

Gnoll Primary School
Wellfield Avenue
Neath
SA11 1AQ

29/01/2026

Dear leaders and staff

Interim visit: January 2026

A team of inspectors visited Gnoll 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

Increase opportunities for pupils to develop their independence when learning, including improving their own work following feedback

- Leaders have a secure understanding of the school's strengths and areas for development in promoting pupils' independence and the use of feedback. They have refined self-evaluation processes so that these focus more clearly on pupils' progress as independent thinkers.
- Across the school, teachers provide helpful verbal feedback during lessons. This 'in-the-moment' feedback helps pupils understand what they have done well and what they need to do next. This supports pupils' confidence as learners.
- To strengthen pupils' independence, teachers undertake purposeful research on the organisation of classroom and outdoor areas. This work is improving how staff plan learning environments to provide more effective opportunities for independent learning.
- In the younger classes, staff have benefited from high-quality professional learning that has strengthened their understanding of child development. They use this

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knowledge well when observing pupils' play and adapt the learning environment in response to pupils' interests, so that pupils develop their independent thinking.

- The school is trialling pupil-led 'engagement days'. Where most effective, these activities encourage pupils to think creatively and solve problems. This supports pupils to apply their own ideas and strategies with less reliance on adult support.
- As part of engagement days, older pupils have opportunities to develop a range of science, technology, engineering and mathematics (STEM) skills. Activities such as planning and building a bridge require pupils to manage a budget, design and test products, and work collaboratively. These experiences provide a useful context for pupils to practise independent learning skills.
- The school's learning support centre (LSC) provides pupils with bespoke opportunities to develop their independence in a calm and safe environment. Sensory-based activities aligned with pupils' individual development plans support the development of pupils' communication skills.

Provide opportunities for pupils to write at length and to apply their numeracy skills across the curriculum

- Through recent monitoring activities, leaders have a clear understanding of the next steps needed to improve opportunities for pupils to write at length and to apply numeracy skills across the curriculum. This has informed appropriate improvement actions that are supporting improvements in pupils' skills.
- Staff engage positively with purposeful professional learning and research, enabling them to develop and refine their approaches to teaching writing and numeracy thoughtfully. This is helping to improve the quality of learning experiences pupils receive
- Staff have a secure knowledge of pupils' strengths and areas for improvement. They use assessment information and tracking systems effectively to plan next steps, particularly in writing and numeracy.
- Teachers plan coherent sequences of activities that help pupils develop the skills needed to write in a range of genres. The school promotes a positive culture for writing, and pupils engage well with this aspect of their learning.
- Across the school, pupils have too few opportunities to write at length or to apply their writing skills regularly, particularly across the curriculum. This limits pupils' opportunities to build stamina and confidence as independent writers in longer tasks.
- Teachers have adopted a more consistent approach to the teaching of mathematics, and many pupils develop sound mathematical skills. Pupils have regular opportunities to apply their numeracy skills through practical activities

during 'enrichment days' and enterprise experiences. Despite this, there are limited opportunities for pupils to apply their skills across the curriculum.

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/6712144>

Yours sincerely



Liz Miles

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