

Teleri Llwyd-Jones
Borthyn V.C. Primary School
Denbigh Road
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This letter is also available in Welsh

22/07/2025

Dear Teleri Llwyd-Jones

Interim visit: June 2025

A team of inspectors visited Borthyn V.C Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Improve pupils' problem-solving skills in mathematics

- Since the core inspection, school leaders and staff evaluate national test results annually, identifying strengths and areas for improvement in pupils' numeracy skills. They use this information purposefully to tailor the learning and provision which effectively supports pupils' problem-solving and numeracy reasoning skills.
- Through a programme of continuous professional development, leaders plan appropriate opportunities for staff to develop their approaches to the teaching of mathematics and problem solving. This includes the successful introduction of a scheme to support teachers to plan systematically and confidently for the development of pupils' mathematics skills.
- Staff have worked effectively to map valuable opportunities for pupils to develop their numeracy problem-solving skills across the curriculum and in real-life contexts. This enables pupils to make purposeful connections between what they learn in mathematics lessons and the numeracy within their topics.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Most younger pupils use their early understanding of number appropriately in directed tasks and in their imaginative play. They are beginning to make connections within their numeracy work, which supports their ability to problem solve effectively. Older pupils talk competently about their learning and how they apply their numeracy knowledge and problem-solving skills across the areas of learning.

Refine and embed approaches to teaching and assessment that are having the most impact on pupils' learning and share this good practice across the school

- The head teacher has created a clear vision for improving the school's assessment policy and procedures. Teachers use a robust assessment system to track pupils' progress. This is effective in identifying individual pupils with additional needs and providing purposeful interventions to support their skills development.
- Teachers engage in regular meetings to discuss pupils' individual progress in key areas of literacy, numeracy and digital competency. They use their findings to purposefully plan the next steps in pupils' learning.
- Staff work together effectively to share best practice, which has had a positive impact on the quality of the teaching. They use their findings from learning walks and book scrutiny sessions to identify what effective teaching looks like across the school and which aspects need further development. This has led to improvement in teachers' use of open-ended questioning and 'pit stops', which effectively support the development of pupils' thinking skills.
- Staff engage in regular professional development, including working with teachers from other schools. They have shared best practice in key areas of their professional practice, including improving teacher feedback during lessons to support pupils to know the next steps in their learning.

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/6633050>

Yours sincerely



Liz Miles

Assistant Director