

Casllwchwr Primary School  
Castle Street  
Loughor  
SA4 6TU

17/12/2024

Dear Owen Thomas

**Interim visit:** December 2024

A team of inspectors recently visited Casllwchwr Primary School to consider how the school has progressed in addressing the recommendations from its core inspection in February 2023.

During the visit the team had the opportunity to observe teaching and learning, look at pupils' work, scrutinise evidence and talk to pupils, staff and leaders.

Below is a summary of progress against both recommendations. Leaders should use these findings to reflect on their successes and to support further improvements where needed.

**Focus of visit**

**Develop pupils' mathematical skills**

- Since the core inspection, the school has been proactive and successful in its work to address this recommendation. Leaders and staff have created a positive and purposeful learning environment that gives mathematics a high profile and celebrates pupils' successes visibly.
- Overall, pupils make good progress in the development of their mathematics skills. From an early age, teachers provide pupils with a comprehensive range of learning activities, both inside and outside the classroom, which engage them and stimulate their interest. As a result, pupils across the school carry out their mathematics learning happily and confidently and talk about their work with pride.
- During their time at the school, pupils apply their mathematics skills purposefully in a wide range of relevant contexts. The youngest pupils develop an early understanding of how to collect and present data when identifying their favourite fruits. Older pupils use their knowledge of

measurement, percentages and ratio to accurately calculate the dimensions of rooms on a space station.

- Across the school, teachers give pupils timely and beneficial feedback on their learning in mathematics. In the best cases, teachers provide pupils with well-considered prompts, questions and reminders that help them to deepen and clarify their learning. This ensures that the pace of learning across the school is good, and that staff meet pupils' individual needs well.
- The innovative 'Estuary Education' project is a particularly strong aspect of the school's practice. Staff make excellent use of the local area, especially the school's proximity to the River Loughor, to develop pupils' skills in the outdoors. During these sessions, pupils enthusiastically carry out a wide range of activities such as estimating and measuring the perimeter of shapes in the natural environment. This helps pupils to understand the importance of developing effective mathematical skills to support them in school and life in general
- Leaders and staff are highly sensitive to the challenges faced by pupils with additional learning needs (ALN) and take good account of these when planning the school's mathematics provision. Teachers and support staff communicate clearly and carefully and adapt their approaches skilfully to support and scaffold the learning of pupils with ALN. This helps to ensure that they make good progress in their learning.

### **Ensure that all teachers have consistently high expectations of what pupils can achieve**

- Overall, the school's work to address this recommendation has been well-considered, collaborative and beneficial. Across the school, staff demonstrate high expectations of themselves and their pupils, helping pupils to make successful progress in the development of both their learning and well-being.
- Leaders plan and use professional learning effectively to enhance the quality of teaching. Well-considered visits to schools locally and further afield have successfully developed teachers' knowledge of effective strategies for assessment and raised their expectations of what pupils can achieve.
- Teachers throughout the school provide pupils with pertinent and timely verbal feedback that recognises their achievements and addresses misconceptions. This helps staff to establish a good understanding of pupils' progress and individual needs. Teachers use this knowledge to plan effective and challenging provision that helps most pupils to make good progress from their starting points.
- Working relationships between staff and pupils are strong and there is a productive environment for learning. In nearly all classes, the pace of teaching is efficient, keeping pupils engaged, focused and motivated. In the main, teachers keep an appropriate balance between providing guidance and enabling active pupil participation, whilst challenging them to take the next steps in their learning.
- Most teachers provide purposeful learning experiences that deepen pupils' knowledge and understanding. Learning often takes place through authentic contexts and links well to pupils' interests. As a result, nearly all pupils enjoy their learning and demonstrate positive attitudes towards school life.

- Throughout the school, staff are consistent in their use of positive language. This approach contributes valuably to the school's celebratory and nurturing culture. In all classes, staff sensitively encourage pupils to talk frequently and honestly about their learning goals. This helps most pupils to have a good understanding of their strengths and next steps, as well as developing their aspirations for future success.

Leaders and staff have worked together with a strong sense of purpose to address the recommendations from the last inspection. They are rightly proud of the work they have done and are honest and accurate in their identification of what they need to do to continue to improve. They have interesting and well-considered plans to further develop the school's work.

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/6702108>

Yours sincerely



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