

Llantrisant Primary School  
Coed-Yr-Esgob  
Llantrisant  
Pontyclun  
RCT  
CF72 8EL

07/05/2026

Dear leaders and staff

**Interim visit:** April 2026

A team of inspectors visited Llantrisant Primary school recently to consider progress in relation to the recommendation from the previous core inspection and a priority from the school's improvement plan. During the visit 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 all pupils consistently receive the right level of challenge in their learning and improve opportunities for pupils to work independently**

- Teachers provide pupils with suitably challenging tasks, including activities that require them to apply prior learning in new contexts and justify their thinking. They adapt learning thoughtfully to meet the needs of learners. This supports pupils to think carefully and strengthens their problem-solving skills while developing their independence.
- Throughout the school, pupils have valuable opportunities to work independently over sustained periods, where they apply their skills purposefully across the curriculum. This supports them to develop strong perseverance and growing confidence in managing their own learning.
- Classrooms are organised purposefully to encourage pupils' independence. This enables pupils to make informed choices about their learning and take increasing responsibility for completing tasks without support.

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

- Across the school, teachers use effective questioning to encourage pupils to explain their thinking, build on others' ideas and refine their responses. This helps pupils to strengthen their understanding and extend their learning independently.
- Leaders consistently invest in high-quality professional learning for all staff. They provide worthwhile opportunities for staff to research and trial different approaches. This supports teachers' understanding of how to develop pupils' independence and resilience.
- Teachers provide pupils with useful verbal feedback during sessions. They tailor their comments carefully to meet the needs of different groups of pupils. This helps pupils to understand how to improve their work independently and supports them to make good progress from their starting points.

### **Embed the new cluster approach to delivery of the 5 proficiencies in numeracy and mathematics**

- The school promotes a strong mathematical culture and pupils relish and engage confidently with mathematical concepts from an early age.
- Leaders alongside staff have established a clear approach to developing pupils' mathematical skills across the school and teachers plan lessons that combine fluency, reasoning and problem-solving effectively.
- Leaders provide effective professional learning opportunities that strengthen staff's understanding of the proficiencies. Staff deliver well-planned learning experiences that build pupils' confidence, fluency and ability to apply their mathematics skills in a range of contexts, in addition, pupils can explain their mathematical thinking with increasing assurance and accuracy.
- During lessons, teachers use questioning and assessment well to gauge pupils' understanding, explore their reasoning and identify next steps in their learning. They monitor progress effectively to provide timely support or challenge which enables pupils to make steady and sustained progress.
- Teachers create supportive, well-resourced learning environments that encourage pupils' creativity, investigation and independent thinking. The consistent use of manipulatives and structured talk supports pupils' conceptual understanding well, consequently pupils make solid progress in their mathematical skills as they move through the school.
- Leaders monitor provision frequently and use findings to refine teachers' practice, for example, the new calculation policy has ensured that methods are consistent across all classes.

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/6742124>



Dros ddysgwyr, dros Gymru  
For learners, for Wales

Yours sincerely

A handwritten signature in black ink that reads 'L Miles'.

**Liz Miles**

Assistant Director