

Hafod Primary School  
Wayne Street  
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Pontypridd  
RCT  
CF37 2NL

14/05/2026

Dear leaders and staff

**Interim visit:** April 2026

A team of inspectors visited Hafod Primary School recently to consider progress in relation to the 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**

**Ensure that all pupils have regular worthwhile opportunities to make choices about what and how they learn**

- Leaders have implemented a clear, whole-school strategy to develop pupils' independence and resilience. They monitor this priority regularly and recognise the progress made in addressing the recommendation and their next steps accurately.
- Staff have engaged in focused professional learning and school visits to strengthen their understanding of independent learning and effective learning environments. An independence skills matrix tailored to each stage of learning, informs planning effectively.
- Most teachers plan an appropriate balance between adult-directed and independent learning activities. In the strongest practice, staff support pupils to make meaningful choices through effective questioning, accessible resources, and well-matched tasks.

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- Teachers provide beneficial feedback that supports pupils to take increasing responsibility for their learning. Older pupils use feedback effectively to reflect on and improve their work, while opportunities for self-assessment are beginning to help pupils to understand the purpose of success criteria and develop as more independent learners.
- Most younger pupils demonstrate high levels of independence, confidently exploring learning environments and engaging in purposeful play. Older pupils are beginning to make choices about their learning, although leaders recognise that many do not consistently articulate their thinking and need further support to select tasks that are appropriately matched to their skills and prior knowledge.

### **Improve attendance, particularly for vulnerable pupils**

- Leaders have established a clear and consistent approach to promoting good attendance. Frequent communication with families reinforces the school's high expectations and thoughtful workshops and family learning opportunities help parents understand and support the school's approach. As a result, pupils' participation in school is improving, particularly for more vulnerable pupils.
- Effective collaboration with external agencies has enhanced beneficial support for vulnerable pupils, resulting in improved attendance outcomes for pupils facing complex social and emotional challenges.
- School leaders, alongside staff, monitor and analyse pupil attendance data robustly. This enables leaders to act swiftly on emerging concerns, leading to timely interventions and gradual improvements in attendance for most pupil groups across the school.
- The school's inclusive, well-informed approach has improved attendance overall, particularly for vulnerable pupils and those with Additional Learning Needs (ALN). Leaders recognise the need to continue to sustain improvements and further reduce pupil absence to ensure equitable outcomes for all learners.

The school'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/6742127>

Yours sincerely



**Liz Miles**

Assistant Director