

Nic Naish
Trowbridge Primary School
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Dear Nic Naish

Interim visit: December 2024

A team of inspectors recently visited Trowbridge Primary School to consider how the school has progressed in addressing two of the recommendations from its core inspection in October 2022. During the visit, the team had the opportunity to observe teaching and learning, look at pupils' work and talk to pupils, staff and leaders.

Leaders and staff have made good progress in addressing both recommendations. Below is a summary of the team's findings. Leaders should use these to support further progress.

Focus of visit

Sharpen monitoring and evaluation processes to focus on improving pupil outcomes

- Following the school's last inspection, leaders have used professional learning and careful reflection to make worthwhile improvements to monitoring and self-evaluation processes. As a result, these now focus more sharply on the progress that pupils make.
- Leaders, across the federation, carry out regular, focused monitoring to assess progress against specific improvement priorities. They use this process to evaluate the impact of actions accurately and to identify where further improvement is needed. For example, leaders rightly recognise the positive impact changes to teaching have made to pupils' independence and correctly identify the need for teachers to sharpen their use of feedback to pupils to improve their writing.
- Leaders and staff use regular pupil progress reviews to track individual pupil progress across the federation closely. Leaders use this information beneficially to inform their wider evaluation of what is working well and to make adjustments to strengthen provision where needed. They take careful

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account of individual pupils' barriers to learning, such as the impact of poverty, and set robust expectations for their progress. Leaders use professional learning to support staff to adapt and improve provision effectively.

- The headteacher and senior leaders provide staff with good opportunities to contribute helpfully to the school's monitoring and evaluation activity. For example, they have established teams of staff across the federation to evaluate specific aspects of learning, such as pupils' use and understanding of mathematical vocabulary. Staff teams collaborate purposefully to review pupils' work and to reflect on and discuss the impact of their professional practice. This enables staff to learn from one another and to use strategies that enhance pupils' learning more consistently.
- Leaders have a rounded view of the school's strengths and areas for improvement. They use the findings from their monitoring and evaluation activity to help secure a consistent and equitable approach to teaching and learning across the federation. For example, by ensuring a sustained focus on common, key priorities that benefit pupils in both schools.

Ensure that teaching challenges all pupils, including the more able, to develop independence in learning

- Across the federation, staff make beneficial use of clear success criteria that build effectively on pupils' current knowledge and skills. This generally supports pupils to engage with tasks readily and to work with independence. In a few instances where pupils struggle to make as much progress as they could, this is because activities are not pitched or resourced to match pupils' ability precisely enough.
- Since the last inspection, staff have worked particularly well to develop older pupils' independence successfully. Most older pupils are resourceful and self-reliant. They make sensible choices about the work they complete independently and seek ways to make progress when they become stuck without requiring adult support. Most are motivated, collaborate purposefully with their peers and persevere well.
- In the most effective instances, teachers provide valuable opportunities for older pupils to be creative and to solve problems in their independent tasks. They encourage pupils to make choices about how they carry out activities and to select the materials they use. This develops pupils' ability to think critically about how to apply their skills, for instance to conduct a reliable investigation or to find the mass of an item accurately. Overall, there are fewer opportunities for younger pupils to develop their independence freely through play or to explore their own interests imaginatively, particularly through their use of the outdoors.
- Many pupils talk confidently about their learning. They understand how tasks vary according to their 'chilli' rating, and most are keen to complete independent tasks that challenge them appropriately. Most pupils respond positively to feedback from adults and reflect thoughtfully on the progress they make. A few more able pupils speak very articulately about the knowledge and skills they are developing.
- Most staff use questioning well to check pupils' understanding and to develop their vocabulary helpfully. Teachers make purposeful use of opportunities

during pupils' independent learning to assess their progress and to provide focused support and challenge to groups and individuals. This strengthens their knowledge of what pupils can and cannot do and helps them to plan for the next steps in their learning effectively. In the best examples, teachers capitalise on opportunities to extend and deepen pupils' thinking beneficially.

The school's/PRU'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/6812324>

Yours sincerely



Liz Miles
Assistant Director