

Amy Hatch-Walker
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03/07/2025

Dear Amy Hatch-Walker

Interim visit: June 2025

A team of inspectors visited Garth 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

Sharpen monitoring and improvement strategies to focus better on pupils' learning

- The schools' approach to self-evaluation provides leaders with appropriate opportunities to consider the quality of the school's work.
- Leaders are reflective and ensure that evaluations stem from a range of activities, such as learning walks, work scrutiny and listening to learners.
- Leaders are beginning to have a greater focus on improving learning in a few areas. There has been strong work to improve the provision for developing pupils' oracy skills. This has had a positive impact on pupils' progress. For instance, older pupils discuss their learning confidently and provide clear explanations of how they solve problems in mathematics.

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- Overall, the focus on pupils' learning in self-evaluation and improvement strategies remains underdeveloped. When leaders evaluate pupils' progress, they consider aspects of learning that are too broad. Consequently, specific areas requiring improvement are missed.

Improve pupils' writing skills

- Leaders have provided professional learning opportunities focusing on the effective teaching of writing.
- Staff are improving their understanding of how to teach writing and how to support learning through a progression of lessons. This is starting to have a positive impact on older pupils' understanding of different text types and their ability to extend and organise their writing.
- In general, staff provide effective opportunities for younger pupils to develop pre-writing and early writing skills. Pupils make effective progress in phonics and begin to apply these skills to their writing independently.
- As pupils move through the school a few develop a fluent cursive handwriting style. However, overall, progress in handwriting is inconsistent with many pupils showing immature letter formation.
- In a few cases, teachers are beginning to use interesting approaches to support pupils' writing such as when they promote writing through drawing or develop vocabulary for writing through outdoor learning. This is having a positive impact.
- Leaders are aware that there has been limited improvement to important aspects of writing. These include spelling and punctuation. Leaders are beginning to consider ways to make the necessary improvements.

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/6722129>

Yours sincerely



Liz Miles

Assistant Director