

Abercynon Community Primary School
Ynysmeurig Road
Abercynon
Mountain Ash
RCT
CF45 4SU

13/10/2025

Dear leaders and staff

Interim visit: October 2025

A team of inspectors visited Abercynon 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

Ensure that self-evaluation and improvement strategies focus sharply on the impact of teaching on learning

- Leaders have accessed a range of professional learning to improve their monitoring and evaluation skills. This has helped them to consider the information they gather about teaching and learning carefully.
- Leaders have refined self-evaluation and improvement processes to focus more sharply on the impact of teaching on pupils' learning. They use this information suitably to identify opportunities for improvement. For example, evaluation of reading provision led to a revised whole-school approach to developing pupils' reading skills.
- School improvement actions are planned appropriately across the school year and increasingly align with whole school priorities. Leaders recognise the need to sharpen the focus and timing of monitoring activities to keep the effectiveness of this improvement work under continuous review.

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

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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.

- Senior leaders hold termly meetings with staff to discuss pupil progress. This helps to inform teaching provision across the school, such as the use of targeted support for pupils to improve their literacy skills.
- The headteacher has worked effectively with the governing body to ensure that governors are fully involved in the self-evaluation process. This has helped governors to develop a clearer understanding of the impact that teaching has on learning.

Address the inconsistencies in the quality of teaching across the school with a particular focus on ensuring that all pupils are challenged effectively

- Leaders provide a wide range of professional learning and collaborative research opportunities for staff. This has led to a more consistent and coherent approach to teaching and learning. Increasingly, teachers provide pupils with learning experiences that challenge them at the right level.
- The pace of teaching is effective across the school. Most teachers balance individual, group and whole-class activities well, maintaining pupils' engagement and progress. They use questioning skilfully to probe understanding and extend pupils' thinking.
- Many teachers provide pupils with timely and constructive verbal feedback, which challenges them to refine and improve their work during lessons.
- Teachers have strengthened opportunities for pupil choice when planning curriculum activities. This has made learning more meaningful and fostered pupils' curiosity, independence and engagement.
- Teachers in the learning resource classes create a calm and inclusive learning environment with clear routines for pupils with additional learning needs. They use a range of strategies and resources to model spoken and non-verbal communication effectively, enabling pupils to make effective progress from their individual starting points.

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/6742385>

Yours sincerely



Liz Miles