Dros ddysgwyr, dros Gymru
For learners, for Wales

# Report following monitoring

## Level of follow-up: Significant improvement

## Lliswerry Primary School

Nash Road
Newport
Newport
NP19 4NG

## Date of visit: November 2026

## by

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

## Outcome of visit

Lliswerry Primary 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 Lliswerry Primary School from the list of schools requiring significant improvement.

## Progress since the last inspection

### R1. Ensure that leaders identify and prioritise areas for development effectively and secure the necessary improvements

Following a period of instability, the executive headteacher has established a clear vision and strategy for improvement, centred on high expectations for teaching and pupils' progress. She prioritises school improvement work effectively to ensure that it focuses on addressing the most important aspects of the school's work. Clearer responsibilities, improved communication and more effective distributed leadership have strengthened leadership capacity. Collaboration with the cluster and regional partners is increasing leaders' expertise and confidence to evaluate teaching and support improvement. Governors understand the school's improvement priorities more clearly and provide informed support and increasingly effective challenge. With local authority guidance, they now focus more closely on how leaders' actions improve teaching and pupils' progress.

Senior and middle leaders promote an open, collaborative culture and take increasing responsibility for monitoring provision and supporting staff. They monitor the impact of improvement work with rigour to evaluate the impact of teaching on pupils' progress accurately and share findings clearly with staff.

The school is beginning to use findings from self-evaluation well to identify staff development needs and refine provision. This has involved extensive work to learning environments and the development of leadership roles and responsibilities. In combination, this work supports improvements in pupils' behaviour and the quality and consistency of teaching and learning across the school.

A whole school focus on improving mathematics teaching and provision is beginning to strengthen pupils' mathematical understanding and skills. Leaders provide targeted professional learning, specialist support and opportunities to observe effective teaching. This helps teachers deepen their own understanding of mathematical concepts and explain them more clearly to pupils.

School leaders now show the capacity to implement a whole school improvement process. They have a clear vision for how they will apply this process to support the school's next stage of development and to identify and address priorities as they arise.

## R2. Improve the quality of teaching to ensure that pupils consistently make effective progress across the curriculum

Leaders have improved the learning environment considerably and established consistent expectations for pupils' behaviour. Many pupils now behave well, develop positive attitudes to learning and use resources with increasing independence. They generally collaborate respectfully and engage positively in learning activities.

Leaders have established a shared teaching and learning strategy. Nearly all staff work diligently in accordance with agreed expectations. Professional learning to implement the teaching strategy, alongside collaborative planning, is beginning to improve the quality and consistency of teaching within year groups and across the school. However, occasionally, the pace of learning is too slow, and, in a few instances, teachers do not address pupils' lack of engagement effectively enough. This leads to low level disruption or pupils disengaging during lessons. Teachers provide tasks with different levels of challenge, but these do not always match pupils' individual needs closely enough.

Teachers have established common approaches to assessment, including the use of learning intentions, success criteria and feedback. Although most teachers follow these agreed approaches, their effectiveness in supporting pupils' progress remains variable . Older, more able pupils are beginning to use written feedback purposefully to improve their work and extend their thinking, particularly in literacy and mathematics. However, teachers do not always identify pupils' misconceptions or adapt their feedback sufficiently to address individual learning needs.

Leaders and teachers have strengthened curriculum planning, with clearer progression evident in mathematics and aspects of literacy. Pupils have appropriate opportunities to apply their skills across the curriculum, including through topic work and practical activities. Leaders have also planned the curriculum so that it broadens appropriately as pupils mature. Younger pupils explore their immediate environment and locality, while older pupils develop their understanding of the wider world. However, opportunities to enrich the curriculum through visits and visitors remain at an early stage of development.

In classes for pupils aged three to seven, pupils generally benefit from a suitable balance of direct teaching and opportunities to learn through play and exploration. Most pupils engage positively with and benefit from practical learning experiences such as block play. Improvements to outdoor provision are beginning to support pupils' independence, creativity and physical development effectively.

However, adults' role in facilitating and extending pupils' learning through play and exploration is not fully developed. During whole-class teaching, teachers do not always ensure that activities are sufficiently engaging for all pupils. This limits the progress that a few pupils make.

Overall, leaders have established a stronger foundation for effective teaching through improvements to learning environments, more consistent routines and expectations for classroom management, and more coherent curriculum planning. Together, these developments have reduced, but not yet fully addressed, inconsistencies in classroom practice.

### R3. Ensure that pupils make strong progress in mathematics and numeracy with a particular focus on the understanding of key concepts

Leaders have taken effective action to address weaknesses in mathematics planning and teachers' subject knowledge. They have introduced a revised mathematics curriculum that supports the progressive development of pupils' mathematical skills, knowledge and understanding. Effective professional learning and investment in practical resources has strengthened teachers' understanding of mathematical concepts and how to teach them effectively.

There is an improving level of consistency in the teaching of mathematics across the school. Teachers generally model mathematical language and processes well, use questioning effectively to develop pupils' reasoning and provide appropriate opportunities for pupils to use practical resources to support their understanding. Teachers use assessment information purposefully to identify gaps in learning, inform planning and, increasingly, match activities to pupils' needs. They allocate sufficient time to developing pupils' understanding of mathematical concepts in depth.

These improvements are having a positive impact on pupils' mathematical knowledge, understanding and progress. Many pupils develop secure number skills, use mathematical vocabulary confidently and apply their reasoning to solve problems. Most pupils engage positively in mathematics lessons, and many make at least appropriate progress. However, occasionally, teachers do not identify pupils who lose focus or provide enough challenge for those capable of working at a higher level. Consequently, a few pupils do not make the progress they could.

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