

St Oswalds VA School
Jeffreyson
Kilgetty
Pembrokeshire
SA68 0SG

09/12/2025

Dear leaders and staff

Interim visit: November 2025

A team of inspectors visited St Oswald's VA School recently to consider how the school has progressed in addressing two of its improvement priorities. 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

Strengthen opportunities to develop pupils' independent learning skills including when using the outdoors

- Through effective opportunities for professional development and visits to view good practice leaders and teachers have gained a sound understanding of different teaching approaches that support pupils to develop as independent learners.
- Leaders and teachers review and refine their practice constructively. They reflect purposefully on the impact of any changes they introduce. As a result, staff are developing a stronger understanding of how to develop pupils' independent learning skills and are beginning to use their knowledge to tailor approaches that best suit pupils.
- Teachers plan appropriate activities that encourage pupils to make choices and develop early decision-making skills. For example, younger pupils decide on tasks linked to stories shared during 'Funky Friday', and older pupils choose how to record their work in their 'Llyfrau Disglair'.
- Staff ensure that younger pupils have access to a range of appropriate resources that inspire pupils to use their imagination and be creative. Adults work supportively with these younger pupils. However, too often, they provide too much

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

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, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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

direction and there is little opportunity for pupils to develop their thinking or independence.

- Although teachers of older pupils are beginning to plan experiences that enable most pupils to apply their skills independently, they do not always provide sufficient time for pupils to complete these activities and build on their previous learning successfully.
- Opportunities for pupils to use and apply their knowledge and skills independently during outdoor learning activities are limited.

Develop feedback to support pupils to make progress in learning

- Staff follow a consistent, whole-school approach to providing feedback that helps pupils to make progress in many aspects of their learning. Leaders ensure this approach matches pupils' stages of development as they move from class to class.
- Older pupils talk confidently about the different types of feedback they receive from teachers and their peers, and how this helps them to improve their work.
- Across the school, teachers ask open-ended questions and give helpful verbal feedback that addresses misconceptions and challenges pupils' thinking.
- In the strongest practice, teachers and pupils sustain high-quality verbal or written dialogue that deepens pupils' understanding and supports them to make strong progress.
- Pupils increasingly take responsibility for evaluating their own progress during lessons. In literacy, older pupils use success criteria carefully to identify what they have done well and where they need to improve. Although pupils make simple corrections to their work, their ability to improve the overall quality of their extended writing in response to feedback, remains at an early stage.
- Older pupils routinely identify learning goals for what they need to work on next, particularly in literacy. In a majority of cases, these link well to the lesson's success criteria, but at times, pupils describe future tasks to be completed, rather than the skills they need to strengthen. Generally, pupils do not revisit their goals to reflect on their progress over time.

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/6683321>

Yours sincerely



Liz Miles

Assistant Director