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09/07/2025

Dear Lesley Hynes

**Interim visit:** June 2025

A team of inspectors visited Ysgol Carreg Hir 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**

**Improve pupil progress in skills, especially in writing, through greater challenge for more able pupils**

- A clear and effective focus on developing pupils' language and literacy skills permeates the school. Staff model spoken language effectively, and support pupils to make strong progress with their oracy. This helps to improve their writing skills.
- Skilfully planned and diligently led improvement work has driven positive developments in the teaching of writing. A progressive plan for teaching writing supports effective classroom practice and helps most pupils to develop their skills purposefully. Leaders monitor this work closely and work with staff to refine their teaching if necessary.
- Beneficial professional learning for staff means that most teachers have sound subject knowledge and teach writing with confidence and enthusiasm.
- In the youngest classes, staff prioritise the development of pupils' pre-writing skills. Effective use of resources and carefully planned activities enable many pupils to develop their gross and fine motor skills and oracy skills swiftly.

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- As they move through the school, most pupils develop positive attitudes towards writing. By Year 4, many write appropriately and use a suitable range of punctuation and vocabulary to make their writing interesting.
- By the time they leave the school, they apply their writing skills purposefully in an appropriate range of contexts and genres.
- Most pupils understand their individual writing targets and teachers make effective use of 'pit stops' to help pupils address these targets. Most pupils respond well to feedback and use it purposefully to improve their work.
- Staff know their pupils well and use this knowledge to plan focussed activities that challenge all pupils suitably.

**Ensure that self-evaluation processes are focused to improve aspects of teaching and learning, and that improvement priorities are specific and measurable**

- The headteacher has established effective monitoring procedures and improvement processes, which have a clear focus on raising standards of teaching and learning.
- These procedures are sensible and sustainable and take good account of the staff's workload. Most stakeholders, including the pupils, are now an integral part of school improvement and leaders have identified further opportunities for all staff to contribute to the process.
- Leaders consider a beneficial range of evidence to plan priorities for improvement. They work thoughtfully to set in place initiatives to improve pupils' learning and progress in important areas, such as writing and mathematics. The actions are sensible, and leaders' ongoing evaluations show progress against many of the actions, and their impact on teaching and learning.
- As a result of evidence from monitoring processes, leaders tailor professional learning thoughtfully to meet individual and whole-school needs. Staff take responsibility of their professional development and improvement targets. Consequently, staff collaborate across the school and with other schools and this has led to improvements in provision and in pupil outcomes.

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/6712241>

Yours sincerely



**Liz Miles**

Assistant Director