

T. Lewis
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14/03/2025

Dear T. Lewis

Interim visit: March 2025

A team of inspectors recently visited Llanilltud Faerdref Primary School to consider how the school has progressed in addressing the recommendations from its core inspection in January 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 pupils' independent learning skills.

- After the core inspection, teachers worked collaboratively to decide what effective independent learning is and how to achieve it with their pupils. They evaluate their methods regularly, making improvements to enhance effectiveness. As a result of this approach, teachers have strengthened pupils' independent learning skills.
- Overall, classrooms are well organised to support independent learning. Pupils have easy access to high-quality resources and clear guidance that help them complete tasks without always relying on adults.
- Where teaching is most effective, teachers support pupils to be ambitious and to enjoy challenging themselves. For example, teachers provide interesting open-ended questions or problems that encourage pupils to think for themselves and to

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collaborate effectively with their peers. This encourages them to take initiative and manage their own learning.

- Most teachers provide well-judged support and use effective questioning to encourage independence. They gradually reduce direct instruction and give pupils opportunities to make worthwhile choices about their learning. As a result, pupils gain confidence in working independently and develop resilience when facing challenges.
- Teachers use support staff effectively to help pupils develop independent learning skills. They provide the right balance of support and challenge, ensuring pupils grow in confidence and self-reliance while carefully monitoring their progress.
- The school has worked successfully with the consortium to enhance their understanding of pupil independence by collaborating across the cluster, investigating different approaches and identifying a key focus area to develop collectively.

Use the best practice across the school to ensure that all teaching allows pupils to develop their reasoning, thinking and problem-solving skills.

- School leaders and staff have taken stock of their provision to develop pupils' reasoning, thinking and problem-solving skills. They shared the good practice that already existed in the school and took part in professional learning to enhance their approaches for the benefit of pupils.
- In response to this professional learning, leaders and teachers refined the school's curriculum to include a wide range of interesting topics that inspire pupils' engagement and enjoyment of learning. These topics lend themselves well to introducing, practising and consolidating skills that pupils can apply across the curriculum.
- A consistent approach to teaching literacy, numeracy and digital skills throughout the school ensures that pupils gain a good grasp of important skills and concepts in these areas.
- Alongside this, creative teaching and imaginative learning experiences encourage pupils to develop positive attitudes to learning and attributes that prepare them for life's challenges, including perseverance, determination and resilience. This provides pupils with a firm foundation that serves them well when encountering increasingly complex problems that require them to reason and think deeply.
- From an early age, nearly all pupils tackle challenges in their work and play enthusiastically. Most think carefully about the best way to approach a problem and many work systematically, alone or in groups, to find a solution. Older pupils discuss options, question one another as they work, and learn to see mistakes as opportunities to learn and improve.

- Pupils are beginning to keep digital portfolios of their work to track their progress in reasoning and problem solving. This is starting to support teachers to ensure that they build progression in reasoning, thinking and problem-solving into their planning more rigorously.

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/6742118>

Yours sincerely



Liz Miles

Assistant Director