

Llanishen Fach Primary School
Heol Uchaf
Rhiwbina
Cardiff
CF14 6SS

27/01/2026

Dear leaders and staff

Interim visit: January 2026

A team of inspectors visited Llanishen Fach Primary School recently to consider progress in relation to the recommendation from the previous core inspection along with one of the school's current improvement priorities. 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 pupils' Welsh language skills

- The school is developing a progressive curriculum to strengthen pupils' Welsh oracy skills. This has improved consistency in the teaching of Welsh enabling pupils to build their spoken language skills more systematically.
- Across the school, teachers use frequent, focused Welsh lessons to develop pupils' Welsh language skills effectively. They model spoken Welsh well, using clear pronunciation and appropriate grammar, which helps most pupils to speak Welsh accurately.
- In the best instances, teachers balance direct teaching with more interactive approaches, such as playing language games, which engage pupils successfully and promote pupils' enthusiasm for speaking Welsh. This ensures that most pupils learn an increasing variety of patterns and vocabulary and enjoy using Welsh.
- Teachers provide regular opportunities for pupils to speak Welsh with partners, which supports the development of their fluency and confidence.
- Leaders have prioritised purposeful professional learning to strengthen staff's Welsh language skills. For example, a newly established coaching and mentoring

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programme led by a Welsh-speaking teacher is improving teachers' confidence and practice in teaching and using Welsh.

- The school has recently developed a useful toolkit to promote spoken Welsh throughout the day. This is helping to increase the everyday use of Welsh by staff and pupils, although this is at a relatively early stage.

Ensure that pupils' next steps are identified effectively during lessons and over time

- Teachers use ongoing assessment in their teaching well. They make beneficial use of questioning and observation to check pupils' understanding and identify misconceptions as they arise. Where this is most effective, teachers provide timely feedback during lessons, adapting their teaching skilfully in response to pupils' emerging needs.
- Leaders and staff have developed a shared understanding of pupils' progress over time. Teachers' consistent use of agreed 'progression pathways' helps them to identify and plan suitable next steps.
- Regular reviews of pupils' progress enable teachers to identify and address patterns in learning and gaps in knowledge or skills. This ensures that next steps, including for those pupils in the school's Specialist Resource Base (SRB), build appropriately on what individual pupils already know and can do.
- Leaders and teachers consider a range of relevant information to evaluate pupils' progress and well-being holistically. Where teaching assistants are included in these discussions, this helps ensure that next steps are widely understood and support is targeted effectively.
- Most teachers ensure that pupils understand their next steps. They provide clear, actionable feedback and give pupils' worthwhile opportunities to respond and apply this in subsequent lessons. This supports pupils to take greater ownership of their learning and enables teachers to refine pupils' next steps with increasing precision.

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/6812090>

Yours sincerely



Liz Miles

Assistant Director