

Cadle Primary School
Middle Road
Forestfach
SA5 5DU

26/01/2026

Dear leaders and staff

Interim visit: January 2026

A team of inspectors visited Cadle 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

Provide opportunities for pupils from Reception to Year 2 to take responsibility for their own learning and become independent learners, especially in the outdoor area

- Leaders promote a strong culture of open professional discussion. They provide purposeful opportunities for staff to research, reflect upon and continually refine their provision for younger pupils.
- Staff in the younger classes share a sound understanding of effective early years' teaching and place a clear emphasis on learning through play. They provide rich opportunities for pupils to interact whilst learning, promoting the development of language and social skills well.
- Adults incorporate the interests and ideas of pupils carefully when planning for learning both inside and outdoors. In partnership, they create a wealth of purposeful activities that adapt continually in response to pupils' emerging interests.
- Staff assess all aspects of pupils' development rigorously, matching teaching style appropriately to individual pupil need. The learning environment provides a range

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of opportunities for pupils to make independent choices about how and where they apply their skills.

- Nearly all pupils enjoy and engage well in learning. They make effective use of equipment and space to create, solve problems and learn to take risks.

Improve pupils' ICT skills, from Year 3 to Year 6

- Teachers plan for pupils' digital development creatively and effectively. They deliver a coherent curriculum that builds a wide range of digital skills in a systematic and meaningful way.
- When planning, teachers take good account of pupils' interests, as well as their prior knowledge and experience. They balance discrete teaching and independent exploration well, helping pupils to deepen their understanding and take responsibility for their own learning.
- As they move through the school, most pupils develop a strong range of skills that they apply successfully to enrich their wider learning. Most older pupils talk about their digital work enthusiastically using relevant, technical vocabulary.
- Members of the 'Digital Bosses' pupil group make productive contributions to the school's provision. Together with staff, they have developed an extremely useful 'Digital Menu.' This helps pupils to make informed choices about which program to use to best suit a task, enhancing both their digital and independent learning skills.
- Leaders evaluate the effectiveness of digital provision routinely, with a sharp focus on its impact on pupils' learning. First-hand observations and regular discussions with pupils enable them to establish a solid understanding of what is working well and what needs to improve.
- Leaders ensure that all staff have timely access to relevant professional learning. This supports both individual and whole-school development needs well, helping teachers to provide pupils with impactful digital learning experiences with increasing confidence.

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/6702008>

Yours sincerely



Liz Miles

Assistant Director