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Dear Joanne Edwards

Interim visit: June 2025

A team of inspectors visited Cwmfelin 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

Improve the teaching of extended writing to ensure that older pupils develop and organise their ideas effectively

- Effective strategic planning and professional learning have notably improved the teaching of writing across the school.
- There is a clear framework for progression in coverage and skills that is helping to establish a systematic and beneficial approach to the teaching of writing through the school.
- The strong focus on developing writing has led to an improvement in pupils' skills and confidence. By the time they leave the school, many pupils write confidently and effectively. They report that they enjoy writing and are proud of the progress they are making.

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- Older pupils develop their writing skills suitably overall. They are deepening their understanding of a range of writing styles and are more confident to write at length. Staff encourage and support older pupils to reflect on their writing regularly. This helps many pupils to know how to improve their work successfully.
- Opportunities for pupils to apply their writing skills across the curriculum are increasingly meaningful and relevant, helping them to engage more readily in writing activities. Writing letters to the community about school-based initiatives helps to give older pupils an understanding of the various purposes of writing.
- Staff in younger classes place a strong focus on developing pupils' confidence and independence in their writing. The youngest pupils experiment with mark making and early writing through useful play experiences such as large-scale chalking and painting. By Year 2, many pupils form appropriate sentences with simple punctuation. A few use connectives to extend their ideas effectively.
- Leaders monitor the quality of teaching in writing well, enabling them to gain a solid understanding of strengths and areas for further development. Recently, this has allowed them to accurately identify the need to improve pupils' presentation and handwriting skills.

Ensure that Welsh language teaching builds progressively on pupils' oracy skills across the school

- The Welsh language has a suitable profile across the school. Staff label resources, signs and displays bilingually, ensuring that they routinely expose pupils to visible Welsh language prompts and exemplification.
- Across the school, most pupils demonstrate positive attitudes towards the Welsh language and enjoy the opportunities they have to develop their skills further.
- Most teachers lead daily Helpwr Heddiw sessions effectively. They model the Welsh language capably, supporting many pupils to make suitable progress in the development of their oracy skills. The extent to which teachers model Welsh outside of these sessions is inconsistent though.
- During Helpwr Heddiw sessions, most pupils engage in their learning positively. They happily interact with their friends, and many develop and use a good range of vocabulary and language patterns.
- Opportunities for pupils to apply their skills confidently and in purposeful ways across the curriculum are infrequent. Consequently, pupils do not always build on, or deepen, their understanding sufficiently in meaningful ways as they move through the school.
- The school uses pupil voice thoughtfully to influence its provision. The Criw Cymraeg diligently organises the annual Eisteddfod and are beginning to act as positive Welsh language role models for other pupils.

- Professional learning has been relevant in most instances and has supported the development of a consistent approach to Helpwr Heddiw sessions.
- The school's self-evaluation of its Welsh language provision and pupils' progress is accurate and useful overall. Leaders recognise the progress that the school has made since the core inspection and have a sound understanding of what the next steps in the school's development are.

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/6722117>

Yours sincerely



Liz Miles

Assistant Director