

St David's R.C. Jnr & Inf. School
Caldicot Way
Pontrhydyrun
Cwmbran
Torfaen
NP44 1UF

16/10/2025

Dear leaders and staff

Interim visit: October 2025

A team of inspectors visited St David's RC Jnr and Inf. School recently to consider progress in relation to its recommendation from the previous core inspection and a priority from its current school improvement plan. 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

Strengthen teachers' use of assessment and feedback to support pupils during lessons and over time

- Nearly all pupils engage well in lessons and most explain the focus of their learning confidently. Older pupils know how to succeed in their tasks because teachers discuss learning intentions and success criteria with them effectively.
- Teachers use questioning successfully to check for pupils' understanding, to address misconceptions and to extend their thinking. In the best examples, they use what they learn from assessment to adapt their teaching and move pupils' learning on at an appropriate pace.
- In many classes, teachers provide regular opportunities for pupils to pause and reflect during lessons. They give verbal feedback that is tailored to individuals and highlights clear next steps for pupils' learning. In a few of the younger classes, adults direct learning too tightly, and this reduces opportunities for them to observe and assess pupils' understanding.

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

- Across the school, staff follow agreed approaches to providing written feedback to pupils, and pupils nearly always respond to their teachers' comments. While this helps to support positive relationships, teachers do not always check carefully enough to see whether pupils' work has improved or that mistakes have been corrected.
- In literacy, older pupils often use success criteria appropriately to review their own and others' work. In the strongest examples, they talk about how feedback from their peers helps them to improve and they offer constructive advice to each other about their writing.
- In the younger classes, the effective use of self- and peer assessment is at an earlier stage. Teachers do not always match the success criteria closely enough to pupils' stage of development. This means pupils do not always understand them well enough to know what they have achieved and what they still need to work on over time.
- Through the school's self-evaluation, leaders have a clear understanding of the strengths and areas for improvement in how staff use assessment and feedback to support pupils' progress.

Develop greater learner independence with pupils having more choice

- Leaders and staff have worked together successfully to develop key principles and whole-school aims for the development of pupils as independent learners.
- There is a strong culture of professional learning and collaboration, with staff engaging in school-based and cluster training to share ideas and trial approaches. This is beginning to increase staff confidence and willingness to experiment with strategies that help pupils take greater responsibility for their learning and progress.
- Although still at an early stage, teachers design learning experiences that increasingly promote pupil choice and ownership. This is helping to build pupils' confidence to plan, organise and reflect on their work.
- In the few best instances, when introducing new learning, staff provide helpful structured guidance for pupils, modelling and teaching skills explicitly. Then, they plan well-considered opportunities for pupils to apply these skills independently in new situations.
- Staff are beginning to make good use of indoor and outdoor environments to develop pupils' problem-solving skills. As a result, pupils increasingly show initiative and resilience, with older pupils often making thoughtful decisions about how to approach tasks.

- Overall, where provision is well planned, pupils work independently and apply their skills successfully in purposeful, creative contexts. Where practice is less effective, pupils have fewer opportunities to think for themselves and remain too reliant on adult support.

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/6783324>

Yours sincerely



Liz Miles

Assistant Director