

Danygraig Primary School  
Ysgol Street  
Port Tennant  
SA1 8LE

23/06/2026

Dear leaders and staff

**Interim visit:** June 2026

A team of inspectors visited Danygraig 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**

**Provide pupils with opportunities to broaden their knowledge about books and authors and develop a love of reading.**

- There is a strong, positive reading culture across the school. Pupils and staff talk about reading with enthusiasm, and they value it as a vital part of life both in and out of school.
- Pupils of all ages increasingly choose to engage with books independently and read for enjoyment. Many pupils talk enthusiastically about the books that they have read and liked, often referencing favourite authors, plots and characters.
- Classrooms and shared spaces feature inviting, well-resourced reading areas, which pupils use confidently and with purpose. The school involves pupils in identifying texts for these areas, helping to ensure that they interest them and reflect their lives and experiences.

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- Across the school, the purposeful and well-considered introduction of ambitious, diverse, and multilingual texts helps pupils to explore a wide range of authors, genres and themes successfully.
- Valuable professional learning has strengthened staff confidence and consistency in teaching reading and in identifying the next steps in the development of pupils' reading skills.
- Carefully planned approaches to the teaching of, and support for, reading help most pupils to make solid progress as they move through the school. Daily guided reading, phonics sessions and shared class texts help to develop pupils' reading skills well and enhance their love of reading.

**Ensure that all teachers plan learning experiences that enable all pupils to make the progress they are capable of**

- Throughout the school, there is a positive and productive atmosphere where pupils of all ages engage in their learning happily and diligently.
- The curriculum is relevant and purposeful. A recent review of the curriculum has helped to ensure better progression throughout the school with enhanced opportunities for pupils to make links across areas of learning and to apply their skills in meaningful contexts.
- Teachers plan activities that link to pupils' lives, experiences and interests well. This helps most pupils to access their learning readily and with enthusiasm.
- Most teachers know their pupils well and plan learning that meets their individual needs suitably. Teachers are becoming increasingly confident in adapting their teaching approaches, resources and learning intentions to match the needs of the pupils in their classes more accurately.
- In the specialist teaching facility classes, staff use a wide range of practical, hands-on learning activities skilfully and to good effect. This helps them to meet pupils' wide and complex range of needs successfully.
- There is a robust approach to assessment which helps leaders and staff to identify pupils' needs and provide valuable, additional support where necessary.
- Leaders plan professional learning for staff strategically to match both individual and whole-school development needs. This is having a positive impact on the school's approach to strengthening pupils' independence. Many pupils know what strategies to use when they are stuck and are becoming less reliant on adults to help them.

- The school has been proactive in developing the learning environment to better support pupils' learning and independence. Learning walls and relevant, readily accessible resources help pupils of all ages to begin to make decisions for themselves about how best to move their learning forward
- Most staff provide pupils with timely, helpful feedback that enables them to address misconceptions, correct errors and confirm their understanding. In many cases, pupils respond constructively to written feedback, using it to improve their work and explain their thinking. There are worthwhile opportunities for pupils to reflect on their learning, and that of their peers, during lessons.

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/6702017>

Yours sincerely



**Liz Miles**

Assistant Director