

Suzanne Williams
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Dear Suzanne Williams

Interim visit: June 2025

A team of inspectors visited St Bernadette's R.C. Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team 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

Ensure that the curriculum is meaningful for all pupils and builds systematically and coherently across the school

- The school has refined its curriculum effectively to reflect pupils' needs and interests. As a result, most pupils benefit from purposeful learning experiences that promote engagement and increase the relevance of learning. In the best cases, pupils apply their knowledge and skills successfully in meaningful, real-life contexts.
- Pupil voice plays an important role in shaping whole-school themes. Teachers carefully align pupils' ideas with their own planning to enrich learning experiences. This helps focus learning on what matters to pupils and supports their participation and sense of ownership.
- Within their topics, pupils are increasingly able to make connections in their learning and see its purpose. As a result, they speak positively about their

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experiences and can explain how activities help them build on their prior knowledge.

- Teachers now plan for progression more systematically and coherently. Leaders, including those responsible for Areas of Learning and Experience (AoLE), regularly review curriculum planning to ensure effective delivery. This ensures that pupils build on prior learning and revisit key skills appropriately.
- Staff regularly reflect on and refine the curriculum. Recently, they worked together to strengthen opportunities for pupils to explore diversity and inclusivity. This has supported pupils to develop as ethically informed individuals with a strong sense of respect and empathy.
- Since the core inspection, leaders and teachers have refined the use of immersion weeks. These now take place at the end of topics and provide pupils with purposeful opportunities to apply their skills. This helps teachers gauge understanding, identify next steps, and support coherent progression across the curriculum.

Develop pupils' independent skills

- Teachers provide good opportunities for younger pupils to develop and use their social and communication skills throughout their learning. This supports them to play with their peers cooperatively and to learn from one another.
- Most younger pupils engage with tasks readily and are keen to try out their ideas. Where teachers set clear goals for learning, pupils respond by working with purpose, often persevering or applying their creativity to find a solution.
- As they move through the school, most pupils use their developing reading and digital skills independently with increasing sophistication. Most apply their previous learning well and use helpful resources to complete suitably challenging tasks efficiently without adult support.
- Teachers make beneficial use of examples to model what pupils do well and where they can improve their work. This helps pupils to reflect on how well they have met expectations and to set relevant goals for their own progress.
- Teachers provide suitable opportunities for all pupils to make decisions about what and how they learn. They encourage pupils to take suitable risks and to see mistakes as a valuable part of learning. Because of this, most pupils are motivated and demonstrate self-reliance.
- Leaders have made effective use of professional learning to implement consistent routines and teaching strategies that are well understood by pupils. They evaluate and refine this practice successfully.

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/6813370>

Yours sincerely



Liz Miles

Assistant Director