

Report summary for parents and carers on Cwmrhydyceirw Primary School

Date of inspection: 16/03/2026

Summary

Cwmrhydyceirw Primary School is a warm, welcoming learning community where pupils benefit from a supportive ethos. The headteacher sets high expectations and promotes a collaborative culture where staff, parents and governors work together successfully in pupils' best interests. Staff and leaders build highly positive relationships with pupils. As a result, pupils are happy in school and engage positively with one another.

The school has created an engaging curriculum that develops pupils' skills and understanding well across all areas of learning. Leaders and teachers ensure that pupils benefit from a wide range of enrichment activities that motivate them highly effectively. Provision for relationships, health and wellbeing is strong, offering pupils meaningful, age-appropriate learning. Leaders have established robust arrangements to identify and support pupils with additional learning needs (ALN). Most pupils, including those with ALN and those eligible for free school meals, make strong progress.

As pupils move through the school, nearly all develop their oracy, reading and writing skills effectively. Younger pupils develop their early language and reading skills successfully through purposeful play. Older pupils often produce high-quality non-fiction and imaginative writing.

Most pupils make good progress in their mathematics, numeracy and digital skills. The curriculum offers plentiful opportunities for pupils to develop a strong sense of Welsh culture and identity. Most pupils make good progress in developing their Welsh language skills.

Teachers use questioning effectively to deepen pupils' thinking. In the younger classes, teachers provide a valuable balance between adult-led and child-led activities. Most teachers provide pupils with helpful verbal feedback. However, their feedback does not always support pupils effectively enough in improving their work. The school's approach to evaluating and monitoring pupils' progress is systematic, purposeful, and responsive to individual's needs.

In most instances, leaders address areas for school improvement successfully. However, they do not always identify clearly enough the most important areas for development or the intended outcomes for pupils' learning. Governors are dedicated to the school and contribute a wide range of expertise.

Recommendations and next steps

We have made two recommendations to help the school continue to improve:

- R1 Sharpen self-evaluation and improvement processes so that they focus precisely on pupils' learning and progress
- R2 Improve the quality of teachers' feedback and how well pupils use it to improve their learning

The school will draw up an action plan to address the recommendations from the inspection.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 21/05/2026