

St Michael's C.I.W. School  
Kerry  
Newtown  
Powys  
SY16 4NU

14/10/2025

Dear leaders and staff

**Interim visit: October 2025**

A team of inspectors visited St. Michael's C.I.W. Primary School recently to consider how the school has progressed in addressing recommendations from the most recent 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**

**Improve monitoring and evaluation processes with a focus on how this work has helped the school to address identified priorities**

- The school has experienced very high rates of staff turnover recently. The headteacher and three out of a total of four teaching staff started in their roles at the beginning of this academic year. This means that, at this stage, most of the headteacher's work has focussed on establishing roles and routines across the new team.
- The headteacher undertakes a suitable range of monitoring activities to identify strengths and areas for development in relation to the difference that teachers' feedback makes to pupils' progress. He recognises that at the current time written feedback is variable in its effectiveness.
- There are examples of pupils responding appropriately to teachers' feedback to bring about improvements to their written work. This supports them to develop their understanding of the features of different text types and, in a few cases,

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improve written content and grammatical accuracy. In other instances, feedback lacks a clear purpose.

- Arrangements to monitor the level of challenge that the new team of teachers provides for pupils are in the very early stages of development. Currently, in lessons, challenge does not always match pupils' needs well enough.
- The organisation of the learning environment, experiences offered and the approaches to teaching for younger pupils do not always ensure that all pupils actively participate in learning or support their developmental needs well enough.
- The headteacher has recently set out a clear timetable for monitoring and evaluation work. There are suitable arrangements to allocate responsibilities to staff and governors.
- The headteacher recognises the need to work with the new team of staff to agree clear expectations for teaching and learning to ensure that pupils consistently receive the right level of challenge and to inform the school's future monitoring and evaluation work.
- Work to monitor, evaluate and improve provision to develop pupils' Welsh language skills is developing well.

### **Improve pupils' Welsh language skills**

- Leaders have placed a high priority on raising the profile of the Welsh language and culture. Across the school, staff model the Welsh language frequently and well. They use a broad range of phrases and commands and ensure that they support pupils' understanding appropriately.
- The school's Criw Cymraeg supports the development of the school's Welsh culture and language provision successfully. Through the weekly Welsh celebration assembly, they recognise and reward pupils' achievements in using Welsh. In addition, they introduce pupils to a range of Welsh language playground games and encourage their use. The 'Wal Graffiti' provides pupils with the opportunity to respond to the phrase of the week independently.
- Staff have introduced a range of initiatives to further promote the prominence of Welsh at the school. Opportunities for pupils to join the school orchestra and to enter the regional eisteddfod enhance pupils' understanding and enjoyment of Welsh language and culture.
- Beneficial Helpwr Heddiw sessions and taught Welsh lessons are beginning to have an impact on pupils' understanding and use of the Welsh language.
- Staff follow a structured and progressive approach to teaching Welsh. Teachers in younger classes use a range of fun games and actions to introduce, develop and embed a wide range of vocabulary and simple sentence patterns. Many younger pupils use the Welsh they have learnt confidently and with enthusiasm.

- As they progress through the school, many pupils learn to extend taught patterns appropriately. However, opportunities for pupils to apply the full range of sentence patterns they have learnt in wider conversation are limited.

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/6663301>

Yours sincerely



**Liz Miles**

Assistant Director