

Coychurch (Llangrallo) Primary School
Main Road
Coychurch
CF35 5HN

27/11/2024

Dear Sue Hurry

Interim visit: November 2024

A team of inspectors recently visited Coychurch (Llangrallo) Primary School to consider the progress the school has made towards the two recommendations from its core inspection in November 2022. Overall, leaders and staff at the school have worked well to address these. They recognise that there are aspects that could improve further. Below is a summary of progress against each recommendation.

Focus of visit

Provide clear feedback to pupils that identifies precisely what they need to do to improve their work and enable them to act on this guidance

- Leaders have a good understanding of the school's progress towards meeting the requirements of this recommendation. They recognise the improvements in provision since the core inspection but also accurately identify the key areas for improvement.
- All staff have engaged in a purposeful range of professional learning to support improvement in this area. Leaders have encouraged staff to evaluate the effectiveness of new feedback strategies before implementing them more widely. Staff reflect well on how to improve their assessment for learning strategies to support pupils with their learning.
- Since the core inspection, staff use consistent assessment for learning strategies across the school, for example through effective questioning, the use of key vocabulary, pupils' rating of activities and the use of plenaries. As a result, on the whole, pupils feel confident in discussing their work and areas for improvement.
- Almost all teachers plan clear objectives for learning. They explain tasks clearly to pupils and help them understand what to do and how to do it. They share learning intentions appropriately with pupils, and these support them in understanding what is expected during tasks. This helps pupils to reflect on the success of their learning.

- Nearly all staff have effective working relationships with pupils, which fosters a supportive and inclusive environment. Most staff make effective use of questioning to check pupils' understanding and to encourage them to reflect beneficially on their own learning and to learn from their peers. All staff promote a constructive attitude that values mistakes as an opportunity for learning. This creates an environment where pupils feel secure to share their thinking and to try things out with confidence.
- In most cases, teachers provide pupils with useful feedback that identifies what pupils are doing well and the next steps for pupils' learning. Most recently, teachers have trialled feedback in the form of colourful stamps to highlight what pupils have done well and how they could improve their work. However, teachers do not plan regular opportunities for pupils to edit, redraft and improve their work.

Provide appropriate challenge, particularly in independent activities, to ensure that all pupils make the progress they are capable of

- Since the last inspection, leaders and staff have carried out a purposeful range of professional learning to address this recommendation.
- Teachers generally provide suitable challenge for most pupils in activities that are adult-led. They use their assessment of pupils' previous learning to match objectives to their next steps appropriately. This enables most pupils to make sound progress in developing their communication and numeracy skills over time.
- Teachers organise the learning environment and use resources to support most pupils to develop their skills progressively. They plan activities with clear goals and monitor pupils' progress closely during lessons. In a minority of instances teachers provide too much explanation during lessons and intervene too swiftly to guide pupils' learning. This stifles opportunities for pupils to think for themselves and to make their own decisions about how best to complete a task.
- Where teachers provide purposeful opportunities for pupils to work with independence they generally cooperate and collaborate well. For example, younger pupils work out a compromise when deciding what they should take with them if they have to leave home in an emergency. Older pupils discuss maturely and respectfully the different ways in which people may be bullied.
- Teachers provide a range of opportunities for younger pupils to lead their own learning, such as through the use of role play. However, this provision is not consistent across classes and overall opportunities for younger pupils to develop their skills and understanding through play and independent exploration are limited.
- Staff across the school model language well. Recent professional learning has strengthened expectations of pupils' use of language and improved consistency in the teaching of speaking and listening. As a result, most staff extend pupils' vocabulary beneficially and challenge pupils to use spoken and written language with precision. For example, teachers help younger pupils to understand what a consensus is and support older pupils to employ suitable phrases to express their opinions clearly.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website: [Coychurch \(Llangrallo\) Primary School - Estyn](#)

Yours sincerely



Liz Miles
Assistant Director