

Cwmclydach Primary School
Wern Street
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Tonypandy
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22/10/2025

Dear leaders and staff

Interim visit: October 2025

A team of inspectors recently visited Cwmclydach Primary School to consider the school's recent progress against two of its improvement priorities. During the visit the team had the opportunity to observe teaching and learning, look at pupils' work and talk to pupils, staff and leaders. Below is a summary of progress.

Focus of visit

Improve teaching and assessment to ensure that pupils develop and use the full range of skills, particularly their writing and mental mathematics skills

- Leaders have introduced structured mathematics schemes across the school to bring greater consistency to teaching and planning for progression in pupils' skills. They have worked with staff to adapt these materials to meet the requirements of the Curriculum for Wales. As a result, staff are beginning to plan more effectively to support pupils' learning.
- Staff have engaged in a range of professional learning opportunities to improve the quality of mathematics teaching, such as the use of practical resources to strengthen pupils' understanding of number. In a few instances, this training is beginning to improve classroom practice and engage pupils more effectively in their mathematics work. As a result, many older pupils are developing positive attitudes to their learning and enjoy taking part in maths lessons, particularly when they are interactive and involve more practical tasks.

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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.

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

- Across the school, teachers are beginning to develop a small number of suitable strategies for teaching mathematics. For example, in a few lessons, pupils use whiteboards to display their learning, and teachers make use of short 'pitstops' to address common errors. However, teachers' understanding of effective planning and teaching in mathematics is variable.
- Where this understanding is less secure, they do not always explain the intended learning clearly, model concepts effectively, or identify and address pupils' misconceptions. As a result, pupils' progress in developing and applying the full range of mathematical skills across the school is occasionally too slow.
- In addition, while mental mathematics sessions are beginning to help pupils improve their recall of number facts and their confidence in basic calculations, overall fluency remains underdeveloped. Many pupils continue to rely on counting strategies and lack quick recall of essential number facts.
- Pupils are beginning to develop a broader range of mathematical skills, such as applying number skills to solve simple problems and constructing bar charts to represent data. Opportunities for pupils to apply these skills across the curriculum and to transfer their learning to different contexts remain at an early stage of development.

Ensure that the learning environment and approaches to teaching and assessment enable pupils to develop as independent learners

- Following the inspection, staff in the youngest classes received training on the role of the adult in developing pupils' independence. Due to a high turnover of staff, a minority of current staff have not received this training. As a result, not all staff have a secure understanding of how to help pupils become more independent learners.
- The school has worked with the local consortium and visited other schools to help develop outdoor and indoor provision in the youngest classes. This has helped staff to improve the outdoor spaces, which now provide pupils with more suitable spaces to play and learn.
- Staff have started to organise classroom spaces into defined zones that offer pupils a variety of purposeful areas for learning. However, they do not always ensure that pupils can access a range of basic resources independently to support their learning.
- The school has introduced independent activities that pupils chose to complete. This work is at an early stage of development and there is inconsistency in how well pupils independently access the tasks and record evidence of their learning.
- At times, adults support pupils' learning effectively by using well-chosen questions and intervening at appropriate moments to move learning forward. Too often

though, adults step in too quickly and do not allow pupils enough time to explore and discover things for themselves. They sometimes over-direct pupils' play, limiting opportunities for pupils to think independently and develop curiosity. In some cases, adults have an insecure understanding of their role in facilitating pupils' learning.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website: [Cwmclydach Primary School - Estyn](#)

Yours sincerely



Liz Miles

Assistant Director