

Llandogo C.P. School
Holmfield Drive
Llandogo
Monmouthshire
NP25 4TJ

30/06/2026

Dear leaders and staff

Interim visit: June 2026

A team of inspectors visited Llandogo Primary School recently to consider progress in relation the one recommendation from the previous core inspection and a current school improvement priority. 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

Ensure that monitoring, evaluation and improvement work focuses sharply on the aspects most in need of improvement

- Since the core inspection, the acting executive headteacher along with senior leaders has successfully established effective procedures to evaluate and improve the work of the school. Together, they have fostered a highly collaborative culture across the school and federation, strengthening capacity for sustained improvement.
- Leaders have ensured that monitoring and evaluation are sharply focused on the school's key priorities. This enables leaders to identify any areas for development in provision and pupil outcomes quickly. Improvement actions are targeted where they are most needed, such as ensuring greater consistency in teaching and improvements in pupils' progress across the school.

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- Monitoring and evaluation procedures focus clearly upon improving key areas of teaching and learning. The current arrangements are well understood by staff, manageable and draw upon their experience and expertise.
- Tailored professional learning provides staff at all levels with the skills necessary to contribute to the evaluation of provision and standards well. Senior leaders carry out a range of monitoring activities across key priority areas confidently and use their findings to identify strengths and areas for further development effectively. Governors are beginning to develop their understanding of how they can further support self-evaluation processes across the federation.

Raising standards in writing

- Leaders gather accurate, first-hand evidence to evaluate the impact of teaching on pupils' progress in writing. They use their findings effectively to address any aspects that require improvement.
- Leaders and staff have implemented a clear and coherent approach to developing pupils' writing across the curriculum. This supports pupils to make solid progress across the school.
- Pupils' writing activities align well with the curriculum for Wales and are relevant to their experiences and interests. Many older pupils express that their writing tasks feel purposeful and reflect real-life contexts or audiences. This authenticity boosts their motivation and the general quality of their work. In addition, pupils have good opportunities to write across a suitable range of genres, in fiction and non-fiction, across the areas of learning.
- In most classes, high-quality teaching and feedback contribute significantly to pupils' progress. Often, this includes providing clear success criteria and making explicit for pupils what good writing looks like. This helps pupils to challenge themselves, self-assess and to assess their peers before their teacher provides feedback. In the younger classes, teachers' model and share writing with pupils, demonstrating the writing process well.
- Overall, pupils make strong progress in their extended writing. Many pupils build on prior skills, moving from shorter structured tasks to more complex, independent writing. Most teachers challenge pupils appropriately to deepen and refine their writing, whilst those who need extra support receive suitable scaffolding.

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/6792263>

Yours sincerely



Liz Miles

Assistant Director