

Gellifaelog Primary School
Penydarren
Merthyr Tydfil
CF47 9TJ

16/12/2025

Dear leaders and staff

Interim visit: December 2025

A team of inspectors visited Gellifaelog Primary School recently. The school was removed from the list of schools requiring significant improvement in April 2024. During the visit, inspectors considered progress in relation to two recommendations from the core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, and consider documentation and samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Raise teachers' expectations of what pupils should learn, know and understand

- Leaders and staff share high expectations for pupils' behaviour which helps to establish a calm and purposeful environment for learning. As a result, pupils settle quickly, listen attentively and engage well.
- Teachers' planning is purposeful and focused sharply on learning. There is clear progression in skills and teachers revisit concepts thoughtfully so that pupils' knowledge and understanding builds successfully over time.
- Teachers know what they want pupils to learn and pupils understand the focus for their learning. Most pupils talk confidently about their work and generally use success criteria well to review their progress. Pupils read the helpful written feedback from their teachers and peers, but they do not always apply it in later work.

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- In most instances, learning is suitably challenging. Teachers use a range of well-judged approaches to scaffold and support pupils, where appropriate, without lowering expectations. In the best instances, tasks are pitched to make pupils think hard, apply their skills and solve problems.
- Across the school, teachers use 'pit-stops' effectively during lessons to check pupils' understanding, share examples of their work and address misconceptions as they arise. They use assessment well to review their curriculum and adapt sequences of learning to meet pupils' emerging needs.
- The school is exploring a variety of approaches to develop pupils' independence. Younger pupils select resources confidently and sustain concentration when accessing different areas of provision. Older pupils work successfully on collaborative tasks, using strategies teachers have previously modelled to them.
- Leaders recognise that opportunities for pupils to make decisions about how to present their learning are not yet embedded across the school.

Embed leadership at all levels to realise the school's priorities for improvement successfully

- Leaders and staff have worked effectively to develop and share a clear vision for Gellifaelog that keeps high-quality teaching and learning at the centre of the school's work.
- Leaders take a considered and evidence-informed approach to school improvement. They plan carefully to ensure actions lead to measurable improvements in pupils' learning.
- Leaders provide beneficial professional learning for staff that aligns with whole-school priorities and individual development needs. Well-embedded coaching has strengthened the consistency and quality of teaching.
- Senior leaders have established robust procedures so that middle leaders understand their roles and responsibilities, and contribute effectively to continuous school improvement.
- A whole-school approach to 'assessment, progress and evaluation' is embedded and supported by professional learning that has strengthened middle leaders' use of first-hand evidence to drive improvement in their areas of responsibility. Senior leaders monitor the impact of this approach closely to ensure review processes remain sharply focused on the difference the school's work makes to pupils' progress.
- The governing body plays an active role in setting the school's strategic direction. Governors undertake suitable training and participate in monitoring visits and learning walks, which help them to understand the school's priorities and progress.

The school's latest core inspection report, monitoring report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6752010>

Yours sincerely



Liz Miles

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