

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 Trefonnen Church in Wales Community Primary
Trefonnen Lane
Llandrindod Wells
Powys
LD1 5EP

13/12/2024

Dear Jessica Stuart-Lyon

Interim visit: November 2024

A team of inspectors visited Ysgol Trefonnen recently to consider how the school has made progress in relation to two of the recommendations from the core inspection in June 2022. A synopsis of progress against each recommendation is provided below.

During the visit, the team had opportunities to:

- visit classrooms
- speak with pupils
- meet with teachers and leaders
- scrutinise pupils' work
- scrutinise documentation

Overall, leaders are having a positive impact on addressing the recommendations, although they recognise that there are aspects that may be improved further.

Focus of visit

Improve older pupils' extended writing skills

- The school has suitable approaches to ensure that younger pupils develop early writing skills appropriately.
- The youngest pupils benefit from opportunities to develop motor skills in purposeful physical literacy sessions. Many learn the letters and the sounds they make, and in time begin to recount stories. A few younger pupils begin to write at length, recording these stories independently.
- The development of these early writing skills provides valuable foundations for pupils to build upon as they move through the school.
- Leaders have set clear expectations for staff on how to support pupils to improve their writing skills. They have introduced specific classroom

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

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strategies, such as regular modelling of what effective pieces or less effective pieces of writing look like.

- Leaders have reinforced expectations in relation to the school's handwriting policy, recognising the link between fluent writing styles and the ability to write at length, although it is too early to see a consistent impact across the school.
- Teachers provide suitable opportunities for pupils to write in an increasing number of genres, particularly in language lessons.
- In the few strongest examples, older pupils write interesting pieces that meet the readers' needs. They select vocabulary for effect and write with increasing accuracy.
- Where written work is less developed, pupils' work contains spelling and grammatical errors, and they do not use paragraphs consistently.
- Overall, the school has put into place valuable approaches to support older pupils to develop their writing skills, but they are yet to have a full impact on pupils' writing across all areas of learning.

Improve the quality teachers feedback so that pupils understand where and how they can improve their work.

- Leaders and staff have worked diligently to address the recommendations of the core inspection. They have collaborated well together to develop the school's approach to using feedback to support pupils learning across the curriculum. They understand the positive impact feedback has on pupils' well-being and how it promotes their attitudes to learning and confidence.
- Useful professional learning has provided opportunities for staff to develop their approaches to verbal and written feedback. Leaders have benefitted from engaging in an enquiry project based on the impact of feedback and developing effective success criteria. This approach is based on developing pupils' awareness of how to review their own progress, and their understanding of what they need to do to develop their work further. These are the elements at the core of the school vision for assessment and feedback.
- Across the school, teachers provide pupils with useful verbal feedback during activities. This supports pupils learning purposefully and encourages them to do their best. For example, in the foundation learning classes, teachers and support staff praise pupils for extending their answers to different questions.
- Mr Marcio is a method of providing written feedback for the younger learners. This has a beneficial impact on younger pupils' awareness of how to correct basic errors.
- Older pupils show increasing confidence when referring to wall displays based around success criteria which support their learning. This is beginning to have a positive impact on older pupils as they develop and re-draft aspects of their written work.
- In the most effective examples, pupils are provided with valuable opportunities to consider feedback in order to be able to develop their work further.

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/6663030>

Yours sincerely



Liz Miles
Assistant Director