

St Mary's Catholic Primary School
Llangewydd Road
Bridgend
CF31 4JW

24/03/2026

Dear leaders and staff

Interim visit: March 2026

A team of inspectors visited St Mary's Catholic 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 teachers' skills and confidence in the teaching of Welsh to improve the progress that pupils make.

- Overall, pupils demonstrate positive attitudes towards learning and using Welsh. Many pupils make suitable progress in the development of their Welsh language skills. They answer a range of basic questions appropriately and older pupils are keen to extend their responses using simple connectives.
- The Welsh language has a high profile across the school. In nearly all classes, there are helpful Welsh signs, labels and resources. In communal areas, displays show interesting examples of pupils' work relating to the Welsh language and culture.
- Leaders ensure that professional learning is linked to the outcomes of an audit of staff skills. This has had a positive impact on the confidence of staff to teach Welsh, and because of this, nearly all teachers act as positive Welsh language role models.
- Many Welsh lessons and activities are engaging and well matched to pupils' language development. In these cases, teaching supports pupils well to engage in their learning productively. In a few instances, teaching does not sustain pupils' engagement, as activities do not build progressively enough on pupils' Welsh speaking skills

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

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Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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

- In general, pupils enjoy Helpwr Heddiw sessions, engaging enthusiastically in the practical Welsh language games that they play. These sessions are most effective when the focus is sharp, helping pupils to consolidate and deepen their learning.
- Members of the Criw Cymraeg pupil group are proud of their role and share a desire to influence the school's work positively.

Improve self-evaluation processes to identify clearly the strengths and areas for improvement in teaching

- Leaders have developed a clear, evidence-informed framework for effective teaching. This provides a useful foundation for shared expectations and a common language to support self-evaluation.
- Leaders and staff are beginning to apply this framework appropriately as part of their monitoring and evaluation work. This approach is starting to strengthen practice across classes, for example in developing strategies to model effective learning. However, in a few important areas, such as how well pupils use feedback to improve their work, practice remains underdeveloped.
- Leaders draw on a wide range of first-hand evidence to inform self-evaluation and identify key areas for development accurately. They recognise the need to sharpen this process so that improvement planning focuses in greater depth on priority areas, to ensure that leaders embed effective approaches to teaching more securely across the school.
- Leaders provide valuable opportunities for professional learning, for example in developing staff expertise in effective questioning. They are beginning to promote peer collaboration and the sharing of effective practice which, although at an early stage, is starting to strengthen leadership at all levels across the school.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

[St Mary's Catholic Primary School - Estyn](#)

Yours sincerely



Liz Miles

Assistant Director