

Report following monitoring

Level of follow-up: Significant improvement

Fairfield Primary School

**Dryden Road
Penarth
CF64 2RT**

Date of visit: July 2026

by

**Estyn, His Majesty's Inspectorate for Education and
Training in Wales**

Outcome of visit

Fairfield Primary school is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the Fairfield Primary school from the list of schools requiring significant improvement.

Progress since the last inspection

R1. Improve leadership at all levels and ensure that self-evaluation focuses closely on the most important aspects in need of improvement

The new interim senior leadership team brings a calm, measured and determined approach that is helping the school to move forward positively in most aspects of its work. They exhibit high expectations of themselves, staff and governors and demonstrate a clear vision for the school.

Central to the effectiveness of senior leaders' work is their accurate knowledge of the school's strengths and ongoing areas for improvement. There is now a well-considered, strategic and robust approach to self-evaluation that enables leaders to gain comprehensive information from a range of first-hand activities. Their judgements are accurate, constructive and focus clearly on the impact of teaching on learning. This helps to ensure that they prioritise and address the aspects of the school's work in most need of improvement. In recent times, accurate self-evaluation and improvement planning have supported successful enhancements to important aspects of teaching and the learning environment.

Other staff are beginning to contribute constructively to self-evaluation. Senior leaders lead and facilitate valuable professional learning which is helping middle leaders to develop their own evaluative skills well. Middle leaders now have clearly established roles and carry these out with increasing effectiveness. This has led to significant improvements to the curriculum and the profile of the Welsh language throughout the school.

Governors are gaining an increasingly accurate, first-hand understanding of the school's work. They receive comprehensive information from senior leaders and are beginning to be more involved in self-evaluation activities. This helps them to understand the progress the school is making and to hold leaders to account.

R2. Raise teachers' expectations of what pupils should learn, know and understand and improve teaching to ensure that all pupils make the progress they should

Senior leaders have initiated a sensible approach to improving teaching across the school. This has focussed on ensuring that staff develop and use a wider range of teaching techniques and have a better understanding of pupils' progress. Teachers now have higher expectations for the progress pupils make and the standards they achieve in their learning.

A well-considered programme of professional learning, coaching and collaboration with local schools, has supported many staff to improve their practice. Most teachers now ask worthwhile questions that help pupils to clarify their understanding and move their learning forward. The use of 'pit stops' during lessons helps teachers to establish the progress pupils are making and identify those who may need more guidance. Learning environments now provide pupils with a useful range of information, prompts and resources that help them to take the next steps in their learning independently. Many pupils across the school are now less reliant on adult support when they find their learning challenging.

The school's revised curriculum and the introduction of appropriate assessment processes have helped to establish better progression in teaching and learning through the school. In many cases, teaching and learning moves at an appropriate pace and activities are suitably challenging, particularly in mathematics. Learning intentions are generally clear and appropriate. Relevant success criteria help many pupils to evaluate the quality of their work and the progress they are making. However, teachers do not always adapt learning activities sharply enough to meet individual pupils' needs, particularly for those who require additional support. In these instances, there is an overreliance on adult intervention or additional scaffolds rather than activities that fully meet pupils' learning needs.

Improved teaching and a more relevant curriculum are helping many pupils to understand and enjoy their learning. They engage positively during lessons and talk eloquently about their work, using descriptive and technical vocabulary accurately.

R3. Develop a coherent curriculum that supports pupils' progress effectively

School leaders and staff have worked effectively with a range of partners to design a bespoke curriculum for the school. Overall, the school's curriculum now meets the needs and interest of pupils successfully.

Successful collaboration with local schools has strengthened provision across all Areas of Learning and Experience (AoLE). This work has improved teachers' understanding of progression. In general, their planning and delivery of lessons now supports many pupils to build systematically on their prior learning as they move through the school.

Leaders have led the development of the curriculum well by establishing a clear structure for learning through a carefully planned two-year cycle. This enables pupils time to revisit and deepen their understanding of important concepts, building progressively on prior learning as themes and ideas become increasingly complex. Carefully considered themes provide engaging contexts for learning and valuable opportunities for pupils to make meaningful connections across the different AoLE. Worthwhile opportunities for pupils to contribute to curriculum development help ensure that learning reflects pupils' interests and experiences.

There are appropriate arrangements to keep the effectiveness of the curriculum under review. Leaders work with teachers to evaluate how well it meets pupils' needs and interests and to what extent it supports them to make progress. They make suitable use of this information to adapt the curriculum, for example to ensure that it better reflects different cultures and backgrounds. This is beginning to make the curriculum more inclusive by representing a wider range of experiences and perspectives.

R4. Improve pupils' Welsh language skills

Leaders have raised the profile of Welsh successfully across the school through a clear strategic approach, underpinned by high-quality professional learning and ongoing support for staff. Teachers now have greater confidence in teaching Welsh and have established more consistent expectations for pupils' use of the language in lessons and around school.

Enthusiastic and determined leadership and has established beneficial partnerships with neighbouring schools and regional services to strengthen provision. These collaborations have helped leaders develop a clearer understanding of effective practice, which has informed improvements to teaching and learning.

Daily Welsh lessons provide regular opportunities for pupils to practise vocabulary and sentence patterns. Most teachers model the language appropriately and use engaging approaches that encourage pupils to participate confidently. This supports most pupils to make appropriate progress in developing their Welsh language skills from their individual starting points. They are beginning to use Welsh incidentally during classroom routines, for example when greeting others, asking simple questions and counting. As these

approaches are relatively new, pupils do not yet develop the Welsh language skills expected for their age by the time they leave the school.

Leaders have introduced a progressive assessment framework that tracks pupils' Welsh language development through increasingly challenging language structures. This provides teachers with useful information about pupils' progress, which they use effectively to evaluate progress across year groups. Leaders monitor the impact of Welsh language provision systematically and use the findings effectively to refine teaching and provide targeted support for staff. This is beginning to improve the consistency and quality of Welsh teaching across the school.