

Helen Gentle
Abercerdin Primary School
Kenry Street
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Gilfach Goch
Bridgend
CF39 8RS

12/03/2025

Dear Helen Gentle

Interim visit: February 2025

A team of inspectors recently visited Abercerdin Primary School to consider how the school has progressed in addressing the recommendations from its core inspection in February 2020.

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

Strengthen opportunities for pupils to develop their independent learning skills and to influence what and how they learn

- Leaders and staff have made purposeful progress in addressing this recommendation. Since the last inspection, they have taken a thoughtful and thorough approach to developing a whole-school culture and vision that fosters pupils' independence.

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- School leaders take a strategic approach to researching, planning, and monitoring a curriculum that meets pupils' needs while promoting high levels of independence. They use their strong understanding of the school's context to foster positive attitudes to learning and ensuring pupils' progress, attainment, and well-being.
- Well-organised classroom environments ensure that pupils can access the materials, tools, and resources they need to complete tasks. A carefully chosen range of seating and desks enables pupils to work comfortably and flexibly throughout the classroom. This thoughtful approach across the school supports pupils' varying learning needs and preferences. As a result, pupils can choose how they approach their tasks and access what they need to complete their work.
- Pupils show positive attitudes towards their learning and engage enthusiastically in discussions about it. They describe how they use 'quests' to develop their skills independently across different areas of learning. Older pupils recognise how this approach helps them take greater responsibility for their learning and they are beginning to make decisions about how they present their work. For example, Year 4 and 5 pupils retell the story of Sion Cati and choose a digital tool to illustrate their work.
- Teachers effectively share and negotiate enquiry questions with pupils to start the thinking process. Older pupils confidently explain how they influence enquiries with their suggestions and ideas. They use working walls well to support learning and enhance their enquiry and their presentation skills well through their use of technology.
- Many teachers plan independent learning activities that support skill development and build on previous learning effectively. These tasks give pupils opportunities to practise skills independently in a variety of contexts. Many pupils are resilient and persevere when tackling challenges, but this varies too much across the school. In a few instances, independent tasks do not always match pupils' abilities well enough.
- Across the school, many teachers regularly provide opportunities for pupils to transfer knowledge and apply their skills to meaningful independent activities. Through these daily experiences, pupils develop their thinking skills, make decisions, plan, and manage their time effectively. In the best examples, they achieve personal success, which strengthens their self-respect, confidence, and independence.

R2 Plan effectively for all pupils to use their mathematical skills in worthwhile contexts across the curriculum

- Since the core inspection, staff have improved their understanding of how to provide meaningful opportunities for pupils to apply mathematical skills across the curriculum. The introduction of an enquiry-led curriculum supports teachers to plan purposeful lessons that develop pupils' mathematics and numeracy skills in various contexts.
- The mathematics lead has collaborated with the regional consortium and local schools to develop an action plan for enhancing numeracy provision across the curriculum. He provides staff with valuable professional learning opportunities which strengthen their understanding of how to plan effectively and ensure progression in numeracy skills across the school.
- Many staff plan a range of opportunities for pupils to apply their numeracy skills across the curriculum successfully. For example, younger pupils have regular opportunities to apply their skills in purposeful classroom provision. Older pupils use their numeracy skills effectively in engaging 'quests,' for instance when tracking the decline of the Welsh coal industry over time, analysing figures, rounding decimals, and then drawing interesting conclusions. Although these quests enable good levels of pupil engagement across the school, they are not always challenging enough.
- Overall, leaders monitor numeracy provision across the curriculum well through learning walks and book looks. They provide staff with clear feedback on strengths and areas for improvement. For example, in identifying the need to support pupils mathematical understanding by providing pupils with the appropriate resources.

Overall, leaders and staff have been thorough and thoughtful in their work to address the recommendations from the last inspection. The team would like to thank the school's leaders, staff, and pupils for their positive approach to the interim visit, and for their warm welcome to the school.

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/6722046>

Yours sincerely



Liz Miles

Assistant Director