

Oakfield Primary School  
Ferntree Drive  
St Mellons  
CF3 0AA

05/11/2024

Dear David Harris,

**Interim visit:** October 2024

A team of inspectors visited Oakfield Primary School recently to consider how the school has made progress in addressing two of the recommendations from the core inspection held in December 2019. Below is a summary of progress against those recommendations.

During the visit, the team had an opportunity to:

- Visit classes.
- Talk with pupils and teachers.
- Meet with leaders.
- Scrutinise pupils' work.
- Scrutinise documentation.

The school's leaders and staff have worked thoughtfully to address these recommendations. They acknowledge that there are aspects that they can continue to develop and are keen to improve further.

**Focus of visit**

**Improve pupils' confidence and skills in speaking Welsh**

- Following the core inspection, there was a significant period when the school could not address its recommendations due to the COVID pandemic. Once pupils had returned to school, there was an initial focus on supporting pupils'

well-being and their basic skills. More recently, leaders have worked positively to improve pupils' Welsh language skills.

- The school has focused usefully on embedding initiatives to raise the profile of Welsh and to give pupils better opportunities to hear and become familiar with the Welsh language, for example by identifying instructions that teachers can use in Welsh during physical education lessons.
- There is a strong focus within the curriculum on helping pupils to understand their Welsh heritage and to recognise that the Welsh language is an important part of modern Wales. The 'Cryw Cymraeg' undertake their role in promoting the use of the Welsh language diligently, for instance rewarding pupils who they hear using Welsh.
- A majority of pupils make useful progress in developing their Welsh language skills. Younger pupils demonstrate a suitable understanding of a range of simple words and phrases appropriate to their stage of development. For example, they ask and respond to a simple range of questions about themselves, such as their name and how they are feeling. As pupils move through the school, they improve their skills appropriately. For example, by Year 6, a majority of pupils talk about their likes and dislikes in detail and explain their reasons for liking or wanting to do things thoughtfully.
- A majority of teachers still do not use Welsh frequently enough nor encourage pupils to use the language in lessons other than Welsh often enough. As a result, pupils do not have strong opportunities to use and to practise the sentence patterns they learn. Therefore, while a majority of pupils develop a useful understanding of a range of Welsh language patterns, few use them confidently or fluently enough.

### **Provide more opportunities for pupils to develop as independent learners**

- The school provides suitable opportunities for many pupils to work with independence.
- Teachers encourage the youngest pupils to develop their skills through independent learning well. They provide worthwhile opportunities for pupils to make choices that support their development and to access helpful resources unaided. Adults support the youngest pupils' learning effectively.
- As younger pupils move through the school, teachers do not always pitch foundation learning activities at a level that meets their developing needs closely enough. A minority of pupils sometimes lack the skills or experience to engage effectively with independent tasks. In these sessions, pupils do not always make as much progress as they could.
- Teachers place a clear emphasis on incorporating older pupils' ideas and interests in their learning carefully. Most older pupils engage positively with their independent learning sessions, sustaining their focus and concentration well. These learning sessions are characterised by a calm and productive

atmosphere. Teachers plan these experiences to enable most older pupils to use their literacy, numeracy and digital skills effectively across their independent activities. In particular, they provide suitable opportunities for pupils to apply their reading and writing skills progressively through activities that build on their previous learning successfully.

- Where teaching is most effective, teachers support pupils to be ambitious and to enjoy challenging themselves. For example, teachers provide interesting open-ended tasks that encourage pupils to think for themselves and to collaborate purposefully with their peers. In a minority of instances, teachers' instructions, and the resources they provide, limit pupils' opportunities to make choices about how they carry out and present their learning.
- Leaders and teachers review and refine practices constructively. They use focused discussion and professional learning to reflect purposefully on the impact of the changes they introduce. As a result, staff are continuing to develop a stronger understanding of effective approaches to develop pupils' independent learning skills.

The school's arrangements for safeguarding pupils do not give any cause for concern.

We wish you well with your future developments. Thank you once again for all of your help in planning and organising our visit.

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/6812164>

Yours sincerely



**Liz Miles**  
Assistant Director