

Tredegar Park Primary School
Partridge Way
Duffryn
Newport
NP10 8WP

23/03/2026

Dear leaders and staff

Interim visit: March 2026

A team of inspectors visited Tredegar Park Primary school recently to consider progress in relation to the 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

Offer pupils appropriately challenging learning activities that develop their independent learning skills.

- Leaders have strengthened provision in early years classes by prioritising the development of pupils' independence through authentic resources and a clear emphasis on learning through play. They have invested effectively in professional learning for staff to enhance understanding of purposeful observation and timely intervention. As a result, younger pupils benefit from well-supported opportunities that promote and develop their independence.
- The school makes highly effective use of its outdoor environment to support learning, providing valuable opportunities for pupils to explore, collaborate and apply their literacy and numeracy skills in meaningful contexts. Leaders listen to pupils' views regularly, which contributes positively to developing their confidence and independence, for example through involving them in decisions about playtime resources.

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- Most teachers use effective questioning and timely verbal feedback, including purposeful pauses to check pupils' understanding. In many lessons, tasks are adapted well to meet pupils' needs. In the most effective practice, teachers assess understanding carefully during lessons and provide immediate support and challenge. However, senior leaders recognise the need to ensure consistently high levels of challenge for all pupils.
- Older pupils collaborate effectively in pairs and groups, organising themselves well and communicating purposefully. Leaders recognise the need to extend opportunities for these pupils to make decisions about their learning and how they present their work to further develop their independence.
- Teachers provide useful written feedback that helps pupils understand their strengths and areas for improvement. Many pupils respond well, making purposeful improvements to their work independently, particularly in writing.

Ensure that monitoring activities focus sharply on improving teaching and pupil progress

- Since the core inspection, the headteacher and senior leaders have established beneficial procedures to evaluate the overall effectiveness of the school's work. There is a clear self-evaluation schedule that identifies frequent opportunities for school leaders to analyse the quality of teaching and how well pupils learn and make progress. These processes provide useful opportunities to build leadership capacity, involve all staff and promote whole school collaboration.
- School leaders ensure that all staff have an active role in the self-evaluation process. They gather first-hand information from learning walks, discussions with pupils, and scrutiny of pupils' work. Following these activities, leaders provide teachers with valuable individual and collective feedback that identifies good practice and indicates areas for improvement. These processes provide them with a good understanding of the effectiveness of the school's work across key aspects of its provision.
- Findings from monitoring directly inform targeted professional learning. For instance, after visiting schools with strong provision, staff improved the indoor and outdoor learning environments across the school, strengthening teaching approaches and supporting pupils' independent learning skills.
- Overall, leaders use the evidence from self-evaluation activities well to make evaluations about the school's strengths and areas for development. The school recognises that these processes can be strengthened further to focus more specifically on the aspects of teaching that have the most impact on pupil progress.

- Members of the governing body visit the school regularly to gather first-hand information. This supports their role in holding the school to account.

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/6802327>

Yours sincerely



Liz Miles

Assistant Director