

Neyland Community School  
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Milford Haven  
SA73 1TH

This letter is also available in Welsh

24/06/2026

Dear leaders and staff

**Interim visit:** June 2026

A team of inspectors visited Neyland Community 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 self-evaluation processes**

- Leaders have developed a systematic process for gathering a suitable range of relevant evidence to inform their evaluation of the school's work. They consider the views of pupils and parents carefully and use visits to other schools and professional partnerships to reflect on and challenge their thinking appropriately.
- They provide worthwhile opportunities for the wider staff team and governors to contribute to identifying strengths and areas for development. This enhances their leadership skills and promotes a clear shared understanding of the school's key priorities for improvement.
- Teachers value opportunities to collaborate on developing their practice through the recently introduced coaching model. This enables them to exercise greater responsibility for their own professional development.

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- Leaders use frequent drop-ins during lessons to identify where teaching is effective and how it can be improved. They provide focused individual feedback that helps teachers make incremental changes to their practice to ensure whole school approaches to teaching and learning are consistent across classes.
- Staff use assessment information diagnostically to pinpoint precise aspects for improvement. For example, teachers have recently refined how they teach specific reading skills after identifying that older pupils need to develop these further. This is beginning to impact positively on pupils' ability to use these skills in their wider learning more effectively.
- Leaders use the outcomes of self-evaluation to prioritise professional development that supports staff to enhance their practice appropriately. For example, they provide relevant in-house training and work with external providers to enable staff to collaborate in adapting the school's curriculum.
- Leaders are beginning to evaluate the impact of recent changes to the curriculum. They have rightly identified how these changes have strengthened opportunities for pupils to write more frequently, although they have not considered fully the effectiveness of provision in developing pupils' independent learning skills.

**Ensure that teachers provide more effective ongoing feedback during lessons and have a higher expectation of what pupils achieve**

- Leaders have established a whole-school approach to feedback that is understood by staff and pupils and is applied consistently across the school.
- During learning activities, staff provide timely and purposeful verbal feedback that helps pupils address misconceptions and develop their understanding appropriately.
- Staff have strengthened opportunities for pupils to write at length across the curriculum. As a result, pupils are beginning to demonstrate greater stamina and confidence when producing extended written responses.
- Many pupils use feedback to refine and redraft their work effectively, often producing writing that is well structured, uses increasingly precise vocabulary and engages the reader successfully. Overall, as pupils progress through the school, many take pride in the presentation of their work.
- Leaders and staff have implemented a curriculum that reflects the school's aspirations for pupils' development appropriately. However, staff do not always use contexts for learning that are relevant to pupils' interests or experience.
- Leaders and staff have embedded consistent pedagogical approaches across the school. For example, they make effective use of learning walls that are developed purposefully throughout sessions and provide pupils with valuable prompts, key vocabulary and scaffolds to support their learning.

- Across the school, staff set clear objectives for learning and communicate expectations well. They maintain an appropriate pace in lessons that sustains most pupils' engagement purposefully. They use questioning well to probe understanding, challenge pupils' thinking and to support them to make suitable progress in their learning over time.
- Overall, staff match teaching appropriately to the needs of pupils, including those in the learning resource class (LRC). However, at times, activities are overly directed by adults. Consequently, pupils do not always have sufficient opportunities to make decisions about their learning or develop their independent learning 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/6682393>

Yours sincerely



**Liz Miles**

Assistant Director