

Glais Primary School
School Road
Glais
Swansea
SA7 9EY

13/04/2026

Dear leaders and staff

Interim visit: March 2026

A team of inspectors visited Glais 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

Sharpen monitoring activities and improvement planning so that they focus effectively on the progress that pupils make

- Since taking up her post at the start of the year, the headteacher has introduced a purposeful range of self-evaluation activities. These are beginning to provide relevant information about the effectiveness of the school's practice.
- Self-evaluation is now more inclusive, with all staff and a useful range of external partners playing a part in considering the school's work.
- Leaders and staff are beginning to reflect on the impact of teaching on pupils' learning and progress in a few self-evaluation reports. Whilst this is at an early stage, findings are helping to shape improvements in practice, such as the effective use of real-life, hands-on learning experiences in the older classes. Pupils respond enthusiastically to these and develop a valuable range of life skills. There is still a tendency for self-evaluation to focus on compliance.
- Priorities for school improvement are sensible, and in general the school is working diligently towards addressing them. For instance, work to improve the impact of teachers' questioning in the older classes is progressing particularly well.

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

- The school has rightly identified the need to ensure that teaching is consistently strong, and this remains a priority.

Ensure that teachers provide an appropriate level of challenge for all pupils

- In the younger classes, teachers provide opportunities for pupils to engage in focused tasks with staff, both indoors and outdoors. They create an environment where pupils feel secure and confident and generally show enthusiasm for learning.
- In a minority of instances where teaching is more effective, teachers provide a stimulus that engages younger pupils' interest well and plan activities that help to develop their skills appropriately.
- However, in a majority of lessons, teachers do not use their knowledge of younger pupils effectively enough to set appropriate expectations for their learning. Because of this, they often plan activities that do not match pupils' needs or experience effectively.
- Teachers often manage younger pupils' learning too tightly. This hinders opportunities for pupils to develop and use their skills independently.
- Across the older classes, teachers communicate clear expectations for learning that build appropriately on what pupils already know. They use helpful success criteria to guide pupils' progress and provide targeted resources that enable them to work with independence.
- In these classes, teachers have established consistent approaches to learning, including regular opportunities for pupils to apply their knowledge and skills purposefully in practical tasks and real-life contexts. This ensures that most older pupils are motivated and make good progress over time.
- Where teaching is most effective, teachers use questioning skilfully to deepen older pupils' understanding beneficially. They monitor pupils' progress during lessons closely and provide timely feedback that supports pupils to extend and improve their work successfully.

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/6702023>

Yours sincerely



Liz Miles

Assistant Director