

This letter is also available in Welsh

Ysgol Gynradd Gymraeg Cefneithin  
Heol Y Parc  
Cefneithin  
Llanelli  
Carmarthenshire  
SA14 7DE

05/02/2026

Dear leaders and staff

### **Interim Visit:** January 2026

A team of inspectors visited Ysgol Gynradd Gymraeg Cefneithin 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**

#### **Provide more opportunities for pupils to develop their numeracy skills constructively**

- Leaders have prioritised the need to develop provision for numeracy across the school. They have ensured that nearly all members of the teaching staff have completed appropriate professional learning activities. This supports staff to evaluate the quality of teaching and learning effectively.
- Teachers plan rich opportunities for pupils to apply their mathematics skills which meet pupils' needs well. These activities make good use of the outdoors and stimulate and ignite the imagination of pupils of all ages successfully.
- Staff have begun to work with local schools to develop opportunities for pupils to apply their mathematics skills across the curriculum further.
- In the youngest pupils' classes, staff ensure that pupils have continuous access to appropriate resources that support the development of their skills suitably. Pupils use the resources in familiar contexts.

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Estyn, Llys Angor, Heol Keen, Caerdydd,  
CF24 5JW Ffôn: 02920 446446  
[ymholiadau@estyn.llyw.cymru](mailto:ymholiadau@estyn.llyw.cymru)  
[www.estyn.llyw.cymru](http://www.estyn.llyw.cymru)

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn, Anchor Court, Keen Road,  
Cardiff, CF24 5JW Telephone: 02920  
446446 [enquiries@estyn.gov.wales](mailto:enquiries@estyn.gov.wales)  
[www.estyn.gov.wales](http://www.estyn.gov.wales)

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- In the older pupils' classes, teachers plan purposeful opportunities for pupils to apply their mathematics skills across the curriculum. For example, pupils in Years 3 and 4 apply their measuring skills purposefully as they measure the length of their classmates' bones. They then reason which of their peers would have been of the correct height to work in the coalmines.
- Most pupils develop strong mathematics skills in mathematics sessions and learning activities. Many apply their skills successfully in a variety of interesting contexts both inside and outside the classroom.

### **Provide opportunities for pupils to respond to feedback to improve their work and take more responsibility for their learning**

- Leaders have established robust arrangements to evaluate the school's provision in terms of responding to, and improving pupils' work.
- Leaders provide effective professional development opportunities for teachers, such as visiting and working with nearby schools.
- Across the school, teachers provide pupils with purposeful feedback during their activities. They question pupils skilfully, which promotes pupils' understanding and makes them think meaningfully about the next steps in their learning.
- Staff have adapted the feedback policy and act appropriately in line with the policy. They have adapted provision to allocate appropriate time for pupils to reflect on their learning and respond to feedback. On the whole, pupils respond appropriately and improve their work beneficially.
- Leaders provide parents with purposeful questions to support them to discuss their children's work purposefully during '*dathlu dysgu*' evenings. This increases pupils' confidence to discuss their work and the next steps in their learning successfully.

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/6692000>

Yours sincerely



**Liz Miles**

Assistant Director