

Dinas Powys Primary School
Cardiff Road
Dinas Powys
CF64 4JU

07/05/2026

Dear leaders and staff

Interim visit: April 2026

A team of inspectors visited Dinas Powys Primary School recently to consider progress in relation to the 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

Address inconsistencies in teaching to ensure all pupils make the progress they should

- Leaders promote high expectations for teaching and learning across the school effectively. They monitor the quality of teaching and learning robustly, often revisiting improvement priorities to ensure that they become embedded as successful practice.
- A purposeful and systematic process for staff performance management and review strengthens the consistency of effective classroom practice well. Leaders facilitate purposeful professional learning and make good use of links with other educational providers to inform improvements to teaching and provision.
- Teachers across the school establish 'low-stakes' environments that reassure and enable pupils to engage in class discussion and offer answers with increasing confidence. Staff outline the importance of learning from mistakes and frame questions carefully to promote well-considered responses. Nearly all pupils are motivated and keen to discuss their learning with adults and each other.

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

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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.

- There is an appropriate balance between teacher talk and pupil activity. Pupils value regular opportunities to discuss and develop their ideas and to demonstrate their learning in a variety of ways.
- Across the school, learning environments are purposeful, promoting curiosity and independence well. In the younger classes, adults observe pupils carefully, allowing uninterrupted exploration across learning areas. Leaders recognise a need to further develop staff's understanding of when to intervene to move learning forward as pupils play.

Ensure that all pupils have effective opportunities to influence what and how they learn

- Nearly all pupils are highly engaged in their learning. They work well with others and often talk confidently about what they are doing and how they are learning. In the strongest practice across the school, pupils ask questions, make decisions, apply skills purposefully and show perseverance when challenged.
- Pupils begin to make appropriate choices in their learning from an early age. Many younger pupils explain what they are doing and how they are completing tasks.
- Older pupils especially value authentic and creative learning opportunities, which help them take ownership of their work, deepen their understanding of concepts and build on their skills across the curriculum.
- The oldest pupils are beginning to make links in their learning and relate their knowledge and skills to their own lives and futures. However, across the school, pupils' understanding of the purpose behind their learning is not always well developed.
- Classrooms and outdoor areas are thoughtfully organised and well resourced, enabling pupils to access resources easily and engage purposefully in their learning.
- Overall, the school develops pupils as increasingly active and independent learners well. This is strongest where teaching deliberately creates space for choice, reflection, creativity and purposeful application of skills.

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/6732185>

Yours sincerely



Liz Miles

Assistant Director