

Dean Taylor
Pentrepoeth C.P. School
Bryn Hedydd
Cwm Cwddy Drive
Bassaleg
Newport
NP10 8JN

28/04/2025

Dear Dean Taylor

Interim visit: April 2025

A team of inspectors visited Pentrepoeth Primary School recently to consider progress in relation to the recommendation from the core inspection of May 2023. In addition, the team worked with school leaders, staff and pupils to look at progress in addressing a current priority from the school's improvement plan. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Improve opportunities to build pupils' Welsh vocabulary and sentence structures progressively to ensure consistently strong progress as they move through the school

- Leaders have an accurate understanding of the school's progress in improving pupils' Welsh language skills.
- Leaders have supported staff successfully to develop and enhance their Welsh language skills through purposeful professional learning.
- Staff are increasingly confident to speak and teach Welsh in specific Welsh lessons, activities and games. In addition, they create purposeful opportunities for pupils to use their Welsh speaking skills in their learning across the curriculum.
- Teachers provide well-paced lessons and plenty of fun activities that support the development of pupils' Welsh speaking skills successfully.

Estyn, Llys Aneur, 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.

- Nearly all staff use incidental Welsh throughout the school day. This sets a positive tone for the profile of the language and encourages pupils to develop their Welsh language skills.
- Across the school, most pupils make strong progress in developing their use of spoken Welsh. Younger pupils often use Welsh in songs and rhymes and quickly become familiar with a good range of words and sentence patterns.
- As they move through the school, most pupils speak confidently and use their Welsh vocabulary and sentence structures successfully.

The school's approach to supporting pupils to develop as independent learners including work to introduce reciprocal reading from years 3 to 6

- Senior leaders have worked effectively with staff to develop a shared understanding of what independent learning means and looks like at the school.
- Leaders' vision underpins shared and high expectations for pupils' development as independent learners as they progress through the school.
- Valuable professional learning has brought about adaptations to the pedagogy used when working with younger pupils. Thoughtful development of the learning environment and the range of learning experiences on offer support productive independent learning and play during indoor and outdoor activities.
- Adult interventions in learning are timely and effective. Staff question pupils effectively to help them deepen their understanding, to sensitively challenge misconceptions and to move the learning forward.
- Teachers working with older pupils build on the positive progress made in the earlier school years by providing consistent opportunities for pupils to take responsibility for their own learning.
- Importantly, teachers provide pupils with sufficient time to complete independent tasks. Pupils generally take full advantage of this and show great pride in their work, for instance in their learning journals.
- Most older pupils use a range of strategies from the school's learning toolkit well to help them to work independently. They evaluate their progress in lessons and over time thoughtfully by considering the different qualities they have demonstrated to complete tasks, including effort and resilience. They also evaluate their progress against the defined success criteria for specific learning activities.
- The school's approach to developing pupils' reading skills is successful in fostering a love of reading and ensuring that they develop their skills progressively and to a strong standard.
- Recently, the school has introduced reciprocal reading sessions where pupils take responsibility for different roles, such as the summariser and questioner. Teachers have ensured that pupils know how to undertake these roles successfully.

- Most older pupils collaborate effectively in their groups to support and challenge each other to develop as readers. They exhibit high levels of accuracy and understanding when working with a variety of texts.
- Most pupils make sensible predictions, summarise texts concisely and ask and respond to questions confidently, often using an extensive range of vocabulary.
- Overall, leaders keep the impact and progress of their work to develop pupils' independent learning skills under review regularly. They use their evaluations successfully to identify opportunities for further improvement and to celebrate success.

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/6802300>

Yours sincerely



Liz Miles

Assistant Director