

Louise Jones
Maes Y Morfa Community Primary School
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Dear Louise Jones

Interim visit: April 2025

A team of inspectors visited Maes Y Morfa Primary School to consider progress against the recommendations from its previous core inspection report. During the visit the team observed learning in all classes, talked to pupils about their learning and met with teachers and leaders to consider the school's progress. Below is a summary of the findings.

Focus of visit

To develop the teaching of spelling, punctuation, and grammar as integral components of writing across the curriculum

- Leaders have high expectations of themselves and staff to ensure that pupils make strong progress from their starting points with their literacy skills.
- Purposeful professional learning has ensured that the pedagogy for teaching spelling, punctuation and grammar is consistent across the school.
- Staff provide focused activities to promote the development of pupils' literacy skills. They use a range of resources and strategies to develop pupils spelling, punctuation, and grammar.
- Teachers provide valuable opportunities for pupils to share their interests and build upon their previous experiences to ensure effective engagement in writing tasks. There is a clear focus on oracy and reading, which is having a positive impact on the development of pupils' spelling, grammar, and punctuation. This develops pupils' confidence as they express themselves through writing. This is having a positive impact on pupils' attitudes towards their learning.

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- Teachers provide beneficial oral and written feedback which supports pupils to evaluate their work and to identify the next steps in their learning.
- Across the school, many pupils make strong progress in developing their writing skills. Many pupils' early writing skills are developing effectively. As they move through the school, they organise their work into paragraphs, using a variety of sentence types and spelling a wide range of frequently used words correctly.

To ensure numerical skills and understanding are effectively applied to problem solving tasks across the curriculum

- Leaders have adapted the way they monitor pupil progress in their numeracy skills. They analyse progress rigorously and adapt the teaching to support pupils' development across the range of mathematical competencies. As a result, most pupils across the school make sound progress in their mathematical skills from their individual starting points.
- Staff have developed an interesting and engaging curriculum to support pupils to use their numeracy skills across the curriculum. Teachers provide a few suitable opportunities for pupils to apply their problem-solving skills in authentic contexts, such as during their enterprise challenge. However, teachers do not provide a broad enough range of opportunities to further challenge pupils to apply their numeracy skills independently across the curriculum.
- Leaders have identified the need to enhance opportunities for pupils to develop their numeracy skills in the outdoors. Staff are currently developing outside areas for pupils to apply their skills independently in a range of engaging contexts.

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/6692393>

Yours sincerely



Liz Miles

Assistant Director