

Report following monitoring

Level of follow-up: Significant improvement

Pillgwenlly C.P. School

**Pillgwenlly Primary School
Mendalgief Road
Newport
NP20 2HH**

Date of visit: September 2026

by

**Estyn, His Majesty's Inspectorate for Education and
Training in Wales**

Outcome of visit

Pillgwenlly C.P. School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection. As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

R1. Address the issues relating to safeguarding identified at the time of the inspection

The school has successfully addressed all safeguarding issues identified at the time of the core inspection.

Leaders promote a strong culture of safeguarding through clear expectations, regular professional learning and effective partnership working. They draw purposefully on local authority support to strengthen policies, record-keeping and reporting arrangements. On-going evaluation helps leaders to maintain oversight of safeguarding and respond promptly to issues they identify.

Regular professional learning reinforces the school team's understanding of its safeguarding responsibilities. Safeguarding features prominently in leadership and staff meetings, providing valuable opportunities to clarify expectations and discuss concerns. This has ensured that staff understand and use the school's procedures to keep pupils safe.

Leaders monitor and maintain effective safeguarding records robustly. The school's electronic recording system provides leaders with a clear overview of concerns and supports their monitoring of pupils' needs. Leaders use risk assessments and specialist health and safety advice effectively to identify potential hazards and strengthen arrangements to keep pupils safe.

Effective partnership working with the local authority and other agencies supports the school effectively to identify concerns and address pupil and family needs. Governors undertake regular training and receive safeguarding information through the headteacher's reports. This supports their understanding of safeguarding matters and helps them to fulfil their strategic and statutory responsibilities.

R2. Sharpen evaluation and improvement processes so that they focus better, and impact more positively, on pupils' learning

There has been a significant change in leadership in recent times. With local authority support, the school has established a temporary leadership structure that has strengthened its capacity to improve. There is now a clear vision and strategy for school improvement, centred on consistently high expectations for all pupils.

The executive headteacher and governors have defined leadership responsibilities clearly and allocated time for leaders to monitor teaching and learning. Leaders also have dedicated time to support staff's professional learning. This focused approach has had a notable impact on the quality of teaching across the school, particularly in mathematics.

A collaborative approach, supported by regional partners, has helped leaders to share effective practice and evaluate more accurately how teaching affects pupils' learning. Leaders now share a clearer understanding of the difference that ongoing improvement work makes to pupils' progress. They share this information with staff effectively.

The school uses findings from self-evaluation well to identify staff development needs and refine provision. Targeted professional learning has improved teaching and helped pupils to make better progress. For example, leaders have strengthened provision for pupils with additional learning needs (ALN) in mainstream classes and learning resource bases. This has had a considerable impact on these pupils' progress.

Governors' greater involvement in self-evaluation has strengthened their understanding of teaching and improvement priorities. They use what they learn to question leaders more effectively and provide suitable support and challenge. They recognise that securing a permanent leadership structure remains important to sustain the school's progress.

R3. Improve pupils' writing and their mathematical skills

The school has made positive progress in improving pupils' mathematical skills, particularly in number. Leaders have worked with staff to establish a shared understanding of effective mathematics teaching and have used this to shape professional support. This has strengthened teachers' mathematical knowledge and teaching. In most instances, teachers build well on prior learning, model concepts clearly and help pupils revisit important learning. This supports most pupils to make at least appropriate progress in developing their number skills.

Leaders have invested in practical resources to help pupils to explore mathematical ideas and support their understanding. In the youngest classes, purposeful activities develop

pupils' knowledge through experience. As they move through the school, most build successfully on their learning. Most older pupils have secure number skills and understanding place value well. Many explain their reasoning clearly using appropriate mathematical vocabulary. Leaders have recently broadened the focus beyond number. Opportunities for pupils to develop and apply the full range of mathematical skills remain at an early stage.

The school has made appropriate progress in improving provision to develop pupils' writing skills. In the youngest classes, adults lay important foundation for pupils' future writing development. They provide beneficial practical learning experiences and model language effectively. Adults teach letter-sound relationships appropriately and provide suitable opportunities to practise letter formation. Despite low starting points for a notable proportion, most younger pupils make at least steady progress in writing.

Teachers provide purposeful opportunities for older pupils to write at length and often use literature and reading activities effectively as a stimulus. In the strongest practice, high-quality texts and discussion help pupils consider language and structure. Generally, by Year 6, pupils use broader vocabulary and link ideas effectively. In the strongest examples, older pupils adapt their writing for different purposes, including presenting coherent, balanced arguments.

The school has placed emphasis on spelling, grammar and punctuation. Where practice is most effective, teachers help pupils develop and apply these skills through their writing. At times, however, they address these skills separately, limiting pupils' opportunities to practice and apply them in independent writing.

R4. Ensure that teachers provide pupils with challenging learning experiences more consistently and give them regular and helpful feedback on their learning

The 'Pillgwenlly principles for teaching and learning' give staff clear, shared expectations for effective teaching. Leaders have strengthened the support they provide through professional learning and tailored this to teachers' needs. Leaders model effective practice by demonstrating lessons, co-teaching with colleagues and helping teachers to plan learning effectively. Together, these actions have improved the quality and consistency of teaching.

Adults now use a broader range of approaches to engage pupils actively in their learning. Consistent whole-school strategies support pupils to discuss responses with a partner,

consider different ideas and develop their reasoning. Most teachers use questioning effectively to challenge pupils to explain and extend their ideas.

Overall, teachers now challenge pupils more effectively. In the strongest practice, they provide opportunities for pupils to make choices, persevere and take responsibility for their learning. This is particularly evident among the youngest pupils, where practical, open-ended activities encourage curiosity and independent problem solving. In a minority of classes, teachers do not always build sufficiently on pupils' prior learning or move learning on quickly enough. At times, too much teacher talk or adult direction limits pupils' opportunities to learn independently.

Many teachers assess pupils' understanding during learning, addressing misconceptions and adjusting their teaching accordingly. Most adults give helpful verbal feedback that enables pupils to recognise what they have done well and how to improve. A minority of teachers provide useful written feedback for pupils. Where this is the case, pupils generally respond purposefully to teachers' comments. Pupils are also beginning to evaluate their own learning more effectively. Currently, these approaches are not consistent across the school.

Provision for pupils with ALN has improved significantly across the school and in the learning resource bases. Consistent routines and effective use of communication tools support these pupils to make strong progress from their starting points.