

This letter is also available in Welsh.



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

Ysgol Caergeiliog Foundation School  
Caergeiliog  
Caergybi  
LL65 3NP

10/10/2024

Dear Richard Williams

**Interim visit:** September 2024

A team of inspectors recently visited Ysgol Caergeiliog Foundation school to consider how the school has made progress in addressing two of the recommendations from its core inspection in October 2022. Below is a summary of progress against those recommendations.

During the visit the team had the opportunity to:

- Visit classes.
- Talk to pupils.
- Meet with teachers and leaders.
- Look at pupils' work.
- Scrutinize documentation.

Leaders and staff at the school have worked appropriately to address these recommendations. They recognise that there are aspects that could improve further.

### **Focus of visit**

#### **Ensure that teachers provide pupils with opportunities to influence how they learn and present their work**

- Since the core inspection, leaders have planned purposeful opportunities for teachers to engage in a variety of professional learning opportunities to address this recommendation. They have engaged staff in learning dialogues and teachers have had worthwhile opportunities to share their practice with one another, focusing on what is working well and what needs to develop further.

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- All teachers have worked collaboratively to set out an action plan to address the recommendation across the school. This includes providing pupils with purposeful opportunities to consider what they already know about a topic and share their ideas about what they want to discover during the term's work. Pupils value the opportunities they are given to contribute during class discussions and when sharing their ideas with their talking partners. These strategies help to develop pupils' skills and their knowledge and understanding of the topics taught.
- Teachers plan suitable opportunities for pupils to decide the level of challenge during their learning activities and provide pupils with opportunities to work together to complete additional challenges that develop their collaboration and thinking skills effectively.
- Teachers are beginning to plan effective opportunities for pupils to decide how to present their work. In the best cases, pupils develop their independent learning skills appropriately, decide what resources they need and how best to complete and present their learning tasks.

### **Ensure that teaching is of an appropriate pace reflecting the school's best practice**

- Over the last two years, leaders have focused appropriately on addressing this recommendation. They developed suitable improvement plans and have made sound progress in implementing most of their targets. A good example is the way in which leaders have ensured that teachers and staff have beneficial professional development to plan lessons that consider the pace and progress of learning. Worthwhile guidance is provided for teachers, which includes ideas around interesting and engaging lesson starters and plenary.
- Senior leaders conduct suitable self-evaluation activities. A few of these activities, such as lesson observations, provide key information about the pace of lessons and learning, although overall these lack detail to ascertain the overall degree of success against this recommendation.
- In the teaching and learning observations conducted during our visit, teaching and pupil learning progressed at a suitable pace. Overall, the start of lessons was brisk and teachers' presentations supported the lesson content. Most teachers consider the pace of learning and create a sense of purpose for various parts of their lessons, including providing pupils with time to think and reflect on their work. However, evidence of pupils' work overtime demonstrates that in a few lessons, pupils are engaged in low level activity for extended periods of time.
- In many classes, teachers use a range of strategies and resources to ensure that lessons move at a suitable pace. For example, teachers use visualisers to pause and reflect on pupil learning and provide opportunities for pupils to share their work and learn from others. Older pupils appreciate 'pit-stops' in lessons, which give them opportunities to check their understanding. Overall, many pupils are engaged purposefully in their learning.

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website.

Yours sincerely



**Liz Miles**  
Assistant Director