

Afon-Y-Felin Primary School
Heol y Parc
North Cornelly
CF33 4PA

26/01/2026

Dear leaders and staff

Interim visit: January 2026

A team of inspectors visited Afon-Y-Felin 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

Strengthen self-evaluation processes to focus more specifically on the impact of teaching and learning

- Since the core inspection, leaders and teachers have taken part in a range of professional learning that has strengthened their contribution to the school's monitoring and evaluation cycle. This means that they now have a secure understanding of the school's strengths and areas for development and play a clearer role in addressing school development priorities.
- There is a structured system for monitoring in place. This includes focused learning walks, book scrutiny, analysis of data, and listening to learners. Overall, these activities focus appropriately on evaluating aspects of teaching and pupils' engagement, progress and well-being.
- Observations of teaching and learning are becoming increasingly evaluative as staff develop greater confidence in this area of their work. Feedback to teachers is clear and is supporting greater consistency in priority areas, such as the teaching of literacy and the improvement of learning environments.

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

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.

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.

- While there have been improvements in the overall quality of teaching, leaders recognise that there are still areas that require further development, particularly in relation to assessment and feedback to pupils.
- School improvement priorities now link more closely to the findings from self-evaluation activities. This reflects recent improvements in self-evaluation processes and the involvement of a wider range of staff.

Ensure that teachers use assessment and feedback approaches effectively to support pupil progress

- After a period of leadership instability, leaders are now working thoughtfully to set in place strategies to strengthen the quality of assessment and feedback. They are reviewing the school's policy and have a clear understanding of the need for clearer expectations and more consistent classroom practice to support pupils' learning and their progress.
- Leaders have provided focused professional learning for teachers on effective classroom assessment and feedback strategies. As a result, teachers demonstrate a growing understanding of the principles of effective classroom assessment. They are becoming clearer about the importance of evaluating pupils' learning and providing them with feedback that helps to identify what they do well and where they can improve.
- Teachers have a suitable range of strategies to help evaluate and guide pupils' learning. For example, a focus on 'live marking' gives pupils immediate feedback during lessons and helps to address misconceptions quickly. In a majority of cases, teachers question pupils thoughtfully to help them understand what support they need to help them succeed. Overall, the implementation and the effectiveness of these strategies vary too much across the school.
- In a majority of cases, teachers' verbal feedback to pupils during lessons is specific, timely and helpful and generally supports pupils to move forward in their learning. The quality of teachers' written feedback remains inconsistent.
- Leaders recognise the need to develop clearer expectations for pupils to respond to feedback. On a few occasions, teachers give pupils time to edit, correct and improve their work, although the quality of pupils' responses is not yet consistently strong. Nearly all pupils view feedback as helpful and recognise that it can support them to improve.

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/6722304>

Yours sincerely

A handwritten signature in black ink that reads 'L Miles'.

Liz Miles

Assistant Director