely



Liz Miles

Assistant Director