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Coedffranc Primary School
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SA10 6LP

04/03/2025

Dear Tim Richards

Interim visit: February 2025

A team of inspectors visited Coedffranc Primary School to consider how the school has progressed in addressing two of the recommendations from its core inspection in October 2022. Below is a summary of progress against these focus areas. Leaders should use these findings to support further improvements in these areas.

Overall, leaders and staff at the school have worked successfully to address these recommendations. They have a sound 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

Further develop a shared understanding of staff expectations for pupil progression through the school and improve the use of assessment strategies to support pupil progress more effectively.

- Senior leaders and teachers are working effectively to develop a shared understanding of what pupils' progress in skills should look like as they move through the school. They have implemented a successful model for mathematics and staff now have a better understanding of progression in mathematics. There are plans in place to replicate this for literacy and other areas of learning over time.

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- All staff have received training to develop effective learning intentions and success criteria. Many teachers now use this, alongside their understanding of progression in mathematics, to teach focused group lessons that meet the needs of individual pupils. However, when planning independent carousel activities in mathematics and numeracy, activities are not always matched to the needs of pupils well enough.
- Leaders and teachers are beginning to use a range of assessment information effectively to monitor the progress of individuals and groups of pupils throughout the school. However, this work is in the early stages of development, and it is too soon to see the impact of this work on planning and provision at an appropriate level.
- Most teachers provide valuable verbal feedback to pupils' during lessons to support and challenge them with their learning tasks. Feedback on work recorded in books is less effective and does not always support pupils to understand their next steps in learning.
- All staff have recently received training to successfully observe and record learning. In the younger classes, teaching assistants use this effectively to capture learning and to support the class teacher with assessing pupil progress. Leaders are beginning to monitor this work effectively and recognise that this approach needs to be adapted to secure effective observations of learning to support the assessment of progress for older pupils.

Improve opportunities for pupils to use their numeracy skills in their work across the curriculum at the level of which they are capable.

- Since the core inspection, the acting headteacher has worked effectively with senior leaders to monitor and evaluate teaching and learning in mathematics and numeracy across the school.
- Senior leaders use academic research appropriately to inform strategic actions. This has led to a whole school focus on a multi-sensory approach to mathematics. As a result, there is greater consistency in teaching mathematics across the school.
- Recent professional learning has supported staff to gain a better understanding of the progressive development of numeracy skills. They have used this understanding to plan appropriate adjustments to pedagogy and provision.
- In many of the youngest classes teachers ensure that practical equipment is readily available for pupils to access independently. Leaders recognise the importance of further developing the learning environments, so that pupils across the school can use and apply their numeracy skills independently.

- Teachers are beginning to plan authentic and purposeful opportunities for pupils to use and apply their mathematical skills and many pupils are beginning to apply their numeracy skills suitably across the curriculum. However, this work is at an early stage and leaders recognise the need to ensure consistency across the school.

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/6712233>

Yours sincerely



Liz Miles

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