Dros ddysgwyr, dros Gymru
For learners, for Wales

Pontnewydd Primary School
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23/03/2026

Dear leaders and staff

**Interim visit:** March 2026

A team of inspectors visited Pontnewydd Primary School to consider how the school has progressed in addressing two of the recommendations from the core inspection that took place in February 2022. Below is a summary of progress against these focus areas.

**Focus of visit**

**Re-establish effective provision in the youngest classes**

- The school has improved provision and learning environments for younger pupils effectively through well-planned actions. Leaders have focussed appropriately on professional learning that has resulted in more consistent approaches to provision. Collaboration and visits to other schools have been beneficial
- Learning environments are well organised and promote pupils' independence effectively. Staff provide accessible resources that support pupils to make choices about their learning and encourage sensory exploration and curiosity. Leaders monitor this provision exceptionally well and have ambitious plans in place to strengthen outdoor learning even further.
- Staff use effective questioning to enhance learning and match support skilfully to pupils' developmental stages. Staff use observations and reviews of learning to tailor experiences successfully to individual needs and interests.

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

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

- Pupils show positive attitudes to learning. Most are motivated, resilient and work well collaboratively. They are increasingly independent, with clear routines supporting smooth transitions and calm learning environments.

- Provision for developing pupils' language skills and mathematical development is a clear strength. Staff model language effectively and create purposeful opportunities for pupils to communicate and build their early reading and writing skills. In addition, teachers plan suitable opportunities for pupils to explore number and shape through play. As a result, younger pupils make good progress in developing their literacy skills and their mathematical knowledge and understanding.

**Improve teachers' understanding of how to help pupils to consolidate mathematical concepts**

- Leaders have provided targeted professional learning for all staff on effective strategies to help pupils consolidate mathematical concepts. This has included a focus on the use of manipulatives, purposeful practice and effective questioning. Teachers offer suitable opportunities for pupils to revisit prior learning and demonstrate improved fluency in mathematical skills.

- The school has reviewed and adapted its mathematics curriculum to ensure that important concepts are revisited regularly and built progressively over time. Pupils can make links between new learning and prior knowledge, which helps them retain mathematical understanding securely and apply their skills effectively across other subject areas.

- Across the school, teachers have strengthened their use of assessment during lessons to identify misconceptions quickly and provide additional practice where needed. As a result, pupils address gaps in their understanding promptly and make consistent progress in their learning.

- Mathematics leaders have introduced clear guidance and modelled effective practice to improve consistency in teaching approaches across the school. They have visited other schools to strengthen their subject knowledge and refine teaching strategies. Lessons include more structured opportunities for pupils to explain their reasoning and apply their knowledge in a range of different contexts.

- Leaders monitor teaching and pupils' learning in mathematics regularly and effectively, providing focused feedback to staff about strengths and areas to improve. As a result, teachers have a good understanding of how to help pupils to

consolidate mathematical concepts and most pupils demonstrate confidence and independence when applying previously taught mathematical concepts.

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/6782211

Yours sincerely



**Liz Miles**
Assistant Director