Estyn | Dros ddysgwyr, dros Gymru
For learners, for Wales

Penrhiwceibr Primary
Church Street
Penrhiwceibr
Mountain Ash
RCT
CF45 3YD

10/11/2026

Dear leaders and staff

Interim visit: November 2026

A team of inspectors visited Penrhiwceibr 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' basic skills in mathematics

- Leaders have a strong understanding of the strengths and areas for improvement in mathematics. Regular monitoring, scrutiny of pupils' work and professional dialogue help them evaluate the impact of teaching and refine provision.
- Worthwhile professional learning has strengthened teachers' understanding of effective approaches to developing pupils' basic mathematical skills. This has strengthened progression in learning and helped pupils build more securely on their mathematical knowledge and skills as they move through the school.
- Teachers place a clear emphasis on developing pupils' recall of number facts. Overall, teaching is well paced and provides regular opportunities for pupils to practise and consolidate their skills. This is improving pupils' fluency and confidence when recalling and applying number facts.
- Across the school, teachers use a range of practical resources, including everyday objects, counters, number lines and grids. These help pupils to visualise mathematical concepts and strengthen their understanding of number.

- In the younger classes, teachers provide valuable opportunities for pupils to develop early mathematical skills through play, counting games and practical activities. As pupils move through the school, they use resources effectively to explore mathematical problems and discuss solutions with learning partners. These experiences strengthen pupils' understanding and develop their ability to explain and justify their mathematical thinking.

- Overall, teachers provide suitable opportunities for pupils to apply their basic mathematical skills across areas of learning and experience. This helps pupils use their number skills in a range of meaningful contexts.

Ensure that feedback to pupils identifies clear steps for improvement and pupils act on this feedback

- Leaders have established a shared understanding of effective feedback and clear expectations for its use across the school. They revisit and refine these expectations regularly, drawing on findings from monitoring and review activities. This helps to strengthen consistency in teachers' practice.

- Recent professional learning has improved teachers' understanding of effective questioning and feedback. Teachers use carefully tailored questions to check pupils' understanding, identify misconceptions and provide purposeful verbal feedback during lessons. This helps pupils to recognise what they need to do to improve their work.

- Teachers share clear learning objectives and use a range of approaches to help pupils understand what they are learning and what is expected of them. In a few lessons, success criteria are less clear, which makes it more difficult for pupils to assess their own work and identify how to improve it.

- In younger classes, adults are developing their use of observations and purposeful interactions during play and exploration to assess pupils' understanding. They use this information to adapt the learning environment to meet pupils' needs and interests.

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.

- Where appropriate, teachers provide purposeful written feedback that identifies pupils' next steps in learning. Overall, pupils respond well, for instance by correcting spelling errors or completing extension challenges in mathematics.

- In the strongest practice, older pupils use feedback effectively to refine their vocabulary and to improve the flow and quality of their writing. Leaders recognise that opportunities for pupils to respond to feedback and improve their work are not consistent across classes and literacy tasks.

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/6742376

Yours sincerely

L Miles.

Liz Miles
Assistant Director

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

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

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