

Upper Rhymney Primary School
Oakland Terrace
Rhymney
NP22 5EP

09/12/2025

Dear leaders and staff

Interim visit: November 2025

A team of inspectors visited Upper Rhymney 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

Challenge all pupils through consistent and effective teaching

- Across the school, teachers demonstrate consistently appropriate expectations for pupils' learning and progress. In general, they provide learning activities that suitably challenge pupils.
- All teachers adapt and scaffold learning activities appropriately to meet pupils' needs. They provide well-chosen resources and tailored tasks that, overall, enable pupils to access their learning successfully.
- There is a progressive approach to the teaching of oracy, phonics and reading. This helps most pupils to develop their skills and understanding well as they move through the school. The school is considering how to develop a similarly successful approach to the development of pupils' writing skills.
- Teachers model positive learning behaviours particularly well, supporting pupils of all ages to become enthusiastic and thoughtful learners. Throughout the school, pupils manage their own learning effectively. They show good levels of perseverance and collaborate productively with their peers.
- Leaders have given all staff access to relevant and beneficial professional learning, including a sharp and successful focus on improving questioning. Throughout the

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school, staff make timely interventions, asking well-considered questions that confirm and clarify pupils' understanding and help them to gauge pupils' progress.

- Teachers are becoming increasingly confident in providing pupils with opportune verbal feedback. In general, pupils listen carefully to the feedback they receive. They use it appropriately to correct errors and move their learning forward.

Plan effective progression in pupils' numeracy and digital skills as they move through the school

- Leaders have implemented a sound, strategic approach to improving pupils' digital skills. They have used an honest evaluation of existing practice and the skills of staff to prioritise key aspects for improvement and to focus professional learning effectively.
- Leaders and staff have collaborated to develop a clear, shared understanding of appropriate expectations for pupils' progress and now plan accordingly. They draw successfully on relevant expertise from professional partners and peers to enhance their individual skills and confidence.
- Teachers provide a stimulating range of interesting activities that enable pupils to develop and apply their digital skills in both focused sessions and through their wider curriculum experiences. More recently, leaders and staff have applied a similar approach to mathematics and numeracy, and this is beginning to strengthen teaching in these areas.
- The school's digital leaders help other pupils to develop a secure understanding of the responsible use of digital tools.
- Teachers generally plan activities that provide suitable challenge for pupils and build their knowledge of mathematical language progressively. In a few instances though, teacher's intentions for pupils' mathematics learning are not clear enough or tasks do not match pupils' needs fully.
- Teachers employ a good variety of suitable strategies and useful resources to develop pupils' numeracy skills and to enable them to begin to apply these independently.

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/6762307>

Yours sincerely



Liz Miles

Assistant Director