

Alaw Primary School
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06/10/2026

Dear leaders and staff

Interim visit: September 2026

A team of inspectors visited Alaw 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

Implement effective self-evaluation, improvement planning and monitoring processes to accurately prioritise the main areas for improvement

- Leaders have carefully reviewed and refined the school's self-evaluation and improvement planning processes. Monitoring now feeds directly into strategic planning and provides a clear, evidence-based rationale for the school's improvement priorities.
- The school's priorities reflect its improvement journey since the core inspection. Leaders maintain an appropriate focus on those aspects that still require improvement, including the consistent application of pupils' literacy and numeracy skills across the curriculum.
- Leaders and staff use a broad range of evidence to evaluate the school's work accurately. Leaders draw effectively on professional learning to sharpen their evaluations and consider the impact of provision on pupils' progress with greater precision.
- Over time, robust monitoring has had a positive impact on the quality of teaching and learning. This is particularly evident in the way leaders have adapted learning and assessment processes. These changes ensure clearer progression in pupils' skills and staff provide appropriate challenge to support their progress.

- Regular scrutiny of pupils' work and focused discussions with staff give leaders a clear understanding of progress towards priorities and help them to identify where further action is needed.
- Clear improvement milestones enable leaders to evaluate the impact of their actions and identify appropriate next steps. This helps them to maintain momentum with their improvement work.
- Leaders identify strengths in teaching and learning effectively and recognise where successful practice can benefit others. They provide worthwhile opportunities for staff to share effective practice and use targeted coaching and mentoring to improve teaching. This supports pupils to make better progress.

Improve teaching, assessment and provision for skills, especially for pupils from Years 3 to 6

- Leaders have strengthened curriculum planning for the development of pupils' writing, numeracy, digital and Welsh skills. This, alongside more collaborative planning, is helping pupils to build systematically on their prior knowledge and skills.
- Professional learning and mentoring are supporting greater consistency in teaching. Teachers use questioning and resources effectively to respond to pupils' needs and move their learning forward.
- Across the school, teachers provide pupils with opportunities to write for a suitable range of purposes and genres and to refine and improve their work. This helps pupils to produce extended pieces of writing increasingly well.
- Teachers provide purposeful opportunities for pupils to discuss and rehearse their thoughts before writing. This enables pupils to organise and develop their ideas more fully.
- There are suitable opportunities for older pupils to apply their literacy and digital skills across the curriculum. Pupils discuss their digital learning confidently and demonstrate experience across a range of areas, including communication, data and modelling.
- Teachers build progressively on pupils' prior knowledge and skills in mathematics and provide appropriate challenge. In the most effective examples, pupils apply their numeracy skills purposefully in relevant contexts, such as redesigning the local park. Opportunities for pupils to apply these skills across the curriculum are not consistent enough. Leaders identify this appropriately as a school improvement priority.

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/6742052>

Yours sincerely



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