

Treorchy Primary School
Glyncoli Road
Treorchy
CF42 6SA

18/11/2024

Dear Mrs Emma Anstee

Interim visit: October 2024

A team of inspectors recently visited Treorchy Primary School to consider how the school has made progress in addressing two recommendations from its core inspection in January 2023. Below is a summary of progress against those recommendations.

During the visit, the team had an opportunity to:

- Observe the learning in all classes
- Talk to pupils about their learning
- Meet with teachers and leaders
- Scrutinise pupils' work
- Scrutinise documentation

Focus of visit

Ensure that teaching consistently provides opportunities to develop pupils' independent skills and challenges all pupils, particularly those who are more able

- Since the core inspection, leaders have planned a range of purposeful professional learning opportunities to address this recommendation. Staff have undertaken and shared worthwhile research that has supported them to develop a sound understanding of what is working well and what needs to develop further.
- In the younger classes, teachers plan a range of authentic and stimulating learning experiences that develop pupils' independent skills well. Across the school, teachers provide valuable opportunities for pupils to consider what they already know about a new topic or theme. Pupils enjoy these

opportunities to work in small groups and develop effective collaboration and thinking skills.

- In the older classes, pupils have valuable opportunities to choose the level of challenge in their mathematics work. Pupils speak confidently about why they make their choices and have a good understanding of why they need to master mathematical concepts.
- In the older classes, staff are developing opportunities for pupils to choose and evaluate their level of challenge when writing. In a few instances, this approach is highly effective and supports pupils to develop their writing skills well.
- Staff are beginning to provide opportunities for pupils to choose how they present their work. In a few classes pupils choose to use their digital skills to display their ideas. Overall, opportunities for older pupils to decide what and how they learn are at an early stage.

Develop the quality of feedback so pupils know how to improve their work

- Since the last inspection, all staff have fully engaged in a worthwhile range of professional learning which has had a positive influence on the school's approach to assessment for learning. They have worked well with local schools and consortium staff to develop an effective approach to feedback.
- Leaders continuously evaluate and refine the effectiveness of feedback.
- Teachers use purposeful questioning appropriately to support learning. In younger classes they effectively develop pupils' memory and recall, promote curiosity and probe pupils' understanding. As they progress through the school, most pupils respond well to questions tailored to extend their thinking. As a result, many older pupils talk knowledgeably and at length about their learning, for example, to give reasons or emphasise a point of view.
- Generally, teachers plan with appropriate learning intentions and success criteria to encourage pupils to reflect on their work and their next steps in learning.
- Most staff provide pupils with useful verbal 'in the moment' feedback during lessons. They carefully tailor the feedback to meet the needs of most pupils. As a result, most learners make good progress in their learning from their starting points.
- The school is considering how best to use individual feedback to support pupils to refine and redraft their writing.

Leaders and staff at the school have worked well to address these recommendations. They acknowledge that there are aspects they could develop further.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<https://estyn.gov.wales/education-providers/treorchy-primary-school/>

Yours sincerely



Liz Miles
Assistant Director