

Cwrt Henri
Dryslwyn
Carmarthen
SA32 8RX

17/12/2025

Dear leaders and staff

Interim Visit: December 2025

A team of inspectors visited Ysgol Gynradd Cwrt Henri recently, which is in a federation with Ysgol Gynradd Ffairfach and Ysgol Gynradd Talylychau, to consider progress in relation to one of the recommendations from the previous core inspection. In addition, the school's progress in fulfilling the requirements of one of the priorities in the school's current improvement plan was considered. The inspection team took advantage of the opportunity to observe teaching and learning, talk to 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 the school's priorities for improvement are clear and measurable

- The headteacher establishes and maintains a culture of effective distributed leadership across the federation's schools, which contributes beneficially to formulating and implementing sensible, agreed priorities for improvement.
- The improvement plan is comprehensive and identifies clear actions, definite lines of accountability and measurable targets. This enables leaders to review progress regularly and evaluate to what extent objectives are realised in a timely manner.
- Regular discussions between staff provide a firm focus on the federation's priorities for improvement. The priorities, including addressing local and national priorities, focus purposefully on supporting pupils to make consistent progress in their skills over time.
- Leaders have clear arrangements for evaluating provision and pupils' outcomes. They use information from purposeful monitoring activities to inform sensible

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priorities for improvement. These processes support leaders at all levels to review progress regularly and gain an increasing understanding of strengths and areas for improvement across the federation's schools. The headteacher acknowledges that the findings from regular monitoring processes are not always implemented consistently enough to ensure decisive improvements in the quality of teaching and learning and specific aspects of provision between the schools.

- Staff take advantage of regular professional learning opportunities to strengthen their leadership skills. These valuable opportunities align purposefully with the outcomes of the federation's evaluation activities and priorities for improvement.
- Through purposeful leadership opportunities, staff across the federation's schools develop increasing confidence and the skills to undertake additional strategic responsibilities on a regular basis. Staff produce and implement purposeful development plans for areas of learning which focus usefully on strengthening provision and raising standards. This equips them to participate more actively in the federation's evaluation and strategic planning processes.

Refine the curriculum and provision to ensure that teaching enables deep learning and that tasks are purposeful and challenging by using the new plan

- The headteacher leads with a clear vision to develop a purposeful curriculum and strengthen the quality of teaching across the federation's schools.
- Staff benefit from purposeful professional training that aligns with the federation's vision and priorities for improvement.
- In general, staff co-operate purposefully within the federation, and with staff from neighbouring schools, to plan jointly and ensure consistency in the learning experiences provided for pupils. Leaders use parents' suggestions purposefully to ensure that learning activities are relevant to pupils' life experiences.
- Together, staff design a curriculum that includes stimulating termly themes and engaging learning experiences that engage and maintain pupils' interest effectively. The headteacher recognises the need to ensure that the curriculum provides rich experiences for pupils to make meaningful links across the areas of learning. This includes the need to provide purposeful opportunities for pupils to nurture their numeracy skills more consistently in rich activities and real-life contexts.
- In general, teachers use appropriate teaching methods to develop pupils' skills in an increasingly constructive manner over time. Within daily mathematics sessions, for example, they use a suitable range of resources to enrich learning. Teachers use questioning methods purposefully, which has a positive effect on nurturing pupils' thinking skills.
- The headteacher recognises the need to strengthen consistency in effective teaching practices across the federation, particularly in conveying high

expectations and providing an appropriate level of challenge for all pupils. There is also a need to ensure that learning activities provide purposeful opportunities for pupils to nurture their skills with increasing independence across the areas of learning.

The school's most recent core inspection report and further information on the process and purpose of interim visits can be found on our website:

estyn.gov.wales/education-providers/cwrt-henri/

Your sincerely



Liz Miles

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