

Maes-Y-Coed Primary School  
Lanwern Road  
Maes-Y-Coed  
Pontypridd  
RCT  
CF37 1EQ

04/02/2026

Dear leaders and staff

**Interim visit:** January 2026

A team of inspectors visited Maes-Y-Coed Primary School to consider how the school has progressed in addressing two of the recommendations from the core inspection that took place in March 2024. Below is a summary of progress against these focus areas.

#### Focus of visit

#### **Improve the quality of feedback so that pupils understand and know how to move their learning forward.**

- Senior leaders have refined the school's approach to feedback and shared their professional learning with staff, securing a consistent, whole school understanding of how feedback supports pupils' progress.
- Staff provide purposeful feedback that helps pupils identify next steps and improve their learning. In the Early Years, staff use careful observation and effective questioning to extend pupils' thinking and develop their vocabulary.
- Staff are beginning to adapt feedback effectively to suit different activities and pupils' stages of development, creating a coherent and progressive approach. By Year 6, many pupils take increasing responsibility for evaluating their own learning and identifying next steps.
- Most older pupils are developing the skills to edit and improve their work, which is beginning to have a positive impact on the quality of their writing.

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

- School leaders have strengthened communication with parents through detailed meetings and clearer written reports. This helps parents to understand their child's progress, learning targets and how to support learning at home.

**Provide more opportunities for pupils to make choices about their learning**

- Professional learning has strengthened teachers' understanding of how to provide purposeful opportunities for pupils to make choices in their learning. Teachers now reflect on and refine their practice, leading to greater consistency in how they promote pupils' independence across the school.
- Teachers use effective classroom routines and strategies, such as paired and group work, to develop pupils' independence, confidence and resilience when discussing ideas and explaining their thinking. Many pupils demonstrate secure oracy and reasoning skills and collaborate effectively to refine their ideas.
- Pupils benefit from a wide range of opportunities to make choices in their learning. These include contributing ideas at the start of topics, selecting ways to extend their learning and deciding how to present their work. In the strongest examples, these opportunities allow pupils to apply their skills confidently in meaningful contexts.
- Leaders work with staff to develop new approaches to pupil choice. They closely evaluate the impact and purpose of these approaches. This helps to support the consistency and effectiveness of teaching across the school.

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/6742130>

Yours sincerely



**Liz Miles**

Assistant Director