

Cefn Glas Infant School  
St Winifred's Road  
Cefn Glas  
CF31 4PL

05/02/2026

Dear leaders and staff

**Interim visit:** January 2026

A team of inspectors visited Cefn Glas Infant 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 the pupils' work. Below is a summary of the findings from the visit.

### **Focus of visit**

#### **Ensure that provision for independent learning enables pupils to apply and develop skills effectively**

- Leaders and staff have improved opportunities to increase pupils' independence by helping them to know daily classroom routines and through sharing classroom responsibilities.
- Teachers' understanding of the importance of pupils developing independent learning skills has improved. They now offer pupils opportunities to build a useful range of these skills over time. Most pupils are now confident to choose the activities they do and when. They select suitable resources, take responsibility for elements of their learning, and show resilience when faced with challenges.
- Leaders continue to build on these sound foundations. They have offered opportunities that have helped staff to increase their awareness and understanding of the full range of independent learning skills that are likely to help pupils make progress in developing and applying their skills across the curriculum.

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- Learning environments across the school are inviting and engaging and have a suitable range of resources that are easy for pupils to access. This encourages pupils to explore different media and equipment as they learn.
- Teachers and support staff are currently engaging in professional learning to bring consistency to their understanding of the benefits of child-led learning. They recognise that their next step is to offer pupils more opportunities to explore their own ideas and thinking more freely, and in ways that lead to purposeful learning and consolidation of skills.

### **Ensure that older pupils develop their digital skills effectively**

- Leaders have reviewed and strengthened digital provision and introduced clear expectations for progression across year groups. Leaders ensure that teachers plan digital learning systematically and evaluate it regularly.
- Teachers have taken part in appropriate professional learning focused on early digital literacy and the use of age-appropriate applications. This included training on using creative digital tools, such as those to develop stop-motion animations. Leaders share practice within the school to establish a more consistent approach.
- Professional learning has increased staff confidence. Most teachers now plan and deliver digital learning activities well and support pupils effectively to develop their skills. A majority of support staff guide pupils confidently during digital activities.
- Teachers plan a wide range of digital activities that develop pupils' skills effectively. This includes 'unplugged' activities, where pupils develop skills, such as simple computational thinking, away from the screen. Pupils apply these skills to purposeful tasks, such as recording and inputting data they have collected to create charts and graphs. These activities generally provide a good level of challenge and develop pupils' knowledge and skills progressively.
- Provision for older pupils is now suitably challenging, activities are purposeful and most pupils make good progress. By the end of Year 2, most pupils use technology competently and confidently to support their learning across the curriculum.

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/6722300>

Yours sincerely



**Liz Miles**

Assistant Director