

This letter is also available in Welsh.



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Mr J Roberts
Acton Park Primary School
Box Lane
Wrexham
LL12 8BT

13/11/2024

Dear Mr J Roberts

Interim visit: October 2024

A team of inspectors recently visited Acton Park Primary School to consider the school's recent progress against two of its own improvement priorities.

During the visit the team had the opportunity to observe teaching and learning, look at pupils' work and talk to pupils, staff and leaders.

Below is a summary of progress.

Focus of visit

To further develop approaches to the teaching of numeracy including problem solving in real-life contexts

- Senior leaders set suitable expectations for the progressive development of pupils' numeracy skills as they move through the school.
- Teachers are beginning to provide worthwhile opportunities for pupils to use their numeracy skills in their work across the curriculum. Overall, pupils are beginning to respond well to these experiences. For instance, they use their skills purposefully when predicting, recording, presenting and analysing information about the effectiveness of different sized parachutes during their science work.
- In most foundation learning classes, teachers plan worthwhile opportunities for pupils to practice and develop their mathematics and numeracy skills. Most younger pupils respond well to these opportunities and use their early understanding of number appropriately in directed tasks and in their imaginative play.
- Older pupils talk confidently about their learning and how they apply their mathematical knowledge across the curriculum, for example when using their knowledge of numbers to complete enquiry challenges.

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth. | Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- In a few instances, teachers do not match level of challenge in lessons or other activities well enough to pupils' developmental needs. They do not always ensure that younger pupils always have a solid understanding of concepts, such as place value prior to presenting them with independent learning tasks. This limits pupils' capacity to explain their answers and reasoning.
- Senior leaders understand the need to further develop opportunities for pupils to apply their numeracy skills in real life contexts and to ensure that pupils receive the correct level of challenge consistently.

Creating a culture and climate to promote children's independent learning skills

- Over recent times, leaders and staff have worked diligently to begin to nurture pupils' independent learning behaviours. Leaders have developed and are beginning to implement a plan for the progressive development of pupils' independent learning skills. Overall, pupils are responding well to increased opportunities to apply their skills, independently, in a broad range of contexts whilst at work and play.
- Teaching provides an appropriate level of scaffolding to support learning. This enables pupils to develop a useful range of strategies. They apply these with increasing independence as they move through school, for example to help them with their writing and mathematics work.
- Most older pupils use their skills with appropriate independence in response to challenges set by teachers, for example, they use their numeracy skills well to make comparisons between the life expectancy for people who lived in Victorian times and people who live today. They provide well-reasoned explanations for their answers. However, in a few instances, teachers do not plan these learning experience carefully enough to ensure that they build on or extend prior learning.
- Many pupils use their literacy skills independently to respond to challenges from teachers, for example to respond to questions about their class novels. These questions are well planned and challenge pupils to use a variety of reading skills including retrieval, prediction and inference.
- Many older pupils understand the purpose of teachers' written feedback and know how to use this information to improve their written work.
- From a very young age, pupils use range of resources successfully and independently to support their learning. For example, they use digital devices purposefully to capture and present their work.
- Pupils have appropriate influence over what they would like to learn about in topics. This promotes an enthusiasm for learning and good levels of engagement.
- Pupils are in the early stages of making choices about how they present their work. For example, they choose how to present and share their work about the rights of children.
- In a few instances, particularly when working with younger pupils, adults intervene in learning at the wrong time or provide unnecessary disruption to independent and collaborative learning. The role of adults as enablers of learning is at a relatively early stage of development.

Overall, the work carried out by leaders and staff at the school has been effective. Leaders have set appropriate priorities for improvement and supported a willing team of staff to begin to make good progress in addressing these goals. This work is beginning to prove beneficial to pupils. There are appropriate plans in place to build on this initial success.

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:

www.estyn.gov.wales/provider/6652276

Yours sincerely



Liz Miles
Assistant Director