Dros ddysgwyr, dros Gymru
For learners, for Wales

Gabalfa Primary School
Colwill Rd
Gabalfa
Cardiff
CF14 2QQ

24/07/2026

Dear leaders and staff

Interim visit: July 2026

A team of inspectors visited Gabalfa 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

Improve pupils' Welsh language skills

- Following the core inspection, leaders carried out an audit of staff's Welsh skills and pupils' attitudes towards learning Welsh. Staff took part in professional learning to increase their confidence to speak and teach Welsh and to help raise the profile of the language across the school.
- To support this, the pupils' Criw Cymraeg group became more active in promoting Welsh through a range of strategies, including certificates for pupils and staff and encouraging pupils to use Welsh at breaktimes.
- A structured approach to the teaching of Welsh is now in place. Teachers use a wide range of strategies skilfully to engage pupils in lessons, including drilling, modelling, games and quizzes. As well as learning new language patterns and vocabulary, pupils revise and consolidate previous learning regularly. This means

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

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

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

that they build their confidence over time and can draw on a wide range of vocabulary and sentence patterns, when required.

- There has been a considerable improvement in pupils' Welsh language skills and their enthusiasm for learning Welsh since the core inspection. As they move through the school, many pupils hold increasingly complex conversations with one another. They ask and answer questions about familiar topics and often add simple explanations for their answers.

- Staff are beginning to use Welsh outside designated sessions, but this is at an early stage of development. Consequently, pupils do not yet have enough opportunities to use their Welsh across the curriculum and around the school in different contexts.

Improve pupils' retention of number facts to support their problem-solving skills

- Leaders have strengthened the whole-school approach to number by introducing consistent modelling routines and structured approaches to teaching number facts. This means that teachers now demonstrate clear expectations for practising and applying number facts, with pupils increasingly using prompts such as "prove it" and "show me" to explain their thinking.

- Monitoring activities highlight improvements in pupils' recall of number facts. Pupils apply these facts with growing confidence in real-life contexts, and many now select practical resources independently to support their thinking.

- Teachers provide frequent opportunities for pupils to apply number facts through warm-ups, questions that require pupils to use their reasoning skills and authentic tasks such as selling school-grown produce. This enables most pupils to develop and demonstrate fluency in number, and they are beginning to transfer these skills into multi-step problem-solving activities.

- Professional learning has strengthened staff confidence and improved consistency in modelling number concepts. Staff are beginning to make more purposeful use of shared strategies and resources. In many cases, adults support pupils' mathematical talk and encourage them to articulate their reasoning increasing effectively, but leaders recognise that this practice is not yet consistent.

- Pupils' retention of number facts has improved. Older pupils demonstrate secure recall and apply number facts confidently when solving problems.

- Leaders have a clear understanding of remaining priorities, including embedding authentic contexts for mathematics more consistently, strengthening teaching assistants' questioning strategies and ensuring sustained progress.

The school's/PRU'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/6812019

Yours sincerely

Liz Miles
Assistant Director