

St Francis V.R.C. School
Priory Road
Milford Haven
Pembrokeshire
SA73 2LQ

04/11/2025

Dear leaders and staff

Interim visit: October 2025

A team of inspectors visited St Francis V.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

Share the best teaching practices throughout the school to ensure that teaching is as effective as possible in all classes

- Throughout the school, staff have established constructive and supportive relationships with pupils. These help pupils of all ages to develop positive attitudes towards their learning and strong levels of engagement.
- Leaders and staff successfully ensure that the school is a purposeful, well-resourced environment that supports the development of pupils' learning and well-being effectively.
- Overall, teachers provide valuable feedback during lessons, helping pupils to swiftly address misconceptions, correct errors and gauge their progress. In most cases, pupils appreciate the feedback they receive and use it purposefully to move their learning forward.
- In general, teachers and teaching assistants demonstrate a good understanding of the pupils in their classes. Across the school, teaching assistants provide pupils with caring, beneficial support, helping them to access their learning in ways that are appropriate to their needs.

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

- The school's new approach to the teaching of mathematics makes effective use of practical learning activities and concrete apparatus. This is beginning to help pupils to clarify and deepen their understanding of an appropriate range of mathematical concepts.
- Overall, teachers plan interesting learning activities, making relevant links to class topics, the school's religious character and local and global events. Teachers make appropriate use of pupil voice to influence provision.
- Staff create useful displays and learning walls that provide helpful scaffold, reminders and prompts. Older pupils are beginning to use these independently during lessons to support their learning.
- Leaders and staff engage suitably with professional learning and external partners to support improvements to teaching and learning. A recent focus on the use of effective questioning is helping pupils to clarify and deepen their understanding during lessons. Teachers' beneficial use of well-timed, open questions supports the successful development of pupils' thinking and oracy skills.
- The school is developing constructive relationships with cluster and federation partner schools. A few staff are beginning to engage in valuable professional dialogue with a range of external colleagues, helping them to reflect on their own work, consider alternative approaches and share effective practice.

Give pupils more opportunities to decide how and when to use the skills they have acquired

- Most pupils across the school are motivated to learn and engage positively in their learning and play. They persevere well when faced with challenges and sustain their interest during lessons.
- Nearly all pupils know how to locate and use resources effectively, drawing on a range of sources such as working walls and mathematical equipment. This enables most pupils to work by themselves, or with their peers, unaided by teachers.
- Many younger pupils are curious learners who enjoy exploring their ideas independently. Nearly all develop their personal independent skills effectively, such as hanging up their coats and tidying away play resources.
- Teachers of younger pupils provide appropriate opportunities for them to access areas of provision within the outdoor and indoor environments. These are mostly linked to the class theme or build upon learning that pupils have previously experienced. This approach helps pupils to develop their independent learning skills appropriately, enabling them to make choices, explore their ideas and apply what they have learned in different contexts.
- Across the school, teachers provide pupils with suitable opportunities to identify what they already know and what they would like to find out about at the start of their termly topics. This helps them to influence the content of their learning,

following their interest where appropriate. As a result, pupils are beginning to take greater ownership of their learning and make informed choices about what they learn and when to apply the skills they have previously acquired.

- Learning intentions and success criteria are clear in all lessons, this gives pupils useful guidance on how to complete a task. However, over detailed pro formas and overuse of worksheets limits the extent to which pupils set out and present their work independently.
- Overall, across the school, over direction by teachers limits opportunities for pupils to fully develop as independent learners.

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/6683314>

Yours sincerely



Liz Miles

Assistant Director