

Adamsdown Primary School
System Street
Adamsdown
Cardiff
CF24 0JF

27/01/2026

Dear leaders and staff

Interim visit: January 2026

A team of inspectors visited Adamsdown 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

Improve standards in Welsh

- Teachers across the school provide frequent, worthwhile opportunities for pupils to develop their use of spoken Welsh. They use a variety of games and resources to revisit and build on pupils' prior learning. This approach engages most pupils actively and enables them to develop their fluency and confidence progressively. Consequently, most pupils respond enthusiastically to the opportunity teachers provide for them to lead activities.
- Most younger pupils enjoy singing familiar songs and ask and respond to simple questions correctly. Many pupils pronounce words accurately and a few more confident pupils use Welsh spontaneously in their everyday activity.
- Most older pupils use an increasing variety of sentence patterns and vocabulary to express preferences and opinions and to retell events in the past tense correctly.
- Across the school, teachers and support staff use a good variety of instructions and incidental language to model and encourage the use of spoken Welsh throughout the day. They plan suitable opportunities for pupils to use their developing

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knowledge of Welsh purposefully in lessons, such as through role play or as part of their cross-curricular learning.

- Leaders evaluate the quality of teaching, and the progress pupils make systematically. Teachers value the feedback leaders provide, using this to adapt their plans for future learning beneficially. This ensures that improvements are focused precisely and impact positively on pupils' ability to speak and understand Welsh.
- Leaders have established an open and collaborative learning culture where staff feel supported to refine their practice further. Staff reflect on their own skills honestly and are keen to learn from one another and through the useful professional learning leaders provide.

Share the school's effective practice more widely

- The headteacher, supported by senior and middle leaders, has established a highly effective approach to sharing best practice that contributes strongly to school improvement within the school community and more widely.
- Leaders articulate a clear moral purpose for collaborative leadership, based on the belief that all pupils deserve access to a high-quality education regardless of context. This vision is well understood by staff and consistently reflected in their work with partner schools locally, regionally and internationally.
- The school engages purposefully with external partners, prioritising sustained support rather than isolated interventions. Leaders mentor colleagues from other schools and facilitate professional networks focused on key priorities such as curriculum development and inclusive practice. They carefully monitor and evaluate these partnerships to ensure they lead to tangible improvements.
- Professional development is a significant strength. The headteacher builds leadership capacity effectively across the school, enabling staff at all levels to contribute to and benefit from high-quality professional learning. This work is rooted in classroom practice and informed by educational research. Visiting staff and trainee teachers observe lessons, engage in structured professional dialogue and receive ongoing coaching, supporting them to adapt and apply effective approaches confidently within their own settings.
- Leaders are open and reflective about the school's improvement journey. Curriculum frameworks, policies and resources are shared alongside clear explanations of challenges encountered and adaptations made.
- Leaders use digital platforms effectively to exemplify their practice through case studies and curriculum podcasts. They value the reciprocal benefits of this work where Adamsdown staff learn from partner schools and refine their own practice. As a result, the school is widely regarded as a trusted system leader, successfully supporting improvement within and beyond its own setting.

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/6812003>

Yours sincerely



Liz Miles

Assistant Director