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Dear Julie

Interim visit: February 2025

A team of inspectors recently visited Caerleon Lodge Hill Primary School to consider how the school has progressed in addressing the recommendations from its core inspection in January 2023. During the visit, the team had the opportunity to observe teaching and learning, and to talk to pupils, staff and leaders. Below is a summary of progress against these focus areas. Leaders should use these findings to support further improvements.

Overall, leaders and staff at the school have made sound progress in addressing both recommendations.

Focus of visit

Monitor the impact of school improvement actions to evaluate their effectiveness and identify next steps

- Leaders have collaborated effectively to address this recommendation. They use their careful analysis of a wide range of useful information to set clear goals for improvement that focus keenly on securing strong outcomes for pupils' progress and well-being. They ensure that staff understand improvement priorities well and that key actions are implemented consistently.

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

- Leaders and staff make worthwhile use of regular pupil progress meetings to evaluate the impact of planned changes closely. For example, they identify where actions impact positively on pupils' progress and where these need to be sharpened further.
- Teachers make beneficial use of a 'class on a page' to tailor specific approaches to deliver improvement. This enables teachers to refine their provision appropriately and to take accountability for the progress and well-being of the pupils they teach.
- Leaders use their extensive monitoring activity to identify and address the professional development needs of staff as a whole and individually. They draw purposefully on in-school expertise, useful resources, and external support to strengthen the skills of staff. This ensures that staff have the capacity to deliver planned improvements effectively.
- Since the core inspection, leaders have used their evaluation of improvement actions to strengthen aspects of provision notably. For example, they have enhanced provision for developing pupils' reading and Welsh oracy skills successfully.
- A strength of the school's improvement processes is the regular opportunity leaders provide for staff to collaborate purposefully on new developments. This supports staff at all levels to identify what works well and to cooperate to develop solutions when progress is not achieved.

Improve pupils' Welsh oracy skills

- Across the school, there is a strong sense of enthusiasm for the Welsh language. Most staff model the language effectively and provide pupils of all ages with a good range of interesting and engaging opportunities to develop their oracy skills.
- Most teachers make good use of regular Welsh language sessions to develop pupils' Welsh oracy skills effectively. They build well on pupils' prior learning to enable them to refine and apply their skills confidently. This means that many pupils make sound progress in developing their Welsh oracy skills during their time at the school. In a few instances, where the pace of teaching slows, pupils' interest wanes and they make less progress than they could.
- Younger pupils develop their early Welsh language skills through songs and rhymes. In the main, they engage with these happily. As they get older, pupils learn to ask and answer an appropriate range of questions and develop a suitably broad vocabulary. By Year 6, many pupils begin to ask questions confidently and extend their responses, using relevant adjectives and connectives.
- Staff use helpful bilingual displays and signage to promote the Welsh language. For example, Welsh language 'learning walls' provide older pupils with useful prompts

to support their use of Welsh throughout the day. A few pupils are beginning to use these independently to enhance their learning.

- Leaders set a clear vision for developing pupils' use of Welsh and monitor pupils' progress and the quality of teaching diligently. They have an accurate knowledge of what is working well and what needs further development.
- Staff benefit from a comprehensive range of professional learning and action research opportunities, which have improved the consistency of Welsh teaching across the school. For example, collaboration with external partners has improved teachers' use of Welsh 'placemats' to support pupils to engage with the Welsh language successfully.

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/6802324>

Yours sincerely



Liz Miles

Assistant Director