

Porth Community School
Cemetery Road
Porth
Cynon
CF39 0BS

15/06/2026

Dear leaders and staff

Interim visit: June 2026

Thank you for your support during the interim visit to the school on the 9th and 10th of June 2026. We valued the opportunity to meet with you and pupils and hear more about the improvement work the school has undertaken since the core inspection in November 2019.

During the visit, we had the opportunity to:

- hold discussions with leaders and staff about their self-evaluation and improvement work, and their work to improve the provision for pupils' numeracy skills
- talk with pupils and hear their feedback about the school
- visit a small sample of lessons in subjects across the curriculum
- scrutinise a sample of pupils' work
- scrutinise a small sample of relevant school documentation
- undertake joint work scrutiny and lesson observation activities with leaders and discuss the main findings from these activities

Focus of visit

Strengthen the provision for progressive development of pupils' skills across the curriculum

Leaders described to us how they have strengthened their strategic approach to developing pupils' literacy, numeracy and digital skills. They have undertaken a range of

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initiatives to improve reading, including targeted interventions, professional learning and the promotion of reading for pleasure. Their review of curriculum planning is strengthening skills progression, and staff have greater clarity as to how pupils' literacy and numeracy skills develop over time. In addition, leaders explain how they are increasingly using assessment and diagnostic information to identify pupils' needs and evaluate provision.

Leaders describe the more structured approach to improving numeracy provision. This includes mapping progression across the curriculum, using assessment and diagnostic information to identify priorities and refining curriculum plans and intervention programmes accordingly. Skills co-ordinators are working with subject leaders to strengthen the quality and relevance of numeracy activities within schemes of learning. The school is working to develop a more coherent approach to developing digital competence, particularly through cross-phase collaboration and an increased focus on computational thinking.

Leaders use a range of evaluation activities, including assessment information, learning walks, pupil voice and scrutiny of pupils' work. Staff are beginning to identify improvements in aspects of pupils' outcomes, particularly in reading and numeracy assessments. However, it is less clear as to how well the school evaluates the progressive development of pupils' skills through their work overtime. In addition, leaders acknowledge the implementation of skills development is not yet fully consistent across all curriculum areas, with numeracy generally less well developed than literacy.

We think it would be helpful for the school to consider:

- How well do leaders evaluate the impact of skills provision on pupils' progress and standards, beyond assessment outcomes?
- How consistently are expectations for literacy, numeracy and digital skills implemented across the curriculum?
- How effectively does the school support the progressive development of numeracy skills across different subjects?
- How well do leaders assure themselves that pupils are building and applying skills systematically as they move through the school?

How well does self-evaluation identify precisely any aspects of teaching and learning that need improvement?

Leaders describe their focus on strengthening its self-evaluation processes. Over time, they have involved more members of staff as leaders at different levels in these processes. This includes senior leaders and middle leaders and, where relevant, they provide opportunities for other teachers to become involved in this work. Leaders are now using a wider range of first-hand evidence to inform their evaluations and place a strong focus on professional dialogue in this work. As a result, it appears many more members of staff at differing levels of leadership are involved in evaluating than at the time of the core inspection. Middle leaders value this collaboration with senior leaders and the how it has built their ability and confidence to carry out evaluations.

Leaders acknowledge the school's self-evaluation processes would benefit from focussing more closely on the impact teaching has on the progress all pupils make over time. This, coupled with their use of data to analyse individuals and groups of pupils, would help to create a more holistic picture of pupil progress over time and help refine improvement activities. These aspects would support leaders to focus more precisely on the actions required to secure improvements.

We think it would be helpful for the school to consider:

- What is the impact of teaching on pupil outcomes?
- How can teacher become more reflective on the impact their teaching as on pupil progress?
- How can professional learning develop teachers to adapt their teaching to improve learning and outcomes?
- How can teaching assistants facilitate learning more effectively?

Thank you again for all your help in planning and organising our visit. We wish you well with your future developments.

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/6745501>

Yours sincerely



Lowri Jones

Acting Assistant Director