

Plasyfelin Primary
Lewis Drive
Churchill Park
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05/05/2026

Dear leaders and staff

Interim visit: April 2026

A team of inspectors visited Plas-y-Felin 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 the curriculum to ensure that it engages and challenges all pupils effectively and helps them develop the full range of skills, particularly in writing and numeracy across the curriculum

- Leaders have continued to develop the school's curriculum to ensure that learning experiences are better sequenced, more purposeful and increasingly challenging for all pupils. They have considered the requirements of Curriculum for Wales thoughtfully and are beginning to align provision with the descriptions of learning. They recognise the need to strengthen aspects of the curriculum further, such as expressive arts.
- Teachers provide a suitable range of learning activities with varying levels of challenge during lessons and encourage pupils to be ambitious when they select the challenge they want to undertake. Many pupils engage well with their learning. In a few cases, success criteria lack clarity and activities do not provide suitable challenge or support pupils to understand how to complete tasks successfully.

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- The curriculum for younger pupils engages and challenges them successfully. An effective balance between adult-led and child-led learning supports engagement and enables pupils to develop increasing independence in their learning.
- Leaders have continued to strengthen the mathematics curriculum. They have refined teaching approaches and are beginning to ensure that pupils have sufficient time to develop their understanding of different concepts more systematically. Opportunities for pupils to apply numeracy skills across the curriculum are not yet consistent.
- School leaders are reviewing provision for the development of literacy skills, particularly reading and writing. While pupils have suitable opportunities to write in a range of genres, there are too few opportunities for them to develop these skills meaningfully across the curriculum.

Develop aspects of teaching so that it provides appropriate challenge and supports pupils to respond to feedback and develop as independent learners

- Leaders have introduced approaches such as challenge tasks, pupil choice and revised feedback to strengthen teaching and promote independence. They support this through targeted professional learning and external support to improve staff understanding.
- Provision in the younger classes is effective. Well-planned, responsive environments support high levels of engagement and independence. Leaders disseminate effective practice through professional learning and dialogue. The consistent use of approaches, such as ‘invitations to play’, and shared language support pupils to apply skills purposefully and develop independence in authentic contexts.
- In older classes, teachers are beginning to strengthen pupils’ learning behaviours and provide more appropriate challenge. They increasingly use prior learning and pupil voice to inform planning. In the most effective practice, tasks are well matched to pupils’ needs, supporting steady progress for a range of learners.
- These approaches are not yet consistent across all classes. In a few instances, teachers do not use strategies such as challenge areas, success criteria and adapted tasks effectively enough to provide sufficient challenge or enable pupils to develop the most appropriate skills independently.
- Overall, teachers provide effective verbal feedback that supports pupils to improve their work in the moment. Written feedback is less well developed. It does not consistently provide clear next steps or sufficient opportunities for pupils to reflect on, respond to, and act on advice. This limits pupils’ ability to improve their work independently over time.

- Leaders recognise that these initiatives are at an early stage and are taking appropriate steps to embed a more consistent approach that increasingly focuses on evaluating their impact on pupils' outcomes.

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/6762389>

Yours sincerely



Liz Miles

Assistant Director