

Eveswell Primary School  
Chepstow Road  
Newport  
NP19 8GX

24/03/2026

Dear leaders and staff

### **Interim visit: March 2026**

A team of inspectors visited Eveswell Primary School recently to consider progress in relation to the recommendation from the previous core inspection along with one of the school's current 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**

#### **Refine teaching to ensure that pupils have enough opportunities to apply their skills more regularly in challenging contexts**

- Teachers plan many worthwhile opportunities for pupils to use their skills purposefully in authentic contexts. For example, they make imaginative use of local visits to provide a real-life stimulus for pupils' writing and draw on the school's partnership with a community environmental project to inspire and inform pupils' learning about their neighbourhood.
- In the younger classes, pupils apply their learning to practical experiences, for instance by using their knowledge of letter sounds to spell simple words and write sentences describing seed planting.
- Pupils regularly apply their numeracy skills in their work across the curriculum, often at a similar level to when they use those skills in mathematics lessons. They use a suitable range of digital skills to support their learning effectively, including through writing simple code and using online mapping tools.
- From an early stage, teachers refer to success criteria during lessons so that pupils know what they are aiming to achieve. Most pupils understand how this supports

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them to produce work of a good standard and to complete tasks at an appropriately challenging level.

- In foundation learning classes, teachers plan engaging activities that enable most pupils to build a good range of communication, numeracy and creative skills independently. This is particularly strong in the nursery class. From Reception to Year 2, there are fewer opportunities for pupils to develop these skills in the outdoor environment.
- Professional learning has supported teachers to use questioning well. Teachers frequently prompt pupils to explain the thinking behind their answers. This helps teachers to gain an accurate picture of the depth of pupils' knowledge and understanding.
- Leaders have established a dedicated class that helps pupils with the most significant additional learning needs (ALN) to build confidence in a safe, caring environment. This supports them to begin to communicate their needs, preferences and ideas with their peers and adults successfully.

### **Ensure high-quality teaching of phonics, grammar and guided reading**

- Staff and leaders have collaborated to develop a coherent approach to enhance pupils' progress in reading. They have used professional learning to implement effective strategies more consistently and to establish clear, shared expectations for what pupils should achieve.
- Across the school, teachers provide frequent, worthwhile opportunities for pupils to develop their reading skills progressively.
- In the classes for younger pupils, teachers use stories, songs and rhymes to create a language rich environment that fosters pupils' interest and enthusiasm in language and reading well. They develop pupils' knowledge of letter sounds effectively and support them to apply this independently in their early writing.
- As pupils move through the school, teachers use regular guided reading sessions to extend pupils' knowledge and skills systematically. They tailor activities to promote pupils' active engagement and establish familiar routines that support most pupils to complete independent activities confidently.
- Teachers and teaching assistants model effective strategies to teach pupils to read efficiently and for meaning. For example, they teach pupils how to scan texts to locate relevant information, to re-read and to use context to enhance their understanding and to use features such as glossaries effectively.
- Most older pupils use their reading skills to make suitable predictions and inferences and to evaluate the accuracy of statements, referring appropriately to the text to justify their view.
- Teachers use a variety of digital, printed and visual materials that stimulate most pupils' interest and enjoyment in reading successfully. They encourage pupils to

discuss and to respond imaginatively to what they read and to draw on their experience as readers to inform their written work.

- Leaders and staff monitor pupils' progress in reading closely. This enables teachers to plan experiences that build appropriately on what pupils already know and to identify accurately where pupils may benefit from additional support or challenge.

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/6802009>

Yours sincerely



**Liz Miles**

Assistant Director