

Porthcawl Primary School
Meadow Lane
Porthcawl
CF36 5EY

10/02/2026

Dear leaders and staff

Interim visit: January 2026

A team of inspectors visited Porthcawl 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

Ensure that teaching consistently provides opportunities to challenge pupils of all abilities, so that they develop well as independent learners

- Leaders provide purposeful opportunities for staff to research and refine their provision for challenge and the development of pupil independence. Regular dialogue between leaders and staff ensures that nearly all pupils are challenged appropriately in lessons.
- Teachers make effective use of assessment information when matching tasks to individual pupils' next steps. They plan and communicate clear learning intentions and make purposeful and timely interventions that guide pupils toward extending their own ideas and understanding well.
- Most pupils have a good understanding of their strengths and areas for development and are developing their ability to choose tasks at an appropriately challenging level. Staff encourage younger pupils to reflect upon the skills they are developing through exploration and play. A strong focus on developing technical language enables pupils to talk about their successes with increasing confidence.

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

- Older pupils take increasing ownership of their learning, designing and presenting insightful evaluations of the progress they have made to their teachers at the end of each topic.
- Teachers use written feedback to extend older pupils' understanding well and many pupils set and revisit their own targets to move their learning forward. Leaders recognise a need to ensure that teacher feedback also supports pupils to spot and correct simple errors as they work.

Ensure that all activities in the Nursery to Year 2 classes have clear learning intentions

- During the core inspection, younger pupils demonstrated a lack of awareness of the purpose of learning activities. The school have focussed appropriately on addressing this.
- Staff set and communicate clear learning intentions well at an age-appropriate level. They use skilful observation and effective questioning to develop and extend pupils' understanding as they play and explore. Pupils explain their tasks and the skills they are developing with growing confidence.
- Staff provide purposeful opportunities for pupils to make choices about their learning. Pupils draw upon their own ideas and interests to make suggestions as to where they would like their learning to progress next.
- Teachers review the provision for younger pupils continually and there are suitable plans in place to further strengthen the consolidation and development of skills across the phase.
- The school has introduced new strategies to support assessment. These are beginning to support pupils' self-assessment and reflection. A few pupils in Year 2 are beginning to refer to the learning intention when evaluating and describing their progress.
- Classroom environments are attractive and well organised. This supports nearly all pupils to engage purposefully in tasks, work independently and sustain concentration for extended periods. Improvements to the outdoor provision provide enhanced opportunities for independent skills development through play.

The school's/PRU'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/6722296>

Yours sincerely



Liz Miles

Assistant Director