

This letter is also available in Welsh

Ysgol Carreg Hirfaen  
Cwmann  
Lampeter  
Carmarthenshire  
SA48 8EP

02/02/2026

Dear leaders and staff

**Interim Visit:** January 2026

A team of inspectors visited Ysgol Carreg Hirfaen recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took advantage of the opportunity to observe teaching and learning, talk to 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**

**Share good practice across the school in relation to the effective methods that exist where teachers respond to pupils' work**

- Leaders have a sound understanding of the school's strengths and areas for improvement. This enables them to share good practice successfully across the school in relation to effective feedback methods.
- They have supported the sharing of good practice through professional learning opportunities, scrutiny of books and observations of teaching and learning to support consistency in the school's feedback procedures.
- Staff have adapted the feedback policy and their teaching and learning activities support the policy effectively. Pupils demonstrate a sound understanding of the policy and the marking code. Across the school, pupils respond purposefully to feedback and improve their work regularly.
- Through detailed and regular monitoring procedures to evaluate quality, leaders adapt the focus of the school's priorities purposefully to ensure an environment of continuous improvement.

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- Leaders, jointly with other schools, are currently looking at the quality of feedback in a specific aspect of literacy. Teachers are working together to refine the school's feedback procedures further. These developments are relatively new and, as a result, it is too early to measure the impact on progress in pupils' skills.

**Plan a wide range of opportunities for pupils to apply their numeracy skills in a variety of areas and interesting contexts**

- Leaders have identified appropriately the need to train staff in aspects of teaching mathematics and numeracy. They have provided beneficial professional learning opportunities for staff to develop their understanding of appropriate pedagogy, including the five proficiencies.
- Staff now have a more secure understanding and increasing confidence in how to plan opportunities for pupils to apply their mathematics skills in familiar contexts.
- Foundation learning staff provide a rich environment that supports the development of pupils' numeracy skills. They ensure that pupils have continuous access to mathematical resources and that they have suitable challenges to solve with these resources.
- In the older pupils' classes, teachers plan purposeful opportunities jointly for pupils to apply their mathematics skills when solving relevant problems that align with the themes. In the best practice, teachers ensure that contexts are familiar and relevant to pupils by combining areas of learning and experiences skilfully.
- Most pupils develop an increasing range of number skills regularly through mathematics sessions and learning activities. On the whole, they apply them confidently in a variety of contexts.

The school's most recent 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/6692386>

Yours sincerely



**Liz Miles**

Assistant Director