

Cefn Mawr Primary School
Plas Kynaston Lane
Cefn Mawr
Wrexham
LL14 3PY

05/01/2026

Dear leaders and staff

Interim visit: December 2025

A team of inspectors visited Cefn Mawr 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 opportunities for pupils to use their Welsh oracy skills

- Leaders have developed a strong vision to improve opportunities for pupils to develop their Welsh oracy skills. As part of this provision, pupils take part in daily 'Helpwr Heddiw' sessions to practise key language patterns. Leaders have also developed a Welsh language continuum, which gives teachers a clear strategy for developing pupils' Welsh oracy skills as they progress through the school.
- Leaders have prioritised purposeful professional learning to strengthen staff's own Welsh language skills. Teachers work closely with colleagues from other local schools to identify shared areas for improvement. These include increasing staff use of everyday Welsh words and phrases, and refining teaching strategies that help older pupils build confidence in using Welsh beyond the classroom.
- Leaders use pupil questionnaires effectively to gauge attitudes towards the Welsh language. They use these findings purposefully to strengthen provision, for

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example by holding annual events, including a whole school eisteddfod where pupils celebrate Welsh culture and identity.

- Teachers plan valuable opportunities for pupils to learn about the heritage and history of the local area, including landmarks and places of interest. They celebrate pupils' learning in colourful, vibrant displays that demonstrate pupils' developing sense of Welshness and appreciation of Wales. This all supports pupils' positive attitudes to learning Welsh as they move through the school.

Consistently use suitable feedback strategies to ensure that pupils know how to improve their work

- Leaders have developed an effective whole-school approach to improving the quality of feedback for pupils.
- Leaders provide staff with beneficial professional learning that develops their understanding of what effective feedback looks like. Teachers also work closely with colleagues across the local cluster to agree a consistent approach to improving oral and written feedback. This helps to ensure that staff use a range of effective strategies that are well embedded and understood by pupils.
- In classes for the youngest pupils, staff use a range of practical approaches to evaluate the quality of pupils' learning. They use learning walls effectively to help pupils understand the next steps in their learning, for example the letter sounds and blends they can use in their work.
- In older pupils' classrooms, teachers provide effective written feedback that identifies what pupils have done well and helps them understand how to improve their work further.
- Across the school, pupils use clear success criteria to evaluate the quality of their work. This supports older pupils effectively to build on prior learning, for example by identifying the key features of different text types before writing their own.
- As part of the school's self-improvement processes, leaders involve staff and governors purposefully in identifying strengths and areas for development. This supports leaders effectively in evaluating and improving the quality of feedback provided to pupils.

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/6652151>

Yours sincerely



Liz Miles

Assistant Director