

Radnor Primary School  
Radnor Road  
Canton  
CF5 1RB

22/01/2026

Dear leaders and staff

**Interim visit:** January 2026

A team of inspectors visited Radnor 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**

**Refine self-evaluation processes to ensure that effective practice is shared**

- Senior leaders and teachers have refined and strengthened the school's self-evaluation processes to focus clearly on what works well and why. Leaders draw on a wide range of evidence, including learning walks and listening to pupils, to evaluate the impact of teaching on pupils' learning. Evaluations are accurate and rooted in agreed success criteria, ensuring that effective practice is clearly defined rather than assumed. This shared clarity helps staff to understand consistently what good practice looks like across the school.
- A strong culture of collaboration underpins this important work. Staff engage actively in evaluating their own practice through structured professional dialogue, peer observations and joint review activities. Regular opportunities to discuss findings promote a shared understanding of strengths and areas for development and foster collective responsibility for improvement. As a result, all staff feel valued within the evaluation process and confidently share and apply effective approaches.
- Leaders ensure that evaluation findings inform purposeful professional development. Strengths are shared through staff meetings, coaching and

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modelled lessons, enabling effective practice to be disseminated consistently. There are clear and direct links between self-evaluation and professional learning. Leaders design improvement planning carefully so that strong practice becomes embedded rather than remaining isolated.

- The school's robust self-evaluation cycle is reviewed and refined regularly. Leaders revisit evidence over time to check that agreed actions lead to sustained improvement. By evaluating the impact of shared practice on pupils' progress and adapting approaches where needed, leaders ensure that self-evaluation drives continuous improvement and secures high-quality teaching. Governors are involved purposefully in this process and support the identification of strengths and areas for further development appropriately.

### **Improve the consistency and quality of teachers' feedback**

- Leaders and staff have established a shared understanding of the purpose and value of feedback. They have agreed clear expectations for how feedback is used, implementing these consistently and to good effect.
- Across the school, teachers provide timely feedback to pupils during lessons. They observe and monitor pupils' learning closely, responding quickly to provide additional direction and clarification or by taking advantage of opportunities to extend and deepen pupils' thinking. This ensures that nearly all pupils are supported and challenged to make strong progress.
- Teachers ensure that the relevance of pupils' learning is clear. Consequently, most pupils see how it builds on what they have learnt before and how it will help with what they go on to do next.
- Staff provide frequent, worthwhile opportunities for pupils to share their learning in lessons. This helps pupils to learn from one another about what is effective and to be aspirational in their learning. Staff manage this skilfully so that pupils feel confident to share with others knowing that their efforts are valued.
- Where feedback is most effective, teachers draw confidently on their strong subject knowledge to pinpoint precisely what and how pupils need to focus on to improve their work.
- Teachers have considered thoughtfully the written feedback they give pupils to ensure that their practice is efficient and impactful. Through this, they help pupils to become more responsible for enhancing their own work. The positive effect of this practice on the quality of pupils' written work is highly apparent.
- Pupils evaluate their own work, and that of their peers, sensibly. They respond to feedback constructively by showing motivation to improve and by taking pride in their work.

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/6812039>

Yours sincerely



**Liz Miles**

Assistant Director