

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

Coed-y-Garn Primary School  
Parrot Row  
Blaina  
NP13 3AH

14/11/2024

Dear Lauren Cairns

### **Interim visit: October 2024**

A team of inspectors visited Coed-y-Garn Primary School to consider how the school has progressed in addressing two areas of development identified in the school's most recent core inspection in October 2022. Below is a summary of progress against those recommendations.

Leaders should use these findings to support further improvements in these areas. Leaders and staff at the school have put appropriate plans in place to address these recommendations and have suitable plans in place to continue to move the school forward.

### **Focus of visit**

#### **Challenge all pupils through consistent and effective teaching**

- The school has made suitable progress in working towards ensuring consistently effective teaching throughout the school.
- Leaders have accessed beneficial professional learning that is beginning to have a positive impact on teaching in the school, particularly in classes for older pupils.
- Leaders have worked collaboratively with the schools in the local area to develop a consistent approach to delivering effective teaching strategies.
- Leaders, through their monitoring and evaluation processes, have accurately identified good practice and practice in need of improvement. They have used this information to develop peer triad observations where practitioners reviewed each other's practice and acknowledged effective practice and where improvements could be beneficial to improve outcomes for pupils.

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- Generally, throughout the school, teachers and staff ask questions that prompt pupils' thinking. They model appropriate vocabulary linked to the task that the pupils are engaged in.
- In the younger classes the activities and experiences on offer to pupils in the learning environment develop pupils' skills suitably. However, these activities tend to focus too closely on a theme and do not always offer beneficial opportunities for children to extend their skills, such as creativity and problem solving.
- Pace in most lessons is good, and this allows pupils to make good progress throughout the lesson. Where teaching is best, teachers pause learning to check on understanding and allow pupils to reflect on their work.
- Many teachers provide pupils with a clear objective to the lesson and activities, and this helps them to be successful. They extend and consolidate pupils understanding through tasks that allow them to apply their understanding to other contexts. For example, when adding and subtracting using decimals.

### **Ensure that teachers' feedback moves individual pupils on to the next stage in their learning effectively**

- The school is making suitable progress towards meeting this recommendation. Since the last inspection, leaders have taken purposeful steps to develop classroom practice and improve the impact of teachers' feedback. In many classes across the school, teachers provide pupils with regular feedback that generally helps them to address misconceptions and improve their work.
- In the older classes, teachers provide pupils with timely verbal feedback throughout lessons. In general, this helps pupils to understand what they are doing well. On occasion, teachers' verbal feedback supports pupils to enhance their work. For example, the oldest pupils are encouraged to consider whether they can think of more sophisticated vocabulary than their initial choices, when reflecting on the Aberfan disaster.
- In the younger classes, learning is too frequently over-directed. As a result, opportunities for teachers to provide timely and valuable feedback that supports pupils to move their learning forward are inconsistent.
- Teachers in the older classes use skilful questioning to elicit pupils' understanding. This helps them to recognise how well pupils are achieving and to swiftly address and facilitate what they need to do next. This thoughtful approach allows pupils to develop their learning in a constructive and low-stakes way.
- The school has developed a systematic code for written feedback that is suitably adapted to the needs of pupils as they get older. Teachers in the older classes generally use this approach sensibly when providing pupils with feedback, particularly in relation to their written work. Overall, teachers' written feedback enables pupils to correct errors and, on occasion, to develop their learning further.

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

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/6772313>

Yours sincerely



**Liz Miles**  
Assistant Director