

Liz Edmunds
Edwardsville Primary School
Cardiff Road
Edwardsville
Treharris
Merthyr Tydfil
CF46 5NE

04/07/2025

Dear Liz Edmunds

Interim visit: July 2025

A team of inspectors visited Edwardsville Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Strengthen the role of leaders at all levels so that they operate more strategically and focus more sharply on pupils' standards and improving provision

- Since the core inspection, the headteacher and senior leaders have established a clear, shared vision for leadership focussed on developing high-quality provision and improving outcomes for all pupils. Leaders have engaged in purposeful professional learning, with a focus on data analysis, curriculum design, and teaching and learning. They are now confident and skilled in using a wider range of information to identify gaps in learning, evaluate the effectiveness of teaching, and set appropriate targets to support pupil progress.
- Leaders have implemented a robust cycle of monitoring that focusses appropriately on the quality and impact of teaching on learning. Leaders use their evaluations to accurately identify and prioritise the aspects of teaching that require development.

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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

- There is a strong culture of reflection and continuous improvement across the school. Staff reflect on the impact of their teaching on pupils' outcomes and adapt their practice appropriately. Performance management processes align well with whole-school priorities and identify staff's individual professional learning needs suitably.
- The school engages well with improvement partners and the local network of schools to ensure that all staff contribute effectively to a cycle of continuous improvement.
- Leaders have improved provision in the early years by securing a balance between focused teaching and play-based learning. They listen carefully to pupil leadership groups who regularly gather the views of their peers. Teachers respond positively to this feedback and adapt learning experiences to ensure the curriculum is balanced and engaging.

Improve the quality of teaching to ensure it reflects the best practice observed across the school

- Since the core inspection, leaders and staff have strengthened the consistency of teaching across the school. Teachers use agreed strategies purposefully to engage pupils actively in their learning and to support them in making meaningful connections across different areas of the curriculum. A notable strength is the provision for developing pupils reading skills.
- Teachers regularly observe one another's lessons to share, refine and improve their practice. Staff benefit from professional learning that supports whole-school priorities, drawing on the expertise of colleagues. This collaborative approach has fostered a strong culture of professional development and improved the consistency and quality of teaching.
- Teachers plan purposeful learning that enables pupils to apply their skills confidently across the curriculum. They provide regular opportunities for pupils to explain their thinking and solve problems, both orally and in writing. In a very few cases, teachers do not ensure pupils have sufficient fluency in basic number operations which limits their ability to tackle more complex mathematical tasks.
- Most teachers assess pupils' learning effectively and adapt their lessons thoughtfully in response to pupils' needs to ensure they make progress, develop independence and enhance their critical thinking.

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:

[Edwardsville Primary School - Estyn](#)

Yours sincerely



Liz Miles

Assistant Director