

Clwyd Community Primary School
Eppynt Road
Penlan
Swansea
SA5 7AZ

07/07/2026

Dear leaders and staff

Interim visit: June 2026

A team of inspectors visited Clwyd 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

Ensure that leaders evaluate the difference that improvement initiatives and day to-day provision make to pupil progress

- Leaders make thoughtful use of a good range of self-evaluation activities to identify key aspects of provision and pupils' skills that need to improve.
- They set clear goals for improvement and monitor actions to evaluate the implementation and impact of changes on pupil outcomes effectively.
- Leaders provide timely feedback to staff that identifies positive impact and next steps for development. This helps to ensure that beneficial changes, such as the strategies teachers have introduced to develop pupils' writing and number skills, are implemented consistently.
- In a few instances, monitoring activity is less focused. In these cases, leaders' evaluations do not identify precisely enough the impact that specific changes to teaching and provision have on pupils' progress.
- Leaders act on findings from self-evaluation to provide suitable opportunities for professional learning and collaboration. This enables staff to gain a clearer

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

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Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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understanding of the role of improvement in securing pupils' progress and supports them to develop their practice appropriately.

- Teachers have recently refined their assessment practices to gain a better understanding of pupils' progress. They are beginning to use this information to match learning experiences to individual pupils' needs more closely.

Ensure that learning experiences and the learning environment promote free play, creativity and independence for younger pupils

- Teachers and support staff in foundation learning classes have engaged in professional learning to increase their understanding of the benefits of child-led learning. This has given them the confidence to try out several ways to address this recommendation before settling on an approach that suits their pupils well.
- Leaders and staff have an increasing understanding of the importance of developing pupils' oracy, physical, creative and early literacy and numeracy skills in a practical way before moving on to more formal learning.
- Overall, there is now a suitable balance between teacher-led and child-led learning in most foundation classes. Pupils have opportunities every day to make choices about what and how they learn and to access suitable resources that encourage them to lead the learning.
- Staff have a growing understanding of their role in enabling pupils to explore their environment independently. Many are becoming skilled at observing learning carefully and only intervening when necessary to move pupils' learning on or to encourage their thinking.
- The thoughtful organisation of classrooms enables pupils to learn through play in a variety of attractive areas that replicate parts of their homes or familiar places in the community. This gives pupils the confidence to play creatively and practise their skills in authentic contexts.
- Staff often make appropriate use of areas outside the classroom for learning. Despite this, leaders and staff acknowledge that there is insufficient equipment of good quality outside and that the outdoor environment is not inviting enough to engage and inspire pupils.

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/6702069>

Yours sincerely



Liz Miles

Assistant Director