

Our Ladys R.C. Primary School  
Miskin Road  
Miskin  
Mountain Ash  
RCT  
CF45 3UA

24/11/2025

Dear leaders and staff

**Interim visit:** November 2025

A team of inspectors visited Our Lady's RC Primary School recently to consider progress in relation to two recommendations from its 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**

#### **Provide beneficial opportunities for pupils to decide what and how they learn, and support them to apply their skills effectively across all areas of learning**

- Leaders have organised valuable professional learning, informed by visits to other schools. This has strengthened staff understanding of how to help pupils become more independent learners.
- Foundation staff have improved how they develop pupils' early skills as independent learners. Adults make useful, timely interventions that support pupils to think for themselves when solving problems. The rolling snack time is particularly successful in fostering pupils' initiative and responsibility.
- In the older classes, pupils develop a growing sense of independence through carrying out their 'buddy' duties diligently. They reflect upon their progress regularly and develop their own targets to work upon across the year. Currently, these targets are broad and leaders recognise the potential to refine these further.
- The learning environment is well organised, incorporating useful displays that scaffold pupils' learning helpfully. Most pupils access resources readily and seek help from their peers before asking for adult support.

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- Teachers plan good opportunities for pupils to apply their skills independently in meaningful contexts as part of their topic work. They enable pupils to make suitable choices about how they complete and present their work. In a few instances, expectations for pupils, particularly the more able, are not high enough.
- Overall, teachers' written feedback supports pupils to make corrections and to reflect on their learning appropriately. However, pupils are not always given sufficient time to respond fully to feedback, and this limits its impact.

### **Develop and use the outdoor spaces consistently to enhance pupils' learning**

- Leaders and staff have developed the outdoor environment to provide additional outdoor learning areas in playgrounds and adjacent to the classrooms for older pupils. This ensures that the school's outdoor spaces provide a stimulating resource for all pupils' learning.
- Staff seek and respond to pupils' views when developing the outdoor environment to ensure that it matches their needs and interests appropriately. They reflect on pupils' use of these areas and adapt the outdoor provision responsively so that it sustains pupils' motivation effectively.
- Teachers generally plan outdoor learning that reinforces and extends pupils' learning beneficially. In the best instances, they use the outdoor space and materials creatively to provide pupils with relevant practical experiences that promote their understanding of concepts effectively.
- Staff make effective use of the large woodland area throughout the seasons to support pupils' exploration and curiosity. They plan a variety of engaging activities that foster pupils' creativity and enhance their knowledge and appreciation of the natural world well.
- Teachers and teaching assistants monitor pupils' learning in the outdoors closely. They intervene at appropriate moments to support pupils' progress, using modelling and questioning skilfully. This impacts notably on pupils' vocabulary development and their ability to communicate their thinking clearly.

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/6743309>

Yours sincerely



**Liz Miles**

Assistant Director