

# **Report summary for parents and carers on Gaer Primary School**

**Date of inspection: October 2025**

# Summary

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Leaders across the federation of schools work collaboratively to provide pupils with a broad, inclusive, and engaging curriculum that reflects their interests well. They work closely with families and external agencies to support pupils with additional learning needs (ALN). They match provision in the Learning Resource Based (LRB) to pupils' individual stage of development carefully. This ensures that most pupils make good progress, including those with ALN and those from low-income households.

The school offers a nurturing environment where pupils feel valued and respected. Staff understand well the need to keep pupils safe, but not all are fully aware of the proper procedures to follow.

Teachers supports pupils' spiritual, moral, and cultural development well, broadening their understanding of diversity and social responsibility. Creative and physical activities, including outdoor learning, enhance pupils' well-being and problem-solving skills. Pupils contribute meaningfully to school life and the wider community through initiatives, such as supporting a local food bank.

Across the school, pupils develop confidence in speaking and listening, with most making strong progress in reading and writing. Provision for mathematics is particularly effective, and as a result most pupils develop their understanding well. In many cases, pupils' Welsh language development is too slow.

In general, teachers plan and deliver a broad range of engaging learning activities, although in a minority of cases, teachers over-direct learning. This limits pupils' independence. Teachers generally use questioning well to develop pupils thinking, however a few do not always check pupils' understanding thoroughly before moving on.

Leadership across the federation is cohesive and effective. Leaders set clear expectations and promote strong collaboration across both schools. Leaders have embedded well-established system to monitor and improve the work of the school. However, they lack sufficient focus on pupils' learning. Professional development is aligned well with school priorities. This supports school improvement well, such as in mathematics. Governors work diligently, and support and challenge leaders suitably.

Family learning sessions help to strengthen home-school partnerships successfully and create a shared enjoyment and engagement in learning within and beyond the school.

# Recommendations and next steps

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## **We have made three recommendations to help the school continue to improve:**

- R1 Address the safeguarding concerns identified during the inspection
- R2 Sharpen self-evaluation and improvement strategies to focus better on understanding and developing pupils' learning
- R3 Address inconsistencies in teachers' practice and ensure that they develop pupils' independent learning skills more effectively

The school will draw up an action plan to address the recommendations from the inspection.

## Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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