

Miskin Primary School
York Street
Miskin
Mountain Ash
Rhondda Cynon Taf
CF45 3BG

18/11/2025

Dear leaders and staff

Interim visit: November 2025

A team of inspectors visited Miskin 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

Improve pupils' independent learning skills

- Leaders and staff have established high expectations for the development of pupils' independence and use familiar strategies and routines consistently in and out of the classroom. This helps to ensure that most pupils focus well in school and that generally, learning proceeds at a suitable pace.
- Teachers provide suitable opportunities for pupils to make choices about what and how they learn. In the best lessons, teachers build on pupils' previous learning skilfully. In these cases, pupils understand the purpose of their learning well and are able to apply their knowledge and skills to make good independent progress.
- Where teaching is less effective, tasks and resources are not matched to pupils' needs well enough and teachers' expectations for what pupils should achieve are unclear. Although teachers are careful not to over-direct learning, they do not always provide the guidance needed to enable pupils to apply their skills at the level of which they are capable.

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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, most pupils are self-reliant and display high levels of motivation and interest in their learning. They make sensible decisions to support their progress by using helpful prompts, accessing appropriate resources and seeking support from their peers when needed.

Improve pupils' achievements in mathematics

- Leaders have provided purposeful professional development for all staff and allocated resources effectively to develop mathematics provision across the school. Collaboration with the local cluster of schools has helped to ensure a consistent approach to the development of mathematics skills through to high school.
- Teachers plan for progression in mathematics well. They ensure that pupils develop their basic skills at an appropriate level for them. Over time, most pupils develop a sound understanding of number facts and how these can be manipulated to solve more complex calculations.
- In many lessons, teachers model reasoning processes carefully, ensuring that pupils have the necessary knowledge and strategies to solve problems confidently. In a few instances, teachers do not give pupils the opportunity to make links with prior learning or provide them with the appropriate resources. This limits pupils' ability to use the calculation strategies they already know when solving problems.
- Leaders use assessment information effectively to monitor pupil progress. They identify where pupils require additional support at an early stage. Focussed maths intervention programmes provide effective additional support for targeted pupils across the school.
- Staff make effective use of grant funding and links with outside organisations to provide innovative ways to teach mathematics through authentic contexts. Pupils have a suitable range of opportunities to use their mathematical skills across the curriculum.
- Recent monitoring has identified a need to improve feedforward marking in maths. This is beginning to have an impact but is in the early stage of development.

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/6742367>

Yours sincerely



Liz Miles

Assistant Director