

Goetre Primary School

Rowan Way

Gurnos Estate

Merthyr Tydfil

CF47 9PB

09/02/2026

Dear leaders and staff

**Interim visit:** January 2026

A team of inspectors visited Goetre Primary School recently to consider progress in relation to two areas which the school has identified on its School Development Plan. 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 phonics, comprehension, and reading for pleasure through consistent teaching, targeted interventions, and community engagement.**

- Across the school, teachers are implementing increasingly effective and consistent approaches to the teaching of reading.
- Leaders have prioritised the development of early oracy skills, recognising their importance as the foundation for reading. In nursery and early years, teachers provide daily, well-planned opportunities for talk, story and rhyme to ensure pupils are increasingly well prepared for phonics and early reading.
- Teachers deliver a structured approach to developing pupils' early reading skills, underpinned by a strong, systematic phonics programme. Shared strategies between teachers and support staff help pupils to secure their understanding of letters and sounds and link reading with writing effectively.
- Teachers set high expectations for reading, for instance through the effective use of class novels for older pupils. Texts are carefully selected, provide appropriate challenge and are linked coherently to classroom topics, promoting a deeper understanding of concepts across the curriculum.

Estyn, Llys Angor, Heol Keen, Caerdydd,  
CF24 5JW Ffôn: 02920 446446  
[ymholiadau@estyn.llyw.cymru](mailto:ymholiadau@estyn.llyw.cymru)  
[www.estyn.llyw.cymru](http://www.estyn.llyw.cymru)

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnyr 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](mailto:enquiries@estyn.gov.wales)  
[www.estyn.gov.wales](http://www.estyn.gov.wales)

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

- Teachers of older pupils use whole class guided reading sessions purposefully to develop pupils' fluency, vocabulary and comprehension. Across classes, teachers use classroom routines consistently to promote reading, and well-targeted questioning to secure high levels of engagement from pupils.
- Leaders and staff strengthen reading provision through focused professional learning and effective self-evaluation. They identify important areas for further improvement thoughtfully, such as improving fluency and comprehension through the systematic development of pupils' vocabulary.

**Embed the revised Curriculum for Wales with a focus on coherence, progression, pupil voice, and authentic learning experiences.**

- Leaders have established a clear long-term curriculum structure. This strengthens links between areas of learning and sets out progression in pupils' skills and knowledge. It supports systematic planning and ensures a broad and balanced curriculum.
- Leaders provide purposeful professional learning, which teachers use well to strengthen their understanding of curriculum design and progression. This improves planning and ensures that pupils have worthwhile opportunities to think deeply and make meaningful links across the curriculum.
- Across the school, teachers design the curriculum with a strong local focus. This makes learning more meaningful for pupils. They identify authentic contexts, such as the history of the local area and community, and clarify the key questions that pupils should be able to answer by the end of each topic.
- Staff work closely with cluster schools and external partners to refine the curriculum and assessment and feedback practices. This has strengthened teachers' understanding of pupil progress and has enabled them to identify and plan appropriate next steps in learning more precisely.
- Leaders encourage professional curiosity and innovation. For instance, staff use published schemes as a foundation for curriculum planning, which they adapt and refine thoughtfully to try new approaches to teaching and reflect on their impact on pupils' learning and well-being.

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/6752356>

Yours sincerely



**Liz Miles**

Assistant Director