

Cwmfelinfach Primary School
King Street
Cwmfelinfach
Ynysddu
NP11 7HL

11/05/2026

Dear leaders and staff

Interim visit: April 2026

A team of inspectors visited Cwmfelinfach Primary School recently to consider progress in relation to the one recommendation from the previous core inspection and a current school improvement priority. 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

Provide pupils with opportunities to develop their Welsh oracy skills in authentic contexts

- Leaders work constructively with pupils and parents to implement worthwhile initiatives to enhance the use of Welsh in school and at home. They assess pupils' progress carefully and use this information to evaluate the effectiveness of provision accurately. Leaders identify where further improvement is needed and modify plans accordingly.
- Staff ensure that the Welsh language has a strong visible and audible presence in the school. Bilingual displays and resources promote and support pupils' use of Welsh successfully.
- Teachers model the use of spoken Welsh in lessons and everyday activities effectively. This supports most pupils to recognise and use Welsh in classes and around the school.
- Teachers plan a range of experiences that enable most pupils to develop their Welsh language skills systematically. They provide valuable opportunities for pupils to revisit and reinforce their learning.

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

- In the most lessons where the teaching of Welsh is most effective, teachers provide an engaging context for learning that motivates pupils to apply their skills purposefully. In these lessons, many pupils work with independence, extending their use of language to communicate more precisely.
- Most pupils display positive attitudes to learning Welsh. They speak enthusiastically about how regular Welsh sessions help them to learn and use an increasing variety of relevant phrases and patterns. However, in a few instances, pupils rely too readily on written prompts and modelling to support their communication in Welsh.

Improve approaches to the development of pupils' phonic, reading and spelling skills

- Leaders use monitoring activities effectively to identify the specific aspects of pupils' phonic, reading and spelling skills most in need of improvement. This includes the development of younger pupils' early skills and experiences, as and when they are ready.
- Leaders across the school have worked together to develop useful improvement plans focusing on phonics, reading and spelling. Key to this work has been the careful consideration of the most appropriate approaches and resources needed to meet the needs of the school and its pupils.
- Nearly all staff engage enthusiastically in professional learning activities to support the implementation of the improvement plans. This contributes to a consistent understanding and teaching of phonics that supports the development of reading and spelling skills. In addition, staff have access to more personalised professional learning that is relevant to their pupils' age and stage of development.
- The teaching of phonics, reading and spelling is consistent across most of the school. In most classes it is highly effective in improving pupils' skills for use across the curriculum.
- Leaders and staff work together to regularly review the progress pupils are making. They gather a range of evidence to evaluate the effectiveness of plans and actions. This enables leaders and staff to adjust their approaches accordingly.
- Most pupils make sound progress in developing their phonic, reading and spelling skills. They apply their knowledge to support their learning with increasing independence, such as when reading unfamiliar texts and spelling new and more complex words. Pupils are becoming less reliant on the support of adults, with many beginning to demonstrate resilience and a willingness to persevere before looking for support with their learning.

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/6762370>

Yours sincerely



Liz Miles

Assistant Director