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Llanedeyrn Primary School
Wellwood
Llanedeyrn
Cardiff
CF23 9JN

23/02/2026

Dear leaders and staff

Interim visit: January 2026

A team of inspectors visited Llanedeyrn 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 the quality of teaching to ensure that all pupils make effective progress

- Leaders have established a clear, shared vision for teaching and learning, which is well understood by staff and is securing increasingly consistent classroom practice across the school.
- Professional learning and coaching are well targeted and effective, strengthening teachers' confidence, knowledge and pedagogical understanding, which is reflected in more purposeful and engaging lessons.
- Staff in both mainstream and Special Resource Base (SRB) classes adapt learning well to meet pupils' needs, using appropriate scaffolding, support and challenge to address misconceptions and extend learning.
- Teachers provide clear and consistent feedback within lessons, enabling pupils to understand what they are doing well, identify next steps and improve their work.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Learning environments, including outdoor areas and early years provision, are a strength of the school. They are thoughtfully planned and well resourced, supporting pupils' wellbeing and ensuring they are ready to learn.
- Pupils benefit from regular opportunities to develop their problem-solving, creative and thinking skills, and demonstrate positive attitudes to learning, valuing feedback and enjoying challenge.
- Pupils apply their skills confidently across the curriculum and make good progress both within lessons and over time.

Ensure that monitoring and development processes identify all important priorities and secure effective improvement

- Since the core inspection, school leaders have narrowed the focus of self-evaluation and improvement processes to focus clearly on the most important priorities and those that will have the greatest impact on pupil outcomes. These processes provide valuable opportunities to involve all staff and encourage whole school collaboration.
- The headteacher empowers school leaders to carry out self-evaluation activities purposefully, whilst also building leadership capacity. Leaders have a more consistent and collective understanding of what is working well and what areas need to improve.
- School leaders ensure that all staff play an active role in the self-evaluation process. Leaders provide teachers with valuable individual and collective feedback that identifies effective practice and indicates areas for development. These processes provide them with a good understanding of the effectiveness of the school's work across many aspects of its provision.
- The governing body hold the headteacher to account purposefully for pupils' wellbeing and progress and contribute regularly to self-evaluation activities. They gain first-hand evidence through their involvement in a range of activities such as learning walks and discussions with staff. This enables them to offer beneficial support and appropriate challenge to school leaders.

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/6812094>

Yours sincerely



Liz Miles

Assistant Director