

Cantref Primary  
Harold Road  
Abergavenny  
Monmouthshire  
NP7 7DG

11/12/2024

Dear Richard Brunsdon

**Interim visit:** December 2024

A team of inspectors recently visited Cantref Primary School to consider the school's progress towards its recommendations for improvement.

During the visit inspectors observed teaching and learning, scrutinised books and documents and met with leaders, staff and pupils.

Overall, the work carried out by leaders and staff has been effective and is having a positive impact on pupil outcomes. They have firm plans in place to continue to build upon this work.

Below is a summary of the progress made against each recommendation.

**Focus of visit**

**Ensure that the curriculum is meaningful for all pupils and builds systematically and coherently across the school**

- As a result of effective staff collaboration and purposeful professional learning, the school has worked well to address this recommendation. The school's curriculum successfully inspires, develops and challenges pupils' skills appropriately over time. Leaders work with staff to review and evaluate the impact of teaching and provision and maintain a keen focus on progression and developing pupils' independence. This is having a positive impact on pupil outcomes across the school.
- Leaders and teachers have successfully mapped the progression of skills across the curriculum. This enables a more structured approach to curriculum planning that identifies a clear purpose through the school's 'Foundations for Learning' approach.

- The school's curriculum planning links effectively with Curriculum for Wales. There is careful integration of the 'what matters' statements and integral skills, which naturally lead into teachers' planning for learning. As a result, the curriculum offers rich opportunities for pupils to engage in their learning across a range of experiences, whilst developing their skills effectively.
- Teachers include appropriate opportunities for pupils to learn about their local area, Wales and the wider world. They plan purposeful lessons that enable many pupils to make good progress within lessons and over time.
- Teachers provide valuable and effective opportunities for pupils to apply their numeracy, literacy and digital skills across the curriculum. They teach numeracy skills effectively within meaningful contexts, for example when shopping with a set criteria and budget. Many pupils write for a range of purposes and use a variety of genres suitably. Teachers plan appropriately for the development of writing skills. The youngest pupils experiment with mark making and develop their emergent writing skills well. Older pupils write confidently for a range of purposes, building successfully on their previous learning.

### **Ensure that pupils have regular opportunities to improve their own work**

- The school has addressed this recommendation in two parts. Staff have worked well to create and embed a consistent whole school approach to marking but approaches to enable pupils to have greater involvement in improving their own work, are at an earlier stage.
- The school evaluates its approaches to marking and feedback through its monitoring and evaluation processes successfully. As a result, leaders have a good understanding of the impact that teachers' feedback has on pupil progress.
- Teachers generally use assessment for learning techniques well to gauge pupils' progress and understanding. However, pupils' involvement in evaluating the success of their learning and making improvements to their work is less effective, particularly for the older pupils.
- Staff use questioning well to assess the progress of pupils as they learn. They use this knowledge successfully to support pupils where needed and to extend learning.
- In pupils' books, where teacher's feedback is most effective, it relates to the learning focus and how well pupils are progressing against this. In these cases, particularly when evaluating writing, teachers avoid over complicating their feedback by not identifying every mistake a pupil has made. Pupils respond well to this approach, but it is still at the early stage of implementation.

Pupils have a clear understanding of their individual targets in relation to literacy, numeracy and a personal target. They describe the progress they are making and explain what they need to do next. With their teacher, they review their targets each term and agree a new focus for improvement. Pupils feel they have a voice in the setting of new targets, and this supports them to be engaged with their learning and to make progress

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/6792319>

Yours sincerely



**Liz Miles**  
Assistant Director