

Dewstow Primary School
Woodland View
Caldicot
Newport
Monmouthshire
NP26 4EE

16/10/2025

Dear leaders and staff

Interim visit: October 2025

A team of inspectors visited Dewstow Primary and Nursery School recently. The school was removed from the list of schools requiring special measures in April 2024. During the visit, we considered progress in relation to two recommendations from the core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

R5 Strengthen assessment processes and feedback to pupils

- Since the core inspection, leaders have taken a long-term, strategic approach to the development of assessment and feedback to pupils. They think carefully about the manageability of processes, and review the impact of their approaches on pupils' learning and progress regularly.
- The school uses a valuable range of assessment strategies and draws on a wide range of information to monitor pupils' progress. Termly meetings provide helpful opportunities for leaders and staff to identify next steps for each pupil and to plan additional support, where needed.
- In all classes, staff share learning intentions with pupils in clear, accessible language, which helps them to understand what they are learning.
- Teachers monitor pupils' learning effectively during lessons and provide immediate verbal feedback that helps them to move forward. In the best

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examples, teachers link written feedback closely to learning intentions and pose questions that extend pupils' learning.

- Staff give pupils time to read, reflect on and respond to written feedback, in ways that suit their stage of development. When teachers follow up on pupils' responses, this helps them to correct misunderstandings and further improve the quality of their work. Leaders are aware that this practice is not yet consistent across the school.
- Pupils have a strong understanding of the school's feedback processes and recognise how teachers' comments help them to improve. They view feedback positively, and this raises their self-esteem and builds confidence in their learning.
- In the best examples, teachers also share success criteria explicitly with pupils and guide them to use this when reflecting on their work and progress. The school has identified that this practice remains variable across classes.
- Older pupils talk confidently about their individual targets in literacy and numeracy, and explain how they are working towards them. They also engage positively with opportunities to review their own and others' work.
- In the strongest examples, pupils give each other feedback that relates closely to what they are learning in a lesson. Generally, pupils are still developing the vocabulary and sentence patterns they need to reflect clearly on their own and others' learning.
- Leaders have identified accurately the aspects of assessment and feedback that still require development or need to be embedded. Through their well-focused monitoring and evaluation activities, they have prioritised these appropriately as part of school improvement planning.

Provide regular opportunities for pupils to develop as independent learners

- Leaders share a clear vision for developing pupils as independent learners and promote consistent approaches that help them to take responsibility for their learning.
- All staff benefit from high-quality professional learning so that they understand what effective independent learning looks like at each stage of pupils' development. Alongside teachers' own research and the ideas that pupils contribute, this has shaped a curriculum that promotes independence, creativity and life skills.
- Across the school, staff plan progressively challenging experiences that build pupils' resilience and encourage them to take risks in their learning. Teachers review provision regularly to refine it in response to pupils' needs.
- Staff plan frequent opportunities for pupils to work independently as part of daily and weekly routines. They encourage them to make informed choices about how to approach tasks in new or unfamiliar contexts. Well-organised classroom and

outdoor environments support pupils to access the resources they need to complete tasks successfully without adult support.

- Pupils reflect on their learning and the skills they are developing. Staff encourage them to apply and adapt their skills across different areas of learning, and are beginning to support them to make connections with their previous experiences.
- Overall, this whole-school approach to developing independence is successful in supporting pupils' diverse learning needs.

The school's latest core inspection report, monitoring report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6792324>

Yours sincerely



Liz Miles

Assistant Director