

This letter is also available in Welsh.



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

09/10/2024

Dear Nia Jones-Artell

Interim Visit: September 2024

A team of inspectors visited the schools in the Capel Coed-Elan Federation recently to consider how the schools have made progress in addressing two of the recommendations from the core inspection in September 2019. Below is a summary of progress against those recommendations.

During the visit, the team had an opportunity to:

- Visit classes.
- Talk to pupils.
- Meet with teachers and leaders.
- Scrutinise pupils' work.
- Scrutinise documentation.

The school's leaders and staff have worked appropriately to address these recommendations. They acknowledge that there are aspects that they could improve further.

Focus of the visit

Strengthen self-evaluation and planning for improvement procedures across the federation

- Since the core inspection, a manageable leadership structure has been established across the federation's schools. Members of the senior leadership team work together purposefully and support the strategic headteacher purposefully when planning for improvement.
- Teachers have responsibility for areas of learning and experience together with colleagues from other schools in the federation. This contributes purposefully to developing their confidence in undertaking leadership roles and promotes professional discussions to improve practice.

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- The strategic headteacher has established purposeful self-evaluation procedures for identifying strengths and areas for development within the federation's schools. The strategic headteacher ensures that all staff have an active role in the process, which supports them in identifying the school's strengths and areas for improvement appropriately. A useful self-evaluation timetable is implemented, which identifies opportunities to analyse information about pupils' progress, gather the views of stakeholders and scrutinise work. However, leaders rarely visit learning sessions.
- Leaders do not always revisit recommendations that arise from occasional learning walks and activities to scrutinise pupils' books. As a result, leaders do not have a sound enough knowledge of improvements in the quality of teaching and pupils' standards over time.
- The school has an active relationship with local schools, including the nearby secondary school, and conduct joint reviews of specific provision. Through occasional visits and learning walks, governors have a suitable understanding of the school's strengths and aspects that are in need of improvement.
- Leaders work together purposefully to produce a comprehensive improvement plan which identifies suitable priorities for the federation and individual schools. They set regular milestones and purposeful lines of accountability to evaluate progress against these priorities on a termly basis to check that the school realises the aims in a timely and purposeful manner.

Ensure that teachers' feedback enables pupils to improve their work

- Staff across the school provide pupils with regular encouragement and praise orally and recognise good efforts. This contributes to pupils' positive attitudes to learning.
- Staff provide pupils with useful feedback during sessions, for example when correcting mathematics work on the spot.
- Leaders have introduced specific methods for responding to pupils' written work. These methods are suitable and are commonplace across the school and all schools in the federation.
- The school has adopted an agreed marking code which is used appropriately by teachers. As a result, most pupils are aware of how to respond to teachers' feedback.
- Effective use is made of specific success criteria to encourage pupils to reflect on their writing.
- Teachers provide many useful opportunities for pupils to correct errors and practise their spelling. During their time at the school, most pupils write independently with increasing accuracy.
- The school should consider increasing opportunities for pupils to refine the content of their work, for example to enrich their writing further.

The school's arrangements for safeguarding pupils are not a 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:

<http://www.estyn.gov.wales/provider/6622222>

Yours sincerely

L Miles

Liz Miles
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