

Somerton Primary School
Hawthorn Fosse
Newport
NP19 9AB

24/03/2026

Dear leaders and staff

Interim visit: March 2026

A team of inspectors visited Somerton Primary School recently to consider progress in relation to two recommendations from its 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

Improve the quality and consistency of teaching to ensure that all pupils have suitable challenge and are actively engaged in their learning

- In most cases, teachers plan and deliver purposeful activities that engage pupils and build their knowledge, skills and understanding during lessons effectively.
- In younger classes, staff plan provision carefully to enable pupils to develop a broad range of skills independently in indoor and outdoor environments. In older classes, activities meet the needs and interests of most pupils well.
- Effective teaching helps to ensure that most pupils across the school make good progress over time.
- Professional learning and the sharing of strong practice within the school and across the federation promote consistency in teaching. Agreed approaches to sharing learning intentions and setting suitable challenge help most pupils to become reflective and motivated learners.
- Leaders consider focused provision for pupils' well-being and additional learning needs (ALN) well. Targeted ALN support and nurture provision enable these pupils to make good progress across a range of skills and knowledge. Staff make

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worthwhile use of the outdoor area to engage and motivate those pupils who find it difficult to focus in a classroom.

- Activities provide suitable challenge for most pupils. Nearly all older pupils understand how to use 'Bump It Up' walls and success criteria to produce work of a good standard. In younger classes, most pupils use simple success criteria to support their learning. In a few instances, independent outdoor activities are not challenging or purposeful enough to develop pupils' thinking or problem-solving skills effectively.
- Teachers provide helpful feedback that supports pupils to refine their work and identify next steps. In a few cases in older classes, feedback is not precise enough to enable pupils to improve their work as well as they could.
- Most pupils enjoy their work. Younger pupils engage enthusiastically in class and in the outdoor environment. Older pupils value opportunities to influence what they study and to decide how they present their work. This supports high levels of engagement.

Improve the learning environments to support teaching, particularly for younger pupils to develop their independence and curiosity

- Leaders and staff have made worthwhile use of professional learning, including visits to other schools, to reflect on and improve the learning environment. As a result, they have developed a clearer, shared understanding of how to use the environment to enhance pupils' learning and well-being successfully.
- Across the school, staff create calm, well-organised classrooms that help pupils to feel at ease. They make thoughtful use of display to promote clear expectations and to nurture pupils' sense of pride and belonging.
- Staff make consistent use of working walls to support pupils' independence and to celebrate what they do well. They listen to the views of pupils to ensure that resources and materials are well suited to their needs and establish clear routines that encourage pupils to be independent and to act responsibly.
- Teachers organise the environment to provide a suitable variety of engaging areas that stimulate most pupils' interest well. They make creative use of outdoor spaces to provide opportunities for pupils to work collaboratively on practical tasks and to explore independently with their peers. These experiences strengthen pupils' motivation to learn and enhance their skills beneficially.
- Where the environment, indoors and outdoors, is used most successfully, teachers and teaching assistants plan activities that enable pupils to develop and apply their knowledge and skills purposefully. They model relevant vocabulary and make good use of questioning to support pupils to reflect on and enhance their learning.

- In the classes for the younger pupils, teachers are beginning to use observation to adapt their provision responsively to meet the emerging needs of individual pupils more closely.
- Leaders and staff work together to monitor the impact of changes carefully. They have rightly identified strengthening the expertise of staff in extending pupils' learning through play as an area for further development.

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/6802030>

Yours sincerely



Liz Miles

Assistant Director