

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

Ysgol Aberporth
Rhiw y Plas
Aberporth
Cardigan
SA43 2DA

13/12/2024

Dear Elen Evans

Interim Visit: December 2024

A team of inspectors visited Ysgol Aberporth recently to consider how the school has progressed in addressing two of the recommendations from its core inspection in March 2020. Below is a summary of progress against those recommendations.

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

Focus of visit

Raise pupils' standards of reading in key stage 2

- The school is making sound progress against the recommendation.
- Since the core inspection, leaders have established a consistent approach to developing reading skills across the school, with clear expectations set for all staff. They use these approaches consistently to support pupils to make continuous progress in their reading skills.
- Across the school, staff are given effective professional learning opportunities to improve pupils' reading skills, for example on how to conduct guided reading sessions. They work successfully with the authority's schools to refine their teaching methods. This, in turn, has a positive effect on the teaching of reading and on progress in most pupils' reading skills.
- Across the school, there is a clear emphasis on develop a rich culture and pupils' enjoyment in reading a variety of texts. This includes opportunities to celebrate World Book Day and providing purposeful opportunities for pupils to read with the residents of the village at Canolfan y Dyffryn. The school's provision supports most pupils to develop positive attitudes towards reading.
- Leaders use a range of self-evaluation activities successfully to ensure consistency in teaching across all classes. For example, they track pupils'

Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW

Ffôn/Telephone 02920 446446

ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales

www.estyn.llyw.cymru • www.estyn.gov.wales

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.

reading progress carefully against a range of criteria. This enables leaders to provide timely reading interventions.

- By the end of Year 2, most pupils read confidently. They use appropriate strategies to read correctly and demonstrate a good understanding of what they read.
- Most older pupils develop a good level of fluency when reading, which aligns successfully with their stage of development. Teachers have introduced a suitable variety of texts to pupils. This leads to an improvement in their understanding and responses when discussing the features of books. For example, most pupils are aware of the content of book blurbs. Leaders acknowledge the need to develop pupils' understanding of Welsh language authors further.

Ensure that key stage 2 teachers provide enough regular opportunities for pupils to apply their numeracy and extended writing skills across the curriculum

- Leaders have made sound progress in responding to this recommendation. As a result, most pupils' numeracy and writing skills are improving well.
- Teachers plan beneficial mathematics activities, providing opportunities for pupils to apply their numeracy skills in relevant contexts, for example in developing their measuring and number skills when planning a flower trough. As a result of experiences such as this, most pupils develop their skills effectively, particularly their oral problem-solving skills, across the areas of learning. Teachers are beginning to develop authentic experiences to support pupils to continue to develop their numeracy skills.
- Staff support pupils to develop their writing skills skilfully from an early age. As pupils move through the school, most make beneficial progress in developing and applying their skills in an increasing range of learning contexts, for example when writing a letter to members of the Senedd to ensure a fair price for farmers for their produce as part of their 'No farmers, no food' theme.
- The school's assessment methods are beginning to support pupils in identifying what they achieve well and what they need to improve as they develop their writing skills further. Leaders acknowledge the need to challenge more able pupils to support them to always achieve to the best of their ability.
- Leaders analyse information about pupils' achievement appropriately, for example by analysing personal test results, holding professional discussions with staff and through classroom observations. As a result of these evaluations, teachers adapt provision successfully. The progress of individual pupils is discussed valuably in termly 'progress meetings'. This means that teachers have a good understanding of pupils' progress across the areas of learning and support them to identify the next steps in their learning appropriately.

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/6672319>

Yours sincerely

L Miles

Liz Miles
Assistant Director