

Aberbargoed Primary School
Heol Ysgol Newydd
Bargoed
CF81 9DD

19/12/2025

Dear leaders and staff

Interim visit: November 2025

A team of inspectors visited Aberbargoed Primary School recently to consider progress in relation to two recommendations from its 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

Address the standards of teaching and low expectations for pupils in Years 3 to 6

- Teachers across the school provide a rich variety of learning experiences that build on pupils' previous learning well. They use relevant contexts that help pupils to make useful connections in their learning and to apply their skills purposefully.
- All staff have high expectations for pupils' behaviour and active engagement in lessons. They create a calm atmosphere that enables pupils to concentrate and to cooperate with one another readily.
- Teachers share clear intentions for pupils' learning and provide helpful instructions that enable most pupils to work with independence. In a very few instances, they plan activities that require a level of knowledge or skill that a few pupils are not ready for.
- Teachers and teaching assistants use questioning and observation to monitor pupils' progress carefully. They provide valuable verbal feedback during lessons to

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

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Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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address misconceptions and to encourage pupils to improve their work and to deepen their thinking.

- Across the school, teaching assistants provide valuable additional support in classes and through group activities to meet pupils' specific needs effectively.
- Staff create a vibrant environment indoors and outdoors that enhances pupils' learning and well-being successfully. Displays celebrate pupils' learning and provide relevant prompts to scaffold their progress effectively. All pupils have access to useful resources that aid their learning and support their independence well.
- Teachers and teaching assistants benefit from worthwhile, focused professional learning. This helps them to reflect on their practice and supports beneficial collaboration to sustain improvement.

Ensure that senior leaders robustly monitor and evaluate learning and teaching to identify key areas for improvement

- Leaders have a clear vision for the school, focussed on developing pupils as happy, confident and aspirational individuals. The success of this is evident in the consistently positive way that pupils interact, behave and engage with their learning.
- Self-evaluation is sharp, rigorous and inclusive. Together, leaders, staff and governors have established a good understanding of the school's strengths and areas for improvement.
- Leaders gather a useful range of evidence and reflect on their findings with purpose, honesty and clarity. This helps them to identify the next steps in their work accurately and to celebrate the school's successes.
- Monitoring activity strikes a sensible balance between evaluating how well teachers adhere to expectations and the impact of teaching on learning.
- Leaders use the support of external partners well to assure the quality of their own work and to support further improvements.
- Leaders make effective use of professional learning to improve the quality and consistency of teaching. They match the professional development of staff to whole school priorities and individual needs purposefully. This ensures that all staff receive the support they need to refine their practice beneficially.
- The school provides good opportunities for aspiring leaders to develop their knowledge and skills. This enhances the quality and effectiveness of self-evaluation processes and strengthens the school's capacity to improve.

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/6762382>

Yours sincerely



Liz Miles

Assistant Director