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Llwynypia Primary School
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27/01/2026

Dear leaders and staff

Interim visit: January 2026

A team of inspectors visited Llwynypia 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

Develop the curriculum to provide purposeful and authentic learning experiences that allow pupils to develop their independence and confidence, particularly in Years 3-6

- Leaders provide beneficial professional learning to improve the consistency and quality of learning experiences across the school. A recent focus on supporting pupils to become more independent has had a positive impact on their confidence when completing tasks and when talking about their work.
- Teachers have thought carefully about how events and trips can be incorporated into curriculum planning to provide pupils with more engaging opportunities to develop their skills. Leaders recognise the need to develop this aspect of their work further, to embed rich learning experiences more widely into everyday lessons across the curriculum.
- Leaders and staff are beginning to strengthen the opportunities pupils have to influence their learning experiences, such as through the recently introduced

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‘storyboards’. These enable pupils to contribute their ideas to curriculum planning and support engagement in their learning.

- Senior leaders work collaboratively with local schools to plan for the progression of mathematical skills. This helps them to support teachers to plan more purposeful learning experiences, enabling pupils to develop their mathematical skills in mathematics lessons and across the curriculum. Leaders have suitable plans in place to continue this work across all areas of learning.
- Leaders monitor the effectiveness of the curriculum well and demonstrate a sound understanding of the next steps in its development. As a result, although the curriculum is still developing, pupils across the school engage enthusiastically with their learning and enjoy discussing and sharing their work with others.

Ensure that feedback provides pupils with a clear understanding of what they need to do to improve

- The school has made good progress overall in improving feedback so that it helps pupils understand what they need to do to move their learning forwards. Pupils receive regular verbal feedback during lessons. Teachers encourage pupils effectively to think carefully about their next steps and to attempt tasks independently.
- Across the school, pupils use well-established systems to correct errors and improve basic aspects of their work. They regularly correct spelling and grammatical mistakes and carefully revisit misconceptions in mathematics.
- While teachers are beginning to provide opportunities for pupils to reflect on, draft and refine their own and their classmates’ work, these approaches are at an early stage of development. The quality of both teacher and peer written feedback does not consistently support pupils well enough to enable them to make meaningful improvements to the quality and depth of their written work.
- Teachers’ marking often includes questions that challenge pupils to think more deeply about their learning. Where this is particularly effective, for example in science, pupils are encouraged to explain their ideas further and develop their understanding of key concepts.



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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/6742143>

Yours sincerely

A handwritten signature in black ink that reads 'L Miles'.

Liz Miles

Assistant Director