

Undy C.P. School
Pennyfarthing Lane
Undy
Newport
Monmouthshire
NP26 3LZ

08/07/2026

Dear leaders and staff

Interim visit: June 2026

A team of inspectors visited Undy Primary School recently to consider progress in relation to the recommendation from the previous core inspection along with one of the school's current improvement priorities. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff and look at pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Ensure that younger pupils receive an effective balance of adult directed and child led learning experiences.

- Staff demonstrate a secure understanding of early child development. They apply this well through a stimulating and purposeful learning environment that enables pupils to develop their social and communication skills independently through rich opportunities to explore, talk and play. A well-considered and authentic provision ignites pupils' interests and curiosity successfully.
- Staff adapt and develop the learning environment across classes purposefully, in line with pupils' development. This ensures that pupils continue to build upon their skills and independence well. Access to large floor spaces enable pupils to build and create freely, and stimulating outdoor provision enables pupils to apply taught skills independently alongside their peers.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Staff use listening and observation purposefully to continually adapt and enhance learning. This ensures that learning activities meet pupils' needs and interests well.
- Teachers provide ongoing opportunities for pupils to make choices about and to lead their own learning. A comprehensive knowledge of pupils' individual abilities enables staff to reduce the level of support they provide in a measured way. By the time they reach Year 2, nearly all pupils are confident and keen to lead their own learning and that of their peers.

School Development Priority 1 - Strengthen teaching and language approaches by improving pupil independence through a shared language for learning and improved computational thinking.

- Staff have developed a consistent whole-school language for learning that supports pupils to understand explain how to learn effectively. Most pupils across the school demonstrate high levels of engagement, independence and sustained focus when working.
- The school's focus on developing pupils' independent learning skills enables them to take greater ownership of their own progress. From a young age, most pupils learn to reflect upon and evaluate their work articulately, recognising appropriate next steps for improvement.
- Teachers provide beneficial opportunities for pupils to develop computational thinking through high-quality science, technology, engineering and mathematical activities (STEM). Pupils regularly apply their knowledge and skills through open ended investigations and design challenges, consolidating prior knowledge and deepening their understanding effectively.
- Opportunities for pupils to test, evaluate, and improve ideas are embedded within tasks, enabling pupils to understand the value of repetition, refinement and of learning from mistakes. Pupils work together effectively, using appropriate STEM vocabulary to discuss, reason and justify their thinking.
- Teachers use skilled questioning to probe pupils' understanding and to challenge their thinking. This supports the development of pupils' critical thinking skills well.

The school's/PRU'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/6792163>

Yours sincerely

A handwritten signature in dark ink that reads 'L Miles'.

Liz Miles

Assistant Director