

Mayals Primary School  
Fairwood Road  
West Cross  
SA3 5JP

05/12/2024

Dear Leon Cox

**Interim visit: November 2024**

A team of inspectors recently visited Mayals Primary School to consider how the school has progressed in addressing two of the recommendations from its core inspection in October 2022.

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

Overall, leaders and staff at the school have worked well to address the recommendations. They have a good understanding of the school's current strengths and areas for improvement and have suitable plans in place to continue to move the school forward.

**Focus of visit**

**Improve the curriculum to ensure that there is progression of pupils' skills from Year 3 to Year 6**

- Since the core inspection, leaders and staff have carried out a focussed range of professional learning to address this recommendation. Staff have worked purposefully and collaboratively to develop a curriculum that inspires, challenges and develops pupils' skills appropriately over time.
- Teachers provide valuable and well-planned opportunities for pupils to link and build upon previous learning. As a result, pupils are beginning to develop their skills systematically over time. Leaders and staff are beginning to provide valuable opportunities for pupils to reflect upon their learning and achievements. Teachers are using a range of appropriate assessment strategies effectively to identify next steps in learning.
- Teachers provide pupils with a broad and balanced curriculum that reflects the age and stage of development of the pupils. Teachers have worked well to plan opportunities for pupils to apply new skills across other areas of learning and in a range of different contexts. Teachers planning for the application of

numeracy skills across the curriculum is an area of strength across the school.

- Leaders and staff plan appropriately for the development of writing skills. Older pupils write confidently for a range of purposes using a range of genres and text types suitably. They are beginning to structure and extend their ideas and redraft their work to improve its quality. Overall, pupils' ability to redraft and make meaningful improvements to their work is at an early stage of development. Leaders are now working with staff to refine the use of success criteria to ensure they impact usefully on pupils' learning.
- Leaders and staff's development of the curriculum alongside a review of the fundamentals of teaching and provision including progression, challenge and pupil independence are having a positive impact on pupil outcomes across the school.

### **Focus monitoring, evaluation and improvement strategies more sharply on improving pupils' learning and progress**

- The headteacher and senior leaders have worked diligently to make significant improvements to self-evaluation and school improvement processes. As a result, leaders identify clearly those areas that need improvement, make changes and ensure that these changes impact positively on the quality of teaching and on pupil progress.
- Leaders have developed a clear rationale for evaluation activities based upon a growing understanding of effective teaching. The headteacher has strengthened the role of senior and middle leaders. As a result, they are having a positive impact on the wider work of the school. For example, leaders work effectively with staff to improve opportunities for pupils to apply their numeracy skills more systematically across the curriculum.
- There is a growing culture across the school of reflection and improvement, where leaders provide regular opportunities for staff to meet to discuss the impact of their teaching on pupils' learning. Professional development for staff is suitably focussed on the needs of the school, individual year groups and pupil progress. While opportunities to observe, share and observe good practice outside of the school are at an early stage of development, leaders are keen to address this, for example by strengthening links between schools across the cluster.
- Leaders ensure there is a sustained focus on areas for improvement and evaluate the impact of any changes on teaching and learning honestly and accurately. For example, they correctly identify the need to further refine assessment for learning strategies to provide meaningful opportunities for pupils to improve their written work.

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/6702076>

Yours sincerely



**Liz Miles**  
Assistant Director