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Dear Julia Adams

**Interim visit:** July 2025

A team of inspectors visited Y Bont Faen Primary School recently to consider how the school has progressed in addressing two of its improvement priorities. 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**

**Embed the CPA approach to mathematics to deepen pupils' mathematical understanding and learning**

- Leaders work well with local schools to improve the teaching of mathematics and numeracy. This has included developing the school's approach to using practical equipment and visuals to deepen pupils' mathematical understanding.
- Leaders provide useful training for staff that focuses on the progression from using concrete resources to pictures and symbols. Across the school, staff encourage pupils to use resources such as cubes, counters and coins to support their mathematical thinking.
- In the majority of classes, where this approach is well established, pupils use resources and pictures to support and extend their thinking well. For example, in Year 3, pupils advance their understanding of multiplication facts by creating groups of numbers with cubes or through drawings.

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- Many older pupils are beginning to explore a range of approaches to support their problem solving, such as using jottings or pictures. These methods help pupils to visualise problems and to organise their thinking logically.
- In the classes for the youngest pupils, learning environments provide ample opportunities to develop pupils' mathematical knowledge through play and exploration. For example, a garden shop provides first hand opportunities to count, explore measures and handle money.
- In all classes, staff support pupils' mathematical thinking using a variety of resources. However, leaders recognise the need to strengthen the range of resources that are readily accessible to pupils, especially in the older classes.

### **Further develop pupils' extended writing skills across the school**

- Teachers use a systematic approach to develop pupils' writing skills that builds their knowledge of grammar, vocabulary and spelling progressively. This ensures strong consistency in the experiences available to pupils' without stifling the creativity of pupils or teachers.
- Teachers provide frequent opportunities for pupils to present and to use drama as part of their writing journey. This supports most pupils to develop qualities of empathy, expression and imagination that underpin their writing beneficially.
- Most older pupils understand how the features of different forms of writing help to convey meaning effectively. They apply this understanding skilfully to produce imaginative and informative extended writing that is well suited to its specific purpose and audience.
- Teachers make good use of meaningful contexts for pupils' writing. They are beginning to provide more opportunity for older pupils to use their writing skills to communicate about specific interests that inspire them.
- Nearly all pupils use a variety of helpful techniques to plan their writing and produce well-organised drafts. Older pupils reflect thoughtfully on their writing and respond positively to feedback and opportunities to enhance their work. Many show a sophisticated understanding of how to improve their writing and take pride in the progress they make.
- Staff use professional learning to extend their skills and knowledge helpfully. They consider carefully how to enhance their teaching, focusing appropriately on those aspects that need further refinement.

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/6732151>

Yours sincerely



**Liz Miles**

Assistant Director