

Brackla Primary School

Brackla Way

Brackla

Bridgend

CF31 2EZ

10/02/2026

Dear leaders and staff

**Interim visit:** January 2026

A team of inspectors visited Brackla Primary School to consider how the school has progressed in addressing one recommendation from the core inspection that took place in January 2024 and one focus area from the school's current improvement plan. Below is a summary of progress against these focus areas.

### Focus of visit

**Improve the quality of feedback to ensure that pupils understand what they do well and what they need to do to improve.**

- There is a clear and systematic approach to feedback that supports pupils in understanding how to improve their work and make progress in their learning. Leaders provide targeted professional learning opportunities that help all staff develop a consistent and effective approach to assessment for learning across the school.
- A strong whole-school emphasis on purposeful feedback and helpful dialogue during lessons enables staff to intervene effectively to help pupils refine their work, deepen their understanding and make strong progress. Nearly all pupils value this feedback and explain how it helps them to improve their work clearly.
- Teachers plan assessment opportunities thoughtfully and make learning intentions and success criteria clear. This helps most pupils to understand what high-quality work looks like and to know the steps they need to take to achieve it.
- During 'Feedback Friday' sessions, teachers use age-appropriate activities to check pupils' understanding of recent learning. In these sessions, pupils reflect purposefully on their learning, identify the progress they have made and recognise areas for future improvement.

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

- Leaders regularly involve staff and pupils in evaluating the effectiveness of feedback practices. Strong links with governors and regional partners help to validate effective practice and support informed discussions about areas for further development.

### **The development of writing across the school.**

- Leaders have a clear vision for developing writing across the school, with a strong focus on consistency and progression. Professional learning is well planned and impactful, ensuring all staff share a common understanding of high-quality writing provision.
- Ongoing professional dialogue and monitoring activities enable staff to identify strengths accurately and target support where needed. Leaders support staff effectively to improve teaching. They provide valuable opportunities for collaboration, promoting consistency and continuous improvement in writing pedagogy across the school.
- Across the school, classroom environments promote writing strongly through rich displays, varied stimuli and purposeful writing scaffolds. The learning environment encourages pupils to take risks and learn from mistakes, supported by a positive emphasis on ‘marvellous mistakes’.
- Nearly all teachers place a strong and increasing emphasis on verbal feedback and reflection. They provide regular opportunities for pupils to refine and improve their written work. Most pupils respond thoughtfully to feedback, improving sentences with clear purpose and articulating the impact of their choices well.
- Provision for the youngest pupils supports early writing development effectively, with engaging multi-sensory activities that develop pupils’ gross and fine motor skills. As a result, most pupils develop a strong enjoyment of writing from an early age.
- Across the school, there is a strong and sustained focus on vocabulary development. Most older pupils demonstrate a well-developed understanding of different text types and the ‘ingredients’ they need to include when writing for a range of purposes.
- Nearly all pupils make strong progress in writing as they move through the school and demonstrate high levels of engagement in writing activities. Leaders recognise the need to plan further opportunities for pupils to apply their writing skills independently and effectively across a wider range of areas of learning.



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For learners, for Wales

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/6722372>

Yours sincerely

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

**Liz Miles**

Assistant Director