

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 GG Rhosafan  
Marine Drive  
Sandfields  
Port Talbot  
SA12 7NN

12/12/2024

Dear Julia Griffiths

### **Interim Visit: November 2024**

A team of inspectors visited Ysgol Rhosafan recently to consider how the school has progressed in addressing two of the recommendations from its core inspection in June 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
- scrutinise pupils' work
- scrutinise documentation

Leaders and staff at the school have worked purposefully to address these recommendations. They recognise that there are aspects to be developed further.

### **Focus of visit**

#### **Ensure high expectations for all pupils to achieve to the best of their ability**

- Leaders have a sound understanding of the school's progress towards meeting the requirements of this recommendation. The self-improvement processes identify the strengths and aspects for improvement thoroughly. Leaders create a beneficial culture and ethos to promote and support staff's professional learning.
- Since the core inspection, staff have received purposeful professional learning opportunities to address the development of pupils' oral Welsh skills. Through this, strategies for developing pupils' oracy are clear. Staff implement this effectively, for example within the '*drilio disglair*' drilling sessions and '*sgleinio ein sgysiau*' sessions. Provision is consistent across the school and supports pupils to develop their vocabulary and Welsh language patterns successfully.

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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.

As a result, most pupils develop an increasing range of vocabulary and purposeful patterns and communicate confidently with their peers and staff.

- A successful working relationship between staff and pupils creates a supportive and inclusive learning environment. Staff have high expectations of pupils and help them to make consistent progress over time. They are effective language models and provide pupils with timely and supportive feedback. As a result, most pupils make sound progress in their oral skills.
- Across the school, most pupils listen attentively and respond to each other's contributions and those of adults on a regular basis. With the consistent support and encouragement of staff, most acquire the Welsh language quickly. As pupils move through the school, most pupils continue to develop their oral Welsh skills successfully. Across the school, on the whole, pupils speak with increasing confidence and use correct Welsh vocabulary and patterns effectively.
- Teachers plan opportunities for pupils to apply their oral skills across the curriculum skilfully. They seize every opportunity to reinforce pupils' oral skills. For example, the youngest pupils' staff present new vocabulary and language patterns through a song during fruit time and the oldest pupils talk enthusiastically when expressing their opinion about which pet would be best. This enables pupils to apply their Welsh vocabulary and patterns successfully in stimulating contexts across the curriculum.

### **Provide activities that challenge all pupils to apply their skills to a high standard across the areas of learning**

- Leaders have a sound understanding of the school's progress towards meeting the requirements of this recommendation. They recognise improvements in provision since the core inspection and identify the areas that are in need improvement appropriately.
- Since the core inspection, leaders have evaluated the effect of their planning procedures on pupils' outcomes carefully. As leaders monitor rigorously, hold professional discussions and staff attend relevant professional learning, the school has developed a new approach to planning for the medium and short term. For example, when planning in the short term, teachers are expected to consider the numeracy framework and identify what is being taught so that gaps in provision can be tracked efficiently. As teachers respond to these gaps, it is ensured that pupils develop the full range of skills.
- On the whole, teachers ensure that mathematical skills are taught constructively, which enables pupils to undertake and complete their numeracy tasks in a timely manner to the same level as their mathematics skills across the curriculum.
- Leaders monitor teachers' plans regularly to check that they respond purposefully to the requirements of Curriculum for Wales, along with providing purposeful opportunities for pupils to apply their skills across the areas of learning. This means that teachers have high expectations of pupils as they support them to apply their skills to the best of their ability. On the whole, teachers ensure that nearly all pupils learn in interesting activities that develop their skills, knowledge and understanding successfully. As a result, most pupils' literacy, numeracy and digital skills develop soundly.

- As pupils move through the school, many build well on their previous learning in activities across the curriculum by using a variety of different methods to apply their skills in appropriate contexts.

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/6712158>

Yours sincerely



**Liz Miles**  
Assistant Director