

Pontrhondda Primary School
Pontrhondda Road
Llwynypia
Tonypany
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06/10/2026

Dear leaders and staff

Interim visit: September 2026

A team of inspectors visited Pontrhondda 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

Sharpen school improvement strategies to ensure that they prioritise the areas that need most improvement

- The headteacher has a sound understanding of the school's strengths and areas for improvement. Overall, she identifies the most important priorities for school improvement appropriately.
- Purposeful professional learning has helped to develop the headteacher's understanding of effective self-evaluation. This is beginning to inform the school's approach to monitoring and evaluation.
- Leaders gather a suitable range of first-hand evidence, including through learning walks and scrutiny of pupils' work. Regular dialogue with teachers about pupils' progress also helps leaders to identify aspects of the school's work that require further attention.
- The school has appropriate systems to monitor and evaluate its improvement work, including the quality of teaching and pupils' progress. This provides leaders with useful information about the school's work. At present, monitoring activities do not always focus closely enough on identified improvement priorities.
- Recent improvement work is beginning to have a positive impact. For example, staff have strengthened foundation learning practice, helping younger pupils to develop their independence effectively.

- The senior leadership team is beginning to contribute to planned monitoring and evaluation activities. The headteacher recognises the need to increase their involvement so that responsibility for making accurate and robust evaluations is shared more widely.

Improve the quality and consistency of teaching and assessment so that it supports pupils to improve their writing skills and develop independence in their learning

- Leaders have streamlined the school's approach to developing pupils' writing and provided relevant professional learning for staff. This is helping to establish a more consistent approach to teaching writing across the school.
- Teachers provide more frequent and purposeful opportunities for pupils to write at length across a wide range of genres. This helps many pupils to apply their writing skills with increasing confidence.
- Overall, teachers plan writing activities that meet the needs of most pupils appropriately. At times, tasks are too challenging for less able pupils. This increases their reliance on adult support and limits their opportunities to write independently.
- Teachers have strengthened approaches to enable pupils to develop their writing. Where feedback is precise, it helps pupils to understand how to improve their work. The quality of feedback remains variable and does not always help pupils to move their learning forward.
- The school has made progress in developing pupils' independence, particularly in the younger classes. Staff provide worthwhile opportunities for pupils to make choices, explore their ideas and solve problems for themselves.

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/6742196>

Yours sincerely



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