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Wepre C.P. School
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23/07/2026

Dear leaders and staff

Interim visit: July 2026

A team of inspectors visited Wepre C.P. 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

Improve teaching and learning experiences to ensure that all pupils make the progress they are capable of

- Leaders are developing a consistent approach to teaching and learning across the school. They have provided a range of useful professional learning for staff. A focus on improving questioning has ensured that most staff use questions well to support pupils to develop their ideas and deepen their thinking.
- Overall, teachers plan learning experiences that provide suitable challenge for pupils and enable them to make effective progress in their learning. In a few cases, staff provide too much direction or support, and this hinders the development of pupils' independence.
- Across the school, staff provide pupils with access to concrete resources and practical experiences regularly. In a few cases, there is an over reliance on worksheets which limits the level of challenge provided for pupils. This means they do not always make the progress they are capable of.

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

- Staff provide regular feedback for pupils. During lessons, staff observe and question pupils to check their understanding and address any misconceptions effectively. In a few cases, teachers' feedback focuses too narrowly on simple aspects of pupils' work such as presentation. This means that pupils are not always aware of how to improve the overall quality of their work.

Ensure that monitoring and evaluation processes focus sharply on improving the quality of teaching

- Leaders have taken a thoughtful approach to improving monitoring and evaluation processes. They support staff to develop their practice effectively through a range of professional learning opportunities, including coaching and professional enquiry. These approaches facilitate professional dialogue that leads to improvements in teaching and learning.
- Recently, professional learning has focused successfully on developing pupils' literacy skills. Teachers are beginning to enhance their skills in teaching writing through a stronger focus on improving pupils' oracy skills.
- Leaders draw on a wide range of first-hand evidence to inform self-evaluation and identify key areas for school improvement in relation to pupils' progress accurately. They ensure that all staff, including support staff, play an active role in the self-evaluation process and regularly reflect upon and refine their practice.
- Leaders recognise the need to refine self-evaluation processes further to strengthen the focus on improving the quality of teaching.

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/6642086>

Yours sincerely



Liz Miles

Assistant Director