

St Patrick's R.C. Primary School
Fairfax Road
Newport
NP19 0HR

03/11/2025

Dear leaders and staff

Interim visit: October 2025

A team of inspectors visited St Patrick's RC Primary School recently to consider progress in relation to two of its recommendation 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 teaching promotes independent learning successfully between Year 3 and Year 6

- Leaders and staff have developed a shared understanding of what independent learning looks like across the school. They draw effectively on professional learning, practice observed in other schools, and their own enquiries to shape classroom environments and routines that promote independence. As a result, pupils make choices, use resources confidently, and take increasing ownership of their learning.
- Effective collaboration between staff, supported through professional discussions, joint curriculum planning and regular reviews of pupil progress, helps to develop a consistent whole-school approach to teaching. This shared approach is successful in helping to promote independent learning, which continues to develop across the school.
- In the most effective practice, teachers gradually remove scaffolds and encourage pupils to apply their knowledge and skills in new contexts. This approach fosters pupils' motivation, curiosity and engagement in enquiry and problem-solving.

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

- Leaders and staff recognise the need for the best practice to be available to pupils in all classes. They acknowledge that there is still variability and that generally pupils still need support to make thoughtful decisions about how to approach open-ended projects and present their work.
- Staff adopt a consistent approach to sharing learning intentions and success criteria with pupils. Teachers' written feedback usually links closely to what pupils are learning in a lesson, and helps them to understand how they have been successful.
- In their books, pupils almost always respond to teachers' questions, correct their work and, in the best instances, use success criteria independently to identify what they have done well.
- Over time, the quality of pupils' evaluations of their work has improved. In Years 5 and 6, for example, pupils assess their literacy work more thoughtfully, identifying language features they have included in their writing. Even so, self-assessment and teacher feedback do not always prompt pupils to reflect deeply on their learning and what they need to do next.
- Leaders recognise that opportunities for pupils to redraft or refine their work to strengthen independence are at an early stage of development.

Strengthen the provision for pupils to speak Welsh, and to learn about the culture and heritage of Wales

- Leaders and staff have prioritised the development of pupils' Welsh language skills. Pupils show pride in speaking Welsh, and the school has been successful in involving parents as part of its drive to raise the profile of the language.
- Since the core inspection, the school has introduced short, daily Welsh sessions to reinforce language patterns, as well as regular, structured lessons to deepen pupils' understanding. Planning for learning now supports the progressive development of pupils' oracy skills across the school.
- Professional learning, including access to online language modules, participation in the Welsh sabbatical scheme, and collaboration with other schools, has strengthened staff knowledge and confidence. This has supported greater consistency in how the school approaches the development of pupils' spoken Welsh.
- Teaching is effective and lively, with staff using strategies that motivate pupils and provide frequent opportunities for them to speak Welsh to each other.
- Most younger pupils use simple sentence patterns accurately, while older pupils extend their Welsh to express opinions, share information, and begin to apply what they have learned in other areas of the curriculum.

- Staff embed Welsh naturally in learning experiences throughout the school day, creating a positive language culture where they help pupils to use Welsh beyond their Welsh language lessons.
- Leaders and staff are developing the curriculum to reflect Welsh culture and heritage more fully, helping pupils to understand more about Wales's literature, art and traditions.
- The school recognises that further work is needed to connect learning about Welsh history, geography and culture more closely, to deepen pupils' understanding of their Welsh identity.

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/6803305>

Yours sincerely



Liz Miles

Assistant Director