

Nercwys CIW Voluntary Aided Primary School
Village Road
Nercwys
Mold
Flintshire
CH7 4EW

10/12/2024

Dear Mrs Andrea Taylor

Interim visit: November 2024

A team of inspectors recently visited Ysgol Nercwys school to consider how the school has made progress in addressing two of the recommendations from its core inspection in March 2023. Below is a summary of progress against those recommendations.

During the visit the team had the opportunity to:

- Visit classes
- Talk to pupils
- Meet with teachers and leaders
- Look at pupils' work
- Scrutinize documentation

Leaders and staff at the school have worked effectively to address these recommendations. They recognise that there are aspects that could improve further.

Focus of visit

Strengthen self-evaluation processes to focus more specifically on the impact of teaching and learning

- Since the core inspection, leaders have worked hard to identify and address weaknesses in the school self-evaluation processes. They have a clear timetable of monitoring activities, including learning walks, evaluating standards of pupils' work and listening to the views of learners and parents. This is effective in providing leaders with valuable information regarding the standard of teaching and wider provision for pupils.

- Leaders provide staff with valuable professional development opportunities which have a positive impact on the standards of teaching and learning. For example, following learning walks and scrutiny of pupils' books, leaders have identified the need to improve pupils' enthusiasm and engagement in their learning. This has led to whole staff training on the use of literature and drama activities which effectively provide pupils with a 'hook' to engage their interest at the beginning of themes or topics studied.
- Leaders include staff purposefully in some of the self-evaluation activities, for example they hold regular pupil progress meetings. These meetings enable staff to engage in purposeful professional discussions to identify and address the needs of pupils within their classes. Leaders have identified the need to include staff in a wider range of self-evaluation activities to improve the consistency of teaching. These include opportunities to observe each other teach and share effective practice across the federation of schools.
- Members of the governing body visit the school regularly. They attend meetings to discuss important aspects of the school's work, including the implementation of the new curriculum and provision for pupils with additional learning needs. One of the schools' priorities is to include members of the governing body more robustly in other aspects of the self-evaluation processes to improve their understanding of the school's strengths and identify areas for improvement.

Provide more opportunities for pupils to develop their extended writing skills

- Leaders have developed an effective whole school approach to addressing this recommendation including providing teachers with purposeful professional development opportunities. This has been effective in improving teachers' planning to include authentic opportunities for pupils to develop their writing skills across many areas of learning.
- Across the federation, teachers ensure that pupils learn about the features of different types of writing, how to set their work out and develop an understanding of the vocabulary they might use to match the purpose of their work. Pupils then use their knowledge and skills to draft and write their own pieces of work before assessing them against the success criteria. As a result, many pupils are developing their extended writing skills well. They write independently in a wide range of real-life contexts, for example, when trying to persuade the prime minister of the damage palm oil is having on the future of rainforests.
- Teachers regularly evaluate the standard of pupils' writing. They use this information effectively to identify and address specific aspects of learning, for example to develop sentence structure and pupils' use of vocabulary.
- Staff use a range of resources effectively when developing pupils' writing skills. For example, younger pupils benefit from the use of literacy board games which develop their understanding of vocabulary well. Older pupils make purposeful use of the 'literacy walls' to develop their understanding of common language rules, such as when and how to use grammar and punctuation in their writing.

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/6643332>

Yours sincerely



Liz Miles
Assistant Director