

Parkland Primary School
Sketty Park Drive
Sketty
Swansea
SA2 8NG

14/04/2026

Dear leaders and staff

Interim visit: March 2026

A team of inspectors visited Parkland Primary School recently to consider progress in relation to the recommendation from the previous core inspection along with one of the school's current improvement priorities. 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

Further improve the teaching and the learning environment to support the development of pupils' independent learning skills

- Across the school, teachers create engaging and purposeful learning environments that foster pupils' curiosity, independence and enjoyment effectively.
- In the younger classes, teachers provide a wide range of stimulating indoor and outdoor learning experiences and enable pupils to make choices about where and how they learn and play. This strong foundation supports the progressive development of pupils' independence and decision-making as they move through the school.
- Across all classes, teachers plan rich, authentic contexts for learning that are meaningful to pupils. These support nearly all pupils to apply their skills and knowledge purposefully across the curriculum.
- Teachers make effective use of the learning environment and resources to support pupils' independent progress. In younger classes, areas of provision and adaptable resources encourage pupils' exploration and sustained play successfully. In older

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classes, the use of learning walls and relevant prompts help scaffold and extend pupils' thinking beneficially.

- Across the school, teachers encourage pupils to take risks, experiment and develop their own ideas. Pupils respond positively, showing increasing levels of initiative and responsibility in their learning as they move through the school.
- All staff have benefited from strategically planned professional learning. This has strengthened their understanding of the role of the adult and the environment in creating purposeful learning experiences. Consequently, nearly all pupils develop as confident, self-directed learners who collaborate well and build on their learning effectively both in school and at home.

Advance the school's provision to support the development of pupils' speaking and listening skills in English

- Leaders have made beneficial use of professional learning to enhance provision for the development of pupils' speaking and listening skills. This has ensured that teachers across the school provide an increasing range of worthwhile opportunities for pupils to develop and use these skills purposefully in their learning.
- Teachers and pupils have worked together to agree suitable expectations for what being an effective listener and speaker looks like in practice. This is helping pupils to know how to adapt their listening and speaking to suit the purpose and context of their learning effectively.
- Teachers use clear success criteria to guide pupils' oral communication and model respectful interactions consistently well. Because of this, most pupils are confident to express their ideas readily and know that it is reasonable to hold differing views or to change their opinion.
- Staff plan learning experiences that enable pupils to extend their vocabulary effectively. Pupils often draw on their developing knowledge during discussion to use words with precision and to express themselves more clearly.
- Teachers make imaginative use of questioning, dilemmas and problem-solving activities to encourage pupils to explore and exchange ideas and to listen actively. This is helping pupils to think more deeply about their own ideas and to begin to respond critically to the views of their peers.
- Leaders and teachers have begun to evaluate pupils' progress in speaking and listening more closely. This ensures they identify accurately those aspects where pupils achieve well and those they could develop further.

The school's/PRU'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/6702086>

Yours sincerely



Liz Miles

Assistant Director