

Coed y Dderwen Primary School
Gellideg Estate
Merthyr Tydfil
CF48 1LG

25/11/2025

Dear leaders and staff

Interim visit: November 2025

A team of inspectors visited Coed y Dderwen Primary School recently to consider progress in relation to one recommendation 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

Ensure that teachers offer sufficient challenge for pupils of all abilities

- Leaders are reflective and forward-thinking. They collaborate effectively with staff to review and improve key aspects of the curriculum, such as mathematics, and refine approaches to formative assessment that lead to improved pupil outcomes.
- Leaders set high expectations for teaching quality and are beginning to establish greater consistency in implementing strategies that best support pupil progress across the school.
- Staff in the younger classes provide highly engaging learning contexts that promote independence and curiosity. Consequently, pupils immerse themselves in tasks such as creating artwork from natural materials and solving problems through practical mathematical activities. Staff demonstrate a strong understanding of pupils' needs and intervene skilfully to extend thinking and move learning forward.
- Most teachers use questioning effectively to check pupils' understanding and reinforce prior learning. In the strongest practice, questions extend pupils' thinking and prompt them to explain their reasoning, helping them clarify misconceptions and apply their knowledge with increasing independence and confidence.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Overall, staff provide valuable opportunities for older pupils to develop their independence through practical and collaborative tasks. In a very few instances, tasks for older pupils are not purposeful enough and teachers do not clearly model the approaches they want pupils to use. This means that pupils occasionally struggle to apply their skills well enough when working independently.
- Teachers use assessment for learning strategies well to support pupils in improving their work. Many pupils respond positively and skilfully to feedback, however at times they are not given enough opportunities to create longer pieces of work for example in their extended writing.
- Leaders and staff plan systematically to develop pupils' mathematical skills and provide purposeful opportunities for them to apply these across the curriculum in meaningful contexts.
- Professional learning is a notable strength of the school. Staff benefit from well-planned development opportunities, including targeted training to improve provision for more able pupils. Leaders make effective use of internal expertise by promoting peer observation and professional collaboration. This reflective and trust-based culture has led to improved planning for challenge and a shared commitment to raising the quality of teaching across the school.

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/6752351>

Yours sincerely



Liz Miles

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