

Trallwng Infants School
Bonvilston Road
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Pontypridd
RCT
CF37 4RD

23/10/2025

Dear leaders and staff

Interim visit: October 2025

A team of inspectors visited Trallwng Infants school recently to consider progress in relation to the 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 teaching and provision provides pupils with opportunities to influence how they learn and develops their independence

- Staff have received beneficial training on the role of the adult in facilitating independent learning. Pupils now benefit from regular opportunities to develop independence in their learning.
- The school has reorganised classroom environments to improve pupils' independent access to a wide range of resources. As a result, pupils now choose resources confidently and without adult support.
- Classrooms include a wide range of stimulating provision to support pupils' independent learning both indoors and outdoors. Staff use the areas well to plan activities that enable pupils to enhance and consolidate their learning effectively. There is a good balance of free play spaces and areas with more focused tasks.
- In both classes, pupils have regular opportunities to choose which areas to access. They explore and develop their own ideas independently.

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

- Staff encourage pupils to complete different challenges independently by choosing resources needed and recording their work as evidence. Pupils have the chance to suggest challenges to complete and have greater ownership of their learning.
- During immersion weeks at the start of every topic, pupils suggest aspects of the topic that they would like to explore. Staff combine these ideas with other planned activities to help pupils influence what they learn.

Focus professional learning for all staff on extending their range of teaching and learning pedagogies, particularly around early child development

- The school has made strong progress in developing a reflective and well-structured approach to professional learning. Leaders have ensured that it is regular, reflective and collaborative. They use weekly planning sessions effectively to share practice, to review the impact of training and to identify their next steps. This has resulted in a stronger, more consistent understanding across the staff team of how young children learn and how provision can best support this.
- Teachers and support staff have engaged in targeted training on child development and schemas. This has led to more informed planning and improved use of observation to identify and respond to pupils' learning needs. Leaders have identified the need to revisit this work to embed it further with new staff.
- Professional learning has also focused on developing pedagogy to enhance pupils' independence. Staff are beginning to refine their questioning and modelling skills to support pupils' thinking. This has been reinforced through collaborative work with partner schools, for example by adapting research-informed approaches to suit the needs of younger learners.
- Support staff have benefited from a wide range of specialist training and apply this learning confidently to support pupils. They communicate effectively and regularly share expertise and classroom experiences with each other.
- Staff use their observations of learning to inform the next steps in their planning. This helps ensure a consistent approach across all staff in meeting pupils' needs.

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

Yours sincerely



Liz Miles

Assistant Director