

Severn Primary School
Severn Road
Canton
Cardiff
CF11 9DZ

20/11/2025

Dear leaders and staff

Interim visit: November 2025

A team of inspectors visited Severn Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe and discuss teaching and learning with the school's senior leaders, talk with pupils and staff, and consider documentation. Below is a summary of the findings from the visit.

Focus of visit

Develop the effective use of feedback to support pupils to make progress and develop as independent learners

- Teachers' professional learning since the core inspection has focused on providing pupils with useful feedback, rightly linked with improved questioning and assessment. Professional learning has included, for example, peer observations and try-outs of different feedback approaches, professional discussions and newsletter-style updates that include helpful QR codes to exemplars.
- Most adults now provide purposeful 'live' feedback to pupils during lessons. Older pupils respond well to colour-coded written feedback that ensures that they know what they need to do to improve. On a few occasions, although adults have valuable conversations with pupils and model useful language and vocabulary, they miss opportunities to provide pupils with helpful immediate feedback. In the best practice within the specialist resource classes (SRB), adults provide instant, purposeful feedback to their pupils using visual supports and Makaton.

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

- There are strong professional relationships across the school between adults and their pupils. Many adults are skilled in allowing pupils enough space to try things out independently, to develop their resilience and perseverance. However, on a very few occasions, adults intervene too quickly and miss opportunities to help pupils develop these skills.
- In most classes, well-planned learning proceeds at a good pace, punctuated by well-chosen questions that challenge pupils of differing abilities. Across the school, a 'no hands up' approach is effective in targeting questions and ensuring that all pupils are active participants in lessons.
- Teachers model language and written work well for their pupils. They ensure that everyone contributes to understanding how to succeed at a task. This supports pupils to develop as independent, well-focused learners.

Improve opportunities for pupils to apply their digital and numeracy skills across the curriculum

- Staff provide purposeful opportunities for pupils to use their digital skills to enhance their learning effectively. Where this is well-planned, pupils apply their digital skills independently, for instance to research and summarise information or to handle and analyse data relevant to their topic work.
- Pupils generally have suitable opportunities to use their digital skills creatively and to communicate through different digital media. Overall, opportunities for pupils to develop and apply their digital skills collaboratively or to use coding and computation in their wider work are less developed.
- Teachers provide a few opportunities for pupils to use their numeracy skills in appropriate contexts, such as when working with budgets or when gathering and charting data linked to science investigations. They plan activities that build on previously taught skills and generally provide pupils with a suitable level of challenge.
- Staff have established year group portfolios that record pupils' application of their digital and numeracy skills. This helps teachers to reflect on the breadth of pupils' learning. Leaders are beginning to use this information to identify where practice needs strengthening and to target professional learning appropriately.
- They recognise that securing a more systematic approach to developing pupils' skills is an area for further development.

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/6812319>

Yours sincerely



Liz Miles

Assistant Director