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For learners, for Wales

Ysgol Gynradd Tycroes
Pontardulais Road
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SA18 3QD

16/11/2026

Dear leaders and staff

Interim visit: November 2026

A team of inspectors visited Ysgol Gynradd Tycroes recently to consider progress in relation to its 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

Strengthen review processes within self-evaluation activity to have a clear focus on the impact of improvements on teaching and learning.

- Leaders have strengthened self-evaluation processes through more frequent and focused reviews of improvement priorities. Coaching, professional learning and cluster collaboration have developed senior leaders' monitoring and evaluation skills, enabling them to support the headteacher in identifying strengths and areas for improvement.
- Leaders use a suitable range of first-hand evidence to evaluate teaching and learning. They use the findings from observations of teaching and learning appropriately to identify strengths and areas for improvement. This process supports improvements in teaching successfully
- Many teachers are developing a wider range of strategies to assess pupils' understanding. Where practice is most effective, teachers use this information well to adapt teaching, address misconceptions and build on pupils' prior learning, supporting pupils to make good progress.
- Leaders are increasingly effective in using self-evaluation findings to inform improvements in teaching. However, leaders recognise the need to strengthen how they follow up actions to improve individual teachers' practice and evaluate the impact of these on pupils' learning.

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Ensure that teachers use assessment information to refine their teaching to support and challenge pupils appropriately

- Leaders have clear expectations for how teachers use standardised assessment information to inform their planning. Recent improvements to reading assessment enable teachers to identify gaps in pupils' skills more accurately and provide targeted teaching and interventions that help pupils develop greater fluency in reading.
- Focused professional learning has strengthened teachers' use of a wider range of assessment for learning strategies. Most teachers use questioning effectively to explore the depth of pupils' understanding. They are developing their ability to use assessment information to adapt teaching and build on pupils' existing learning. However, this practice is not consistent, and a few pupils complete tasks that are either too easy or too challenging, which limits their progress.
- Teachers provide effective scaffolding alongside useful verbal and written feedback that helps pupils identify errors and improve their work. However, although pupils recognise general areas for improvement, such as handwriting and spelling, they do not always identify specific aspects of their work that they need to refine.

Yours sincerely

L Miles.

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