

Langstone Primary School
Old Roman Road
Langstone
NP18 2JU

04/03/2026

Dear leaders and staff

Interim visit: February 2026

A team of inspectors visited Langstone Primary School recently to consider how the school is progressing in addressing an element of its improvement priorities and a national priority.

Below is a summary of progress.

Focus of visit

Maintaining high quality teaching and developing pupils' independence

- Leaders continue to place a strong emphasis on developing future leaders and effective teachers. They ensure that professional learning is closely aligned to curriculum priorities, while strengthening teachers' pedagogical understanding. They make good use of staff meetings and internal expertise to develop teaching in areas, such as expressive arts.
- Teachers have good opportunities to work with professionals in other schools, to see and to share effective practice. This helps to ensure that classroom practice remains current and is informed by a wide range of different approaches.
- Teachers and support staff build excellent relationships with pupils. They create respectful, supportive classroom environments where pupils feel confident to ask questions and seek help when they need.
- In many lessons, teachers provide pupils with engaging learning experiences. They question pupils thoughtfully and provide them with beneficial feedback that helps to address misconceptions and supports pupils' progress.

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

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Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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

- Teachers have a high expectation of what pupils can achieve. In many lessons, they challenge pupils effectively. They ensure that learning activities build on pupils' knowledge and skills successfully.
- Leaders have identified the need to further develop pupils' independence and are beginning to address this thoughtfully through targeted professional learning and trialling different approaches in the classroom.

Developing effective reading skills and a culture of reading

- The school promotes a positive reading culture. Teachers create purposeful reading areas that encourage pupils to select and access books independently. Leaders recognise that they can strengthen this culture further by broadening the range of diverse texts and increasing the level of challenge in reading materials for younger pupils.
- The school promotes pupils' enjoyment of reading through purposeful curriculum links and strong engagement with parents. Most pupils take pleasure in reading, discuss authors confidently and engage independently with a suitable range of texts.
- The school implements a clear, progressive approach to developing pupils' reading skills from Nursery to Year 6, including the systematic teaching of phonics when they are ready. Nearly all pupils develop strong reading skills as they move through the school. Teachers provide beneficial targeted support for pupils who need it.
- Alongside focused literacy lessons, teachers strengthen pupils' reading skills through group reading activities. In the strongest practice, teachers use purposeful questioning to challenge and support pupils to infer meaning and to explore how authors use language and structure to create impact.
- By Year 2, most pupils apply their reading skills effectively to research and gather information to support their learning. Many older pupils demonstrate well-developed comprehension skills and discuss texts with confidence and insight.

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/6802209>

Yours sincerely



Liz Miles

Assistant Director