

Glyncollen Primary School
Heol Dolfain
Morrison
Swansea
SA6 6QF

28/04/2026

Dear leaders and staff

Interim visit: April 2026

A team of inspectors visited Glyncollen 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

Strengthen distributed leadership with a focus on sharpening the provision for pupils' Welsh and mathematics skills

- Since the core inspection, the headteacher has distributed leadership responsibilities effectively to strengthen Welsh and mathematics provision across the school. For both curriculum areas, leaders use a range of suitable monitoring activities that allow them to identify strengths and areas for development accurately.
- Leaders have a clear vision to promote Welsh across the school. The culture and heritage of Wales is celebrated positively, and pupils benefit from a range of helpful Welsh resources in classrooms.
- Professional learning has improved staff confidence in using Welsh. Staff act as positive role models and promote the language enthusiastically. This supports most pupils to show positive attitudes and make secure progress. They respond with increasing accuracy as they move through the school.

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

- Leaders have provided purposeful professional learning for staff that has allowed them to refine mathematical teaching strategies and strengthen their subject knowledge. This has included a worthwhile focus on using effective questioning and resources to support pupils' progress in maths.
- The school has reviewed its mathematics curriculum to ensure that concepts are taught progressively. Teachers offer suitable opportunities for pupils to revisit and build upon their prior learning as they progress through the school.
- In the best examples, teachers plan authentic activities that allow pupils to explore mathematical concepts that develop their knowledge and understanding appropriately. Leaders recognise the need to further build upon this work to ensure that the most effective teaching practices are applied more consistently across the school.

Provide challenging and purposeful independent learning activities that enable pupils to apply their skills progressively

- Leaders have engaged with relevant research, built beneficial links with other schools and provided targeted professional learning for teachers. This is beginning to enable teachers to develop strategies and design activities that help pupils to apply and extend their skills with growing confidence.
- A renewed focus on inquiry-based learning is shaping the curriculum, with greater emphasis on questioning and exploration. This work is at an early stage, and leaders recognise the need to embed approaches further and evaluate pupils' independent learning skills precisely.
- In the younger classes, teachers plan purposeful learning activities that build progressively on pupils' prior learning and provide effective challenge. They ensure that pupils benefit from a good balance between adult-led and child-led learning. They use the school's environment thoughtfully to promote engagement, independence, resilience and collaboration. Many pupils sustain concentration and apply these skills well.
- In older classes, many teachers provide purposeful opportunities for pupils to apply skills, including digital skills, across different contexts. They are beginning to offer pupils with more appropriate opportunities to develop independence and make choices about how they approach their work. This remains at an early stage of development. In the best cases, activities support pupils to develop their problem-solving skills, collaborate purposefully and manage their time carefully. Overall, a majority of pupils are beginning to take increasing responsibility for their own learning and apply their skills suitably.

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/6702226>

Yours sincerely



Liz Miles

Assistant Director