

Sketty Primary School
Llwyn Mawr Road
Sketty
SA2 9HJ

14/05/2026

Dear leaders and staff

Interim visit: April 2026

A team of inspectors visited Sketty Primary School recently to consider progress in relation to two of their priorities from their current improvement plan. The inspection team took the opportunity to observe teaching and learning, talk with children and staff and consider documentation. Below is a summary of the findings from the visit.

Focus of visit

Refine self- evaluation processes to ensure that leaders consistently identify the impact of improvement strategies on pupils' learning and progress

- Since the core inspection, the school has strengthened self-evaluation processes to focus more clearly on the impact of their work on pupils' learning and progress.
- Leaders evaluate the outcomes of previous improvement priorities appropriately. They draw on a suitable range of evidence, including pupils' progress information, to identify areas for development and to shape future priorities. This supports a clearer focus on improving pupils' learning and progress.
- Leaders are refining how they define and measure success, with an increasing focus on improvements in pupils' learning. They link this more closely to monitoring activities, which helps them track progress and evaluate the impact of improvement work more accurately.
- Leaders use evidence gathered through action research projects, such as improving younger pupils' core stability and physical skills, to deepen their understanding of early development. This enables them to identify pupils who may need additional support more promptly.

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

- Staff review the impact of the school's work collaboratively at the end of each year. They use a suitable range of evidence to evaluate the school, which provides a clear understanding of the school's progress over time and informs next steps.
- Pupils contribute meaningfully to self-evaluation processes. They share their views about their learning and experiences through a suitable range of opportunities. Leaders use this feedback to inform aspects of school improvement.
- Leaders have developed an effective distributed leadership model that enables staff to gain valuable insight into the strengths and areas for development at the school. As a result, leaders of school improvement priorities make meaningful evaluations of school progress against targets.
- The focus on developing pupil's Welsh oracy skills has led to sustained progress over time. Leaders monitor progress through a range of activities such as questionnaires, lesson observations and discussions with staff and pupils.

Improve pupils' Welsh language skills

- Leaders have supported staff successfully to develop their Welsh language skills through purposeful professional learning. This has increased staff confidence and strengthened the quality and consistency of Welsh used across the school.
- Across the school, staff model the Welsh language enthusiastically in lessons and throughout the school day. As a result, there is a positive Welsh ethos throughout the school, and most pupils enjoy learning the language.
- Leaders have developed strong partnerships with local schools and the university to support both staff and pupils to improve their use of Welsh. Organised visits to local Welsh-medium schools provide pupils with valuable opportunities to practise their oracy skills and raise their aspirations. Close working relationships with the university has increased staff confidence and strengthened the quality and consistency of Welsh used across the school
- The Welsh language is promoted and celebrated as an exciting, living language. Visitors such as Welsh rappers and singers inspire a strong desire among pupils to learn the language Activities organised by the Criw Cymraeg, such as a community treasure hunt, involving parents and pupils searching for Welsh words in local shops and businesses, encourage the use of Welsh beyond the school.
- Staff consolidate pupils' understanding of Welsh vocabulary through the repeated singing of familiar songs. Songs are used incidentally during daily activities and shared with families via interactive QR codes, enabling parents to learn alongside their children.
- Teachers use a range of effective teaching approaches to develop pupils' spoken language and oracy skills. This enables pupils to rehearse ideas aloud, refine their

vocabulary, and build confidence in expressing their thoughts clearly in a range of contexts.

- Across the school, pupils demonstrate growing pride in their ability to communicate in Welsh. They apply learned language patterns with increasing confidence, and more able pupils transfer their knowledge to new contexts and conversations effectively. Leaders recognise the importance of continuing to develop staff expertise to ensure that provision keeps pace with pupils' advancing Welsh language skills.

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/6702054>

Yours sincerely



Liz Miles

Assistant Director