

Mr Gardner
Capcoch Primary School
School Street
Abercwmboi
Aberdare
RCT
CF44 6AD

20/03/2025

Dear Mr Gardner

Interim visit: March 2025

A team of inspectors recently visited Capcoch Primary School to consider how the school has progressed in addressing a recommendation from the core inspection that took place in June 2022. In addition, inspectors looked at the progress the school is making in addressing one of its own improvement priorities. Below is a summary of progress.

Focus of visit

To improve pupil well-being and attendance through family engagement.

- Leaders have developed a clear vision to nurture positive relationships with the whole school community based on a shared commitment to strength through togetherness. They have developed a supportive culture to promote the well-being of all pupils successfully.
- Staff work collaboratively to target and track the progress and well-being of specific groups of pupils effectively. As a result, interventions are purposeful, and most pupils make strong progress over time in the development of their skills and well-being.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- The role of the family engagement officer is pivotal to the school's success in improving pupils' well-being and attendance and in securing successful engagement with families.
- Arrangements to use grant funding are highly effective. They include the development of a purpose-built hub and a food and clothing pantry. These innovations are part of a suite of strategic actions that provide sensitive, timely and needed support for pupils and families.
- The school's work in partnership with parents and outside agencies is exceptional. Staff work tirelessly to develop and provide useful and practical support to parents such as cooking lessons and opportunities to work alongside their children in the outdoors. These actions help to raise aspirations of both pupils and parents.
- In addition, each class holds family engagement sessions in line with school development priorities. Attendance at these sessions has significantly improved since the introduction of the family engagement officer role. Most parents attend these sessions and this strategy has a positive impact on pupils' attitudes to learning.
- As a result of the targeted approach to develop family engagement across the school, over the last 2 years overall attendance has increased and the gap between the attendance of pupils eligible for free school meals and other pupils has reduced significantly.

Develop and share effective foundation phase principles and pedagogy to meet the needs of younger pupils

- The strategic decision to deploy the deputy headteacher as Reception class teacher has worked well. She is a positive role model and mentor for staff throughout foundation learning. This has had a positive impact on teaching, provision and pupils' progress.
- Leaders monitor provision and standards in the younger classes regularly. They accurately highlight areas to celebrate and share and also identify areas for further development. All staff respond positively to monitoring activities. They use feedback to make appropriate adaptations to their provision.
- Staff display a strong understanding of the pedagogy and principles of early education and foundation learning. They provide inspirational and exciting experiences, in thoughtfully planned indoor and outdoor environments, that engage nearly all pupils for extended periods.
- Staff adapt their provision continually, responding proactively to pupils' interests and needs. In the youngest classes, staff understand early childhood development well. They ensure that pupils have experiences that are tailored to their individual

needs, for example, through encouraging pupils to experience patterns of repetitive play.

- In the strongest examples, adults facilitate pupils' learning purposefully by engaging with them as they play and enticing them skilfully to participate in focussed activities. They ask open questions that make pupils think and deepen their understanding. They judge the pace of activities effectively, ensuring that pupils have enough time and opportunities to develop their skills without becoming distracted or losing interest. Overall, pupils' well-being and skills are developing well.

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/6742084>

Yours sincerely



Liz Miles

Assistant Director