

St Aidans CIW V.A. School  
Wiston  
Haverfordwest  
Pembrokeshire  
SA62 4PS

03/12/2025

Dear leaders and staff

**Interim visit:** November 2025

A team of inspectors visited St Aidan's Church in Wales VA Primary School recently to consider progress in relation to two recommendations from the previous 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**

**Provide better opportunities for pupils to improve the quality of their extended writing.**

- Leaders have worked thoughtfully and systematically to ensure that pupils have stronger opportunities to develop and improve their writing skills and apply them in different contexts.
- Professional learning, including visits to other schools, has been beneficial in developing a majority of teachers' understanding of how to teach writing more effectively.
- Leaders and teachers have developed a useful framework that helps teachers to ensure that pupils' writing skills are built upon progressively as they move through the school. Teachers use the framework to plan learning and to evaluate pupils' progress appropriately.
- Teachers work collaboratively with a partner school to compare pupils' skills at different stages of development. This strengthens teachers' understanding of what effective progress in writing looks like.

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- A majority of teachers support pupils to develop and improve their writing effectively.
- The youngest pupils' benefit from a range of opportunities to practise their early writing skills across the curriculum, such as writing a letter to Mum. However, as they progress, in a minority of lessons, teachers expect pupils to write formally and at length without having the necessary skills and understanding. Long lists of expectations overcomplicate the writing process and hamper pupils' opportunities to write freely and innovate for themselves.
- Teachers ensure that the oldest pupils develop writing skills suitably and then apply them systematically. They encourage and support pupils to plan for, reflect upon and improve their writing. This enables most pupils to make useful revisions to their work. Most older pupils develop a useful understanding of the key features of different writing genres.
- Leaders recognise a need to continue to improve opportunities for pupils to write throughout the curriculum.

### **Ensure that teaching is effective and consistent across the school**

- Since the core inspection, leaders have strengthened links with another local school to help ensure that teachers have wider opportunities to engage with other professionals and share effective practice in teaching and learning. They have provided teachers with appropriate professional learning, for instance on mathematics teaching. These strategies are helping teachers to develop their practice and provide more effective learning experiences for pupils.
- Across the school, teachers form strong relationships with pupils and know them well. This ensures that pupils feel confident to ask questions and request help when they need it.
- A majority of teachers plan activities that challenge pupils suitably at their stage of development. They explain ideas and concepts clearly and use questioning thoughtfully to help them understand how well pupils are making progress. Where this is not the case, pupils struggle to make effective progress in their learning activities.
- In many cases, teachers give pupils useful guidance and verbal feedback during lessons. This helps to address misunderstandings and supports pupils to complete tasks appropriately. Teachers' written feedback is not always as successful in helping pupils to improve their learning.
- Teachers provide the youngest pupils with a useful balance of adult-led and pupil-initiated learning activities. These engage many pupils appropriately and allow them to make suitable progress in their learning. Nevertheless, younger pupils' learning becomes too formal too quickly and pupils struggle to engage with the high proportion of formal written tasks.

- Teachers are beginning to help pupils understand that having clear criteria for tasks can help them to be successful and support them to evaluate their own learning. Teachers share these criteria with pupils to support activities, such as writing. Older pupils are starting to use these guidelines to consider how well they complete tasks, but younger pupils often struggle to understand their relevance.

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/6683315>

Yours sincerely



**Liz Miles**

Assistant Director