

Laura Perrett
Llantarnam Community Primary School
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11/06/2025

Dear Laura Perrett

Interim visit: May 2025

A team of inspectors visited Llantarnam Community Primary School to consider how the school has progressed in addressing two of the recommendations from its core inspection in November 2018. Below is a summary of progress against these focus areas.

Focus of visit

Continue to improve pupils' writing skills, including writing across the curriculum

- Leaders have successfully planned and implemented strategies to improve the consistency of the teaching of writing across the school. Useful guidance based on a structured writing approach, electronic support that outlines the key features of each genre coupled with regular pedagogy meetings means that teachers are well supported to plan and teach writing in literacy lessons and across the curriculum.
- As they move through the school, most pupils enjoy writing for a range of purposes and make at least appropriate progress. Many use technical language appropriately and demonstrate a good understanding of different forms of writing.
- Many pupils use diverse vocabulary and grammatical features to enhance their writing. Pupils understand their targets for improvement, and many reflect well on the progress they have made and what they need to do to improve. However, in a minority of instances they repeat errors over time, and these are not always addressed well enough.

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

- Teachers model writing appropriately and often show pupils how to build up to an extended piece of writing. Pupils find it very helpful to see examples of what should be included as they say this helps them to improve their own writing, such as adding further descriptions and detail.
- The consistent use of clear learning objectives ensures that pupils have a secure understanding of what is expected in their writing. However, expectations are not always differentiated well enough and on occasion adults over scaffold pupils' writing tasks.

Share the best practice in teaching to ensure greater consistency across the school.

- Senior leaders have robust and regular procedures in place to monitor the quality of teaching and learning. Overall, they evaluate the outcome of monitoring activities well to accurately identify strengths and professional learning needs for individual staff.
- Teachers receive beneficial professional learning and coaching support, tailored to include both individual targets and school improvement priorities. This is having a positive impact on improving the consistency and quality of teaching across the school.
- Most staff show a sound understanding of individual pupils' learning needs. However, teachers do not always plan lesson activities with the appropriate level of challenge and support to ensure all pupils make the progress that they are capable of.
- Staff plan purposeful activities for younger pupils to explore independently outdoors and within the classroom. During these independent activities, most pupils are highly engaged in their learning, they make independent choices and develop a range of skills confidently through their play. The school recognises that as pupils move through the school, often activities can become over-directed, and this limits the opportunities for pupils to develop as independent learners.
- In a majority of classes teachers provide clear learning objectives and demonstrate good subject knowledge. Many ask effective questions to encourage pupils to explain and expand their ideas.
- Most teachers provide useful feedback about pupils' work. Many older pupils are beginning to reflect on this feedback and consider their next steps in learning, for example, to improve their writing.

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/6782205>

Yours sincerely



Liz Miles

Assistant Director