

Ross Williams
Hook C.P. School
Newtown Road
Hook
Haverfordwest
Pembrokeshire
SA62 4ND

29/04/2025

Dear Mr Williams

Interim visit: March 2025

A team of inspectors recently visited Hook CP School to consider how the school has progressed in addressing a sample of the recommendations from the most recent core inspection. Below is a summary of progress.

Focus of visit

Improve pupils' skills in speaking Welsh

- Senior leaders place a high priority on the development of Welsh language provision. They provide beneficial opportunities for staff to develop their own confidence when using Welsh and this has a positive impact on the quality of the teaching of Welsh overall.
- Many staff model the Welsh language well ensuring that pupils have regular opportunities throughout the day to hear and respond to spoken Welsh.
- Teachers plan exciting opportunities for pupils to immerse themselves in Welsh language and culture. This includes opportunities for pupils to perform in local Eisteddfodau and to practise their Welsh within the community. Nearly all pupils develop positive attitudes to learning Welsh.

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

- Most pupils develop appropriate Welsh language skills as they move through the school. Younger pupils ask and answer basic questions about themselves and the weather confidently. Most older pupils understand and use a good range of vocabulary with the majority beginning to use the past tense and third person.
- Senior leaders monitor the quality of Welsh teaching and progress in learning rigorously. They have an accurate understanding of the school's strengths and areas in need of further development.

Refine the provision for independent learning across the school to ensure that there is appropriate challenge for pupils

- In most classrooms, staff organise learning areas and resources effectively to encourage pupils' independence. Leaders recognise where learning environments can be further improved and have suitable plans in place to address this.
- In the younger classes, teachers provide a range of opportunities for pupils to develop their ideas through independent play. Adults are beginning to use observation and questioning more effectively to help pupils develop and refine their skills through play. In a few cases, teachers slow the pace of teaching in small group activities where children have to wait for extended periods to have a turn. This reduces engagement and progress for a minority of pupils.
- As they progress through the school, most pupils develop their independence well. Older pupils collaborate well to analyse information from different sources efficiently and select the most effective presentation method.
- Teachers use verbal and written feedback well to support pupils' independence. They allow pupils valuable time to edit and improve their own work. Over time, most pupils develop a good awareness of their own areas for development and how to address these.
- Teachers use accurate assessments to ensure a good level of challenge and support for pupils. Teachers group pupils carefully, enabling them to learn from each other's strengths. This helps to ensure that most pupils make good progress in lessons.

The school'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/6682228>

Yours sincerely



Liz Miles

Assistant Director