

# **Report summary for parents and carers on Melin Primary School**

**Date of inspection: June 2025**

# Summary

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Melin Primary is a welcoming, inclusive school where pupils feel safe and supported. Most pupils behave well and show positive attitudes to learning. Teachers manage pupils' emotional needs effectively and provide appropriate support to promote their well-being.

Leaders work effectively with a range of professionals to support pupils with additional learning needs (ALN) and, as a result, most make good progress towards their individual targets. They collaborate closely with the pre-school setting to ensure a smooth transition into school for the youngest pupils, enabling them to settle quickly and make rapid early progress in learning.

The quality of teaching varies across the school. In the youngest classes, teachers use assessment effectively to identify pupils' next steps in learning and use this information to plan thoughtful activities that engage pupils' interests and meet their developmental needs successfully. However, although older pupils complete the tasks they are given in lessons, teachers do not consider pupils' next steps in learning well enough to ensure that they make the progress they should.

Most younger pupils make strong progress in developing their literacy and numeracy skills and soon become independent and creative learners. The progress older pupils make in literacy and numeracy is too variable. Across the school, pupils develop their physical, digital and Welsh language skills appropriately. Many younger pupils develop their thinking and problem-solving skills successfully and enjoy making choices in their learning as they begin to develop independence. However, the majority of older pupils do not develop a broad enough range of skills to support their learning effectively across the curriculum.

Leaders use a suitable range of evidence to identify the school's strengths and areas for development. However, leaders' evaluation of the school's work is not always accurate and does not support school improvement well enough. They do not focus closely enough on improving the quality of teaching and learning. Governors work closely with the acting headteacher to address the impact of poverty on families. They are beginning to participate meaningfully in self-evaluation but this is at a very early stage and governors' understanding of the school's work and the progress pupils make is limited. Overall, pupils' attendance rates are too low.

# Recommendations and next steps

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## **We have made four recommendations to help the school continue to improve:**

- R1 Improve the accuracy and effectiveness of self-evaluation and improvement planning
- R2 Improve the quality of teaching and assessment for older pupils to ensure that they make the progress they should in learning
- R3 Strengthen the curriculum to provide authentic, purposeful learning activities that enable older pupils to build on their skills progressively
- R4 Improve attendance

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it is going to address the recommendations. A small team of Estyn inspectors will visit the school to monitor progress about 12-18 months after the publication of the inspection report.

## Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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