

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 Tryfan
Lon Powys
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06/01/2025

Dear Dr Geraint Owen Jones

Interim Visit: December 2024

Thank you for your support to facilitate the interim visit to your school. We enjoyed the opportunity to meet you, your staff and pupils and hear more about the improvement work the school has carried out since the core inspection.

During the visit, we had an opportunity to:

- Talk to senior leaders and co-ordinators about your improvement work
- Talk to pupils and hear their feedback about the school
- Visit science, mathematics, English, Welsh, food and nutrition, and humanities lessons
- Scrutinise books and observe lessons with senior leaders
- Look at the work the school is doing to improve the quality of feedback for pupils and provision to develop digital skills across the curriculum

Focus of visit

Improve the quality of assessment

It was good to see that the school has paid attention to improving the quality and effectiveness of feedback given on pupils' work appropriately since the core inspection. The steps taken include:

- A specific focus on the quality of the oral and written feedback given to pupils in activities to scrutinise pupils' work, learning walks and lesson observations.
- Holding purposeful professional development sessions and providing beneficial opportunities for staff to share good practice in plenary workshops.
- Developing a QR code system so that pupils have access to specific feedback.

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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.

- Placing the responsibility on departments/areas of learning and experience to develop their own systems that are relevant to the subject.

There was an opportunity to hear from staff about how these have had a positive effect on the quality of feedback in general.

It would be beneficial for the school to consider:

Whether this focus area needs to be revisited across the school to support staff to understand what is expected in terms of assessment and feedback and to make productive use of the good practices that exist.

Improve provision for information and communication technology across the curriculum

From a very low starting point, it appears that the school has made progress against this recommendation and has succeeded in putting the provision in order. This includes:

- Mapping provision for digital competence in detail across the curriculum.
- Collecting evidence of pupils' work which demonstrates what is presented and achieved in different subjects.
- Delivering regular morning sessions where attention is given to developing digital skills with an emphasis on the citizenship strand of the framework and appropriate discussion about social media and staying safe online.

It would be beneficial for the school to consider:

How to develop digital skills more strategically and ensure appropriate progression in terms of what pupils achieve at primary school.

Quality assurance and improvement planning processes

The school has a purposeful quality assurance calendar which includes suitable activities such as scrutinising pupils' work, learning walks and opportunities to seek stakeholders' views.

The quality of scrutiny reports appears to vary. In the best examples, they focus specifically on the standard of pupils' skills to evaluate the effectiveness of teaching and provision. The scrutiny activities that are in place are validated by the senior leadership team. Middle leaders appear to have beneficial opportunities to observe jointly with members of the senior leadership team to develop their leadership skills.

However, reports on learning walks are generic and do not always consider what pupils can do specifically enough. Often, they focus too much on provision.

It would be useful for the school to consider:

- Do the school's improvement processes always consider the quality of provision according to its effect on pupils' progress?
- Is there enough emphasis on discussing teaching and learning as part of line management meetings?
- Is there room to rationalise the number of priorities to drive improvements in the most important areas?

We wish you well with future developments.

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/6614037>

Yours sincerely



Catherine Evans
Assistant Director