

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 Gynradd Rhosgadfan
Rhosgadfan
Caernarfon
Gwynedd
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06/01/2025

Dear Judith Owen

Interim Visit: December 2024

A team of inspectors visited Ysgol Rhosgadfan recently to consider how the school has made progress in addressing two of the recommendations from its core inspection in June 2017.

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 appropriately to address these recommendations. They recognise that there are aspects they could improve further. Below is a summary of the progress against those recommendations.

Focus of visit

Ensure that planning and teaching provide challenging tasks to respond to the needs of all pupils

- Since the core inspection, teachers have worked together purposefully to trial new ways of planning and preparing for Curriculum for Wales. They now include purposeful learning activities that cover some of the areas of learning and experience appropriately. For example, teachers provide purposeful opportunities for pupils to develop their extended writing skills in various contexts. As a result, many pupils use their knowledge and understanding of the features of different writing genres effectively when writing extended pieces to present to others.

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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.

- Leaders recognise the need to evaluate the effect of teachers' plans regularly to ensure that pupils are given purposeful and rich opportunities to develop their skills, knowledge and understanding across all areas of learning and experience. For example, recently, they have identified the need to provide more purposeful opportunities for pupils to develop their numeracy and digital skills in real life contexts.
- In the lesson observations that were conducted during our visit, there was a suitable pace to teaching and pupils' learning. In the best examples, the beginning of the learning sessions was lively and teachers' presentations supported the content of the lessons. Teachers provided purposeful opportunities for pupils to discuss and share their ideas within their groups and this was effective in developing many pupils' thinking skills and oral Welsh skills. However, evidence of pupils' work over time shows that learning activities do not always provide enough of a challenge for a minority of pupils, particularly those who are more able.

Ensure that the school's leaders act more effectively in setting a strategic direction and monitoring priorities for improvement

- The headteacher has a clear vision for the development of the school, which is based on maintaining pupils' well-being and developing their skills in a homely and happy environment. As a result, most pupils show a positive attitude to learning.
- As a result of appropriate scrutiny by the headteacher and the staff, the school identifies some important aspects that need to be developed in terms of planning the curriculum and developing pupils' different skills. Current improvement priorities are divided into suitable actions and appropriate attention is given to evaluating progress in line with purposeful criteria.
- Members of the governing body contribute appropriately when discussing the school's strategic development. They visit the school regularly and make a purposeful contribution when evaluating the quality of provision for pupils. For example, by scrutinising pupils' work, members of the body have identified important aspects that are in need of improvement, including the developmental feedback that is given so that pupils can develop their work further. Members of the governing body have also contributed purposefully to discussions on how to improve pupils oral Welsh skills. This has led to introducing specific interventions, including daily sessions for practising language patterns.
- Leaders have identified the need to adhere to an agreed timetable of self-evaluation activities and this aspect has been identified as an area for development within the current school development plan.

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/6612098>

Yours sincerely



Liz Miles
Assistant Director