

New Inn Primary School
Off Golf Road
New Inn
Pontypool
Torfaen
NP4 0PR

06/01/2025

Dear Kate Prendergast

Interim visit: December 2024

A team of inspectors visited New Inn Primary School to consider how well the school has progressed in addressing two of the recommendations from the school inspection in November 2022. During the visit the team had the opportunity to observe teaching and learning, look at pupils' work and talk to pupils, scrutinise evidence, and talk to staff and leaders. Below is a summary of progress against those recommendations.

Focus of visit

Sharpen self-evaluation and improvement processes to focus more specifically on the impact of teaching and learning

- Following the core inspection the headteacher and senior leaders have established useful procedures to evaluate the overall effectiveness of the school's work. For example, there is a beneficial self-evaluation schedule that identifies opportunities to analyse evidence about how well pupils learn and make progress. These processes provide useful opportunities to involve all staff and governors and promote whole school collaboration.
- Leaders use professional learning well to support staff to carry out self-evaluation activities successfully. As a result, they are beginning to have more consistent understanding of the school's strengths and areas for development.
- Leaders ensure that all staff have an active role in the self-evaluation process. They gather first-hand information from learning walks, questionnaires and discussions with pupils, governors and staff. These processes provide them with a suitable understanding of the effectiveness of the school's work across aspects of its provision. For instance, they identify the importance of providing more interesting learning experiences to support greater pupil engagement.

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

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

- Overall, leaders use the evidence they gather to make decisions about the schools' strengths and areas for improvement appropriately. However, they recognise the need to continue to strengthen their evaluation work as it does not always focus sharply enough on the impact that approaches to teaching have on pupils' learning and progress.

Improve the quality of feedback to better support pupils to understand their next steps in learning

- Staff have worked well together to improve their understanding of effective approaches to assessment and feedback. They have worked collaboratively to explore effective practices in teaching and have developed a whole-school toolkit of strategies that can be adapted and applied as appropriate. This is beginning to have a positive impact on the quality and consistency of teaching across the school.
- Many staff use questioning effectively to challenge pupils' thinking. In the best examples, teachers use pupils' responses to glean an understanding of progress and reinforce key aspects of learning, for instance when discussing forces in science lessons. However, in a few cases, questioning does not extend pupils' thinking sufficiently, and opportunities for pupils to listen to and build on each other's responses are too limited.
- Many pupils make effective use of success criteria to understand what to do and how to improve their work. In many classes there is a clear focus on developing pupils' skills to peer assess and apply this knowledge to their own work to help them understand the next steps in their learning. However, whilst pupils often understand how to improve their work, teachers do not provide pupils with sufficient opportunities to apply this understanding and make improvements.
- Many teachers use suitable examples of pupils' work to model learning to help pupils understand what a good piece of work looks like. As a result, in these instances, pupils often take pride in improving their work and connect it to meaningful tasks.
- Older pupils respond well to written feedback and questioning from teachers when challenged to deepen their thinking or explain their reasoning. For example, pupils provide thoughtful explanations about how they solve problems in mathematics and express well-argued opinions about stories and texts they have read.

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

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/6782320>

Yours sincerely



Liz Miles
Assistant Director