

Hafod Primary School
Odo Street
Hafod
SA1 2LT

16/12/2024

Dear Timm Dadds

Interim visit: December 2024

A team of inspectors recently visited Hafod 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 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

Improve the indoor and outdoor learning environments to ensure that younger pupils have effective opportunities to learn through play and exploration

- Leaders are highly reflective. They have established a robust approach to self-evaluation that ensures that they have a strong understanding of the school's strengths and areas for improvement based on a comprehensive range of first-hand evidence. As a result, they are fully aware that work to address this recommendation is in its infancy and further time and focus is needed to make the necessary improvements.
- In recent years, leaders have been diligent in evaluating the use of the school's numerous learning spaces. Sensibly, they have taken steps to repurpose rooms and areas around the school so that they are more suitable for supporting and facilitating pupils' learning. Staff use spaces across the school purposefully to provide a beneficial range of intervention programmes, enrichment activities and break out zones for independent learning.

- The school is highly inclusive, and staff understand pupils' individual needs very well. Classroom environments are adapted thoughtfully to meet the needs of pupils with physical difficulties, and this helps them to access the curriculum fully. Across the school, staff actively consider pupils' views and ensure that they have input into the provision they receive.
- Outdoor learning areas remain underdeveloped. Leaders have worked tirelessly to establish ways to enhance the school's external spaces. However, factors beyond their control have limited the progress made.
- Throughout the school day, pupils in a majority of classes have opportunities to carry out learning in areas immediately outside the classroom. However, these activities do not always follow pupils' interests, support them to make choices in their learning, or independently develop their investigation and problem-solving skills.
- The school's youngest pupils have good opportunities to learn through play during their time in school. They freely explore the classroom environment and, in general, engage with activities happily both by themselves and with their friends. This helps them to develop their early oracy skills as well as turn-taking, sharing and co-operation.
- As they move through the school, opportunities for pupils to explore and experiment in their learning are variable. In the best cases, pupils make choices about how to present their work, what skills to apply and what resources to use. However, on occasion teaching is over-directed and where this is the case, it restricts the level to which pupils develop as independent learners.

Improve the teaching of extended writing to ensure that pupils develop and organise ideas in their writing effectively

- Leaders have identified the school's strengths and areas for improvement in writing accurately. They have been proactive planning a range of purposeful professional learning opportunities to enable teachers to implement improvement strategy effectively.
- Leaders have developed appropriate plans to enhance the teaching of extended writing. This includes a programme that structures the development of pupils' writing skills through a process of imitation, innovation and independent application. This is beginning to have a positive impact on pupils' progress.
- Teachers make worthwhile plans for the progression of writing conventions, including grammar, spelling and punctuation. As a result, most pupils use these suitably in relation to their age across the school.
- Teachers plan beneficial opportunities for pupils to apply their writing skills for different purposes across the curriculum. Many older pupils have a good understanding of the features and purpose of different text types, and they apply their skills at an appropriate level.
- Most teachers have developed a clearer understanding of how to improve the key components of pupils' writing. When planning extended writing activities, teachers appropriately consider breadth, challenge, application and choice of text to enable progression in writing.
- Across the school, many pupils' writing skills develop appropriately and they write for a variety of purposes, using a range of stimuli.

- The use of carefully selected film clips as a stimulus has captured pupils' imagination. This has helped to support pupils' understanding of how to structure their writing effectively using creative language choices. Many of the excerpts actively promote diversity and celebrate the differences in society and the school community. These writing opportunities foster pupils' development as ethical and informed citizens.

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/6702032>

Yours sincerely



Liz Miles
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