

Nantymoel Primary School  
Gwendoline Street  
Nantymoel  
CF32 7PL

25/09/2025

Dear leaders and staff

**Interim visit:** September 2025

A team of inspectors visited Nantymoel 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 leadership to ensure that it identifies and addresses key areas for improvement**

- Since the core inspection the headteacher has focused well on strengthening leadership across the school. This has included the introduction of middle leader posts with responsibility for important aspects of school improvement.
- Middle leaders are beginning to develop their leadership skills. A few have taken part in evaluating teaching and learning or have delivered training for staff.
- The head teacher has shared the responsibility for line management of staff with senior leaders and strengthened arrangements for performance management. This has resulted in roles, responsibilities and accountabilities becoming clearer across the school.
- Senior leaders use a suitable range of first-hand evidence to evaluate the school's provision and identify strengths and areas for improvement. These include talking to pupils and undertaking learning walks. Leaders recognise the need to involve a wider range of stakeholders.

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- In general, the school's evaluations identify ways forward clearly and accurately. The monitoring of teaching and learning often focuses sharply on a few key areas, enabling leaders to review the impact of improvement work successfully. However, leaders do not always identify and address the overall strengths and areas for development in the practice of individual teachers effectively.
- Leaders have provided a range of professional learning opportunities for staff linked well to the school's priorities. Staff value these and are beginning to make positive changes as a result. After attending training focused on independent learning, many staff have improved opportunities for pupils to contribute to what and how they learn.

**Develop a whole-school approach to curriculum development and provide opportunities for pupils to apply their skills in meaningful, authentic contexts**

- Leaders continue to work on developing a curriculum that is engaging and challenging, and right for their pupils. They consider pupils' learning through whole-school themes and refine these to match pupils' stage of development.
- Leaders are beginning to evaluate how well the curriculum meets pupils' needs across all areas of learning and experience.
- In the older classes, many teachers plan independent challenges for pupils within authentic contexts. In many cases, these offer effective challenge, and support pupils' learning effectively across areas of learning and experience.
- Younger pupils have beneficial opportunities to apply a wide range of skills, such as their number skills, through play and engaging activities. This is particularly strong in the youngest class. Older pupils have a few opportunities to apply their literacy and numeracy skills across the curriculum.

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/6722178>

Yours sincerely



**Liz Miles**

Assistant Director