

Rebecca Barker
Trallwn Primary School
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Dear Rebecca Barker

Interim visit: June 2025

A team of inspectors visited Trallwn 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 pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Improve provision for the teaching of reading, particularly to older pupils

- Throughout the school, there has been an increased emphasis on developing pupils' love of reading. Experiences such as visits to the local library and buddy reading on World Book Day promote a positive reading culture across the school.
- Leaders have focused on creating a more consistent approach to the teaching of reading with clear expectations set out for all staff. In older classes, staff now deliver regular group reading sessions and in younger classes, daily phonics and individual reading are important aspects of teaching.
- Staff receive valuable professional learning that focuses on the teaching of reading and supports pupils to engage with texts enthusiastically. Teachers' use of probing questions during reading sessions prompts older pupils to deepen their thinking and develop their ideas successfully.
- Strategies to improve the teaching of reading are improving the rate of pupils' progress. Older pupils use deduction and inference more confidently when discussing texts. A majority have a strong understanding and go beyond the literal to question and predict character motivation and plot developments.

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- In younger classes, staff focus strongly on nurturing pupils' communication and language skills. They provide beneficial play opportunities for the very youngest pupils, including open-ended, imaginative play and using puppets, to support pre-reading skills successfully. As pupils develop their understanding of the link between letters and sounds, their confidence to read grows. Although the school provides a plentiful range of engaging books for pupils to enjoy, reading areas are not always spacious and welcoming enough.

Sharpen self-evaluation activities to focus on the impact of provision on improving pupils' standards

- Since the core inspection, leaders and staff have reflected carefully on the school's self-evaluation and quality assurance processes. They have gradually adapted how they identify and address priorities to bring more rigour to the process.
- Leaders, teachers and support staff now have a clear understanding of their role in self-evaluation and focus more clearly on the impact of self-evaluation on pupils' outcomes. They identify the intended impact of each identified priority on pupil outcomes and, where appropriate, the method they will use to measure the impact. They recognise the importance of making qualitative evaluations when it is more relevant.
- The school's quality assurance process, which includes observations of learning and teaching, sharing of pupils' work and annual pupil reviews, is comprehensive and focusses increasingly strongly on the impact changes in provision make to pupils' progress and well-being. Termly evaluations of progress enable leaders to adapt approaches in a timely manner if something is not having the intended impact.
- Governors' involvement in learning about the life of the school first-hand is developing well. Their experiences of school visits and learning walks support their understanding of the information they receive from school leaders about self-evaluation well.

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/6702084>

Yours sincerely



Liz Miles

Assistant Director