

Llangyfelach Primary School  
Pengors Road  
Llangyfelach  
Swansea  
SA5 7JE

15/06/2026

Dear leaders and staff

**Interim visit:** June 2026

A team of inspectors visited Llangyfelach 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**

**Reduce the variability in the quality of teaching across the school by drawing on existing examples of effective practice**

- Leaders evaluate strengths and areas for development in teaching carefully. They ensure that they focus appropriately on the impact of practice on pupils' learning and progress. This helps them to recognise where improvements are needed and where inconsistencies arise.
- Leaders provide teachers with suitable professional learning and opportunities to share ideas and professional practice. This helps to ensure that the school addresses many inconsistencies positively.
- In many cases, teachers allow pupils suitable opportunities to discuss their ideas and share their thought with their classmates. This helps pupils to consolidate their thinking and learn from the perspectives of others beneficially.

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- Most teachers question pupils thoughtfully and offer them helpful verbal feedback on their learning. They are beginning to support pupils to evaluate their peers' tasks and provide them with additional feedback. This helps pupils to identify the next steps in their learning suitably. In a minority of cases, written feedback supports pupils to improve their learning helpfully.
- Teachers generally provide pupils with clear explanations during lessons and link activities to class topics thoughtfully. As a result, many pupils understand what is expected of them in day-to-day tasks. There remain inconsistencies in how well teachers consider the purpose of activities. As such, pupils are not always clear about why they are completing tasks.

### **Improve standards of handwriting and presentation across the school**

- Leaders have introduced a school-wide handwriting scheme that has had a positive impact on improving the consistency and quality of pupils' handwriting and presentation.
- Teachers model the school's handwriting style consistently during lessons and when marking pupils' work. Effective prompts and guidance provide pupils with clear expectations and enable them to develop and maintain high standards in their own work.
- Pupil groups make a valuable contribution to recommendations and improvement priorities. They work purposefully with leaders to identify where strategies have a positive impact and where improvements are still needed, such as in the further development of a minority of older pupils' handwriting skills.
- Many younger pupils form letters legibly. As they progress through the school, they build on this skill successfully. By the time they leave the school, many pupils write in a joined, legible style and take pride in the presentation of their work.
- In the youngest classes there are few opportunities for pupils to practice and develop their independent, emergent writing.

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/6702157>

Yours sincerely



**Liz Miles**

Assistant Director