

Ceri Prosser  
Our Lady of the Angels R.C School  
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25/06/2025

Dear Ceri Prosser

**Interim visit:** June 2025

A team of inspectors visited Our Lady of the Angels R.C School recently to consider progress from the previous core inspection. The inspection team focused on two themes from the inspection that are relevant to the school's current circumstances. They 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**

**Improve planning and provision to support the progressive development of pupils' skills across the curriculum**

- The school is still at an early stage in planning for the development of pupils' literacy and numeracy skills. In a few instances, leaders are beginning to introduce more structured approaches to support this work. For example, in mathematics, leaders have introduced progression booklets that map out key concepts and help teachers sequence learning more effectively. This is beginning to bring greater coherence to planning, particularly in pupils' number work.
- The school is also starting to consider how pupils' reading develops over time through the introduction of a new systematic synthetic phonics scheme.

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

- Teachers are beginning to plan more purposeful opportunities for pupils to apply their literacy and numeracy skills across the curriculum. However, these opportunities are not planned systematically across year groups or areas of learning and as a result, pupils do not have enough opportunities to apply and deepen their skills across the curriculum.
- Teachers are beginning to develop their understanding of effective teaching approaches, such as using mini whiteboards and counting sticks in mathematics to support pupils' mental calculation strategies and applying success criteria to clarify expectations. However, these approaches are still at an early stage of development and teachers do not always apply them consistently or effectively across the school. Overall, the quality of teaching remains too variable.
- Leaders recognise the need to support teachers in focusing more sharply on what pupils need to learn and how best to engage them. This includes ensuring that the use of differentiated success criteria supports learning without adding unnecessary elements that overload pupils' thinking or limit the time they spend actively engaged in meaningful tasks.

**Sharpen self-evaluation processes to focus more robustly on considering the difference the school's provision makes to pupils' progress and well-being**

- Leaders are beginning to establish a range of suitable self-evaluation processes and provide a few opportunities for staff to contribute to monitoring activities. Curriculum leaders are beginning to reflect on the provision within their areas of learning and experience. However, evaluations are often too generous and do not focus sharply enough on the impact of teaching on pupils' learning and progress. This limits the school's ability to make well-informed judgements about what is working and what needs to improve.
- Leaders are beginning to establish systems to evaluate the quality of provision and pupils' progress in literacy and mathematics. Book scrutiny activities provide a basic overview of the range of skills pupils use in each year group. However, current approaches to self-evaluation lack depth and do not focus well enough on the quality of teaching or how well pupils are progressing.
- Leaders work positively with external partners to evaluate provision and carry out book scrutiny and learning walks to verify aspects of practice. However, in many cases, evaluations do not always lead to timely or focused action, and important areas for development are not prioritised well enough.
- In a few instances, leaders are beginning to introduce more effective approaches to assessment that support the evaluation of the school's provision and help teachers make meaningful improvements to their practice. For example, in mathematics, teachers are beginning to use diagnostic tools to identify gaps in pupils' understanding and adapt their teaching accordingly.

- Whilst leaders are aware of the need to strengthen self-evaluation, the school does not yet have a clearly defined or consistent whole-school approach to monitoring, evaluation, and review. Overall, school improvement planning is too broad. does not focus systematically enough on those areas that need to be prioritised and the impact of these processes on improving teaching and learning remains limited.

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/6783321>

Yours sincerely



**Liz Miles**

Assistant Director