

Ysgol Dyffryn Nantlle
Ffordd y Brenin
Penygroes
Gwynedd
LL54 6RL

06/03/2025

Dear Rhian Parry Jones

Interim Visit: February 2025

Thank you for your support with the interim visit. We enjoyed the opportunity to meet you, your staff and pupils and to hear more about the improvement work the school has done since the core inspection. It was good to experience the open approach shown by your staff during discussions.

During our visit, we had an opportunity to:

- hold discussions with senior leaders about your self-evaluation and improvement planning processes and your work to improve numeracy provision
- talk to pupils and hear their feedback about the school
- visit lessons in a variety of subjects to see pupils and staff undertaking their work
- scrutinise a sample of pupils' work
- talk to middle leaders about their work and hear about the challenges they face and how they address them
- undertake scrutiny of work and lesson observation activities with senior leaders and discuss the main findings of these activities

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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.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

Focus of visit

How effective are the school's improvement processes in evaluating the quality of teaching and learning and provision for skills?

It was good to hear that the senior leadership team has continued to develop a variety of suitable quality assurance activities since the core inspection. This includes joint lesson observations and joint scrutiny of pupils' work with heads of department. The priorities in the school improvement plan are sensible and focus appropriately on implementing the recommendations from the core inspection and improving pupils' attendance.

Middle leaders appreciate the regular meetings with their line managers and there are useful opportunities to discuss departmental improvement plans and pupils' progress during these sessions. We heard that leaders hold beneficial training on important aspects of teaching and learning and that there are regular opportunities for staff to share good practice.

It would be useful for the school to consider:

- Do opportunities for joint observation and joint scrutiny focus sharply enough on pupils' standards and progress to identify the exact aspects of teaching and provision for skills that are in need of improvement?
- Do leaders always consider whether provision is challenging enough when conducting quality assurance activities?
- Following quality assurance activities, how can it be ensured that teachers are given professional learning opportunities that are tailored to develop specific aspects of their teaching?

How effective is the provision to develop pupils' numeracy skills?

Since the core inspection, there has been a significant increase in the number of opportunities available for pupils to develop their numeracy skills across the curriculum. Sensibly, the school has prioritised developing numeracy skills across the curriculum in subjects where opportunities arise naturally. Tasks are designed so that they enrich learning within the subjects, although they are not always challenging enough. There is a new leadership structure within the area of numeracy and leaders have a good understanding of the quality of opportunities and what needs to be done to improve provision. The school has identified that a significant groups of pupils have weak basic number skills. It provides appropriate interventions to improve the number skills of the school's younger pupils during registration periods. It has also begun to work with its partner primary schools to ensure that learning experiences in the secondary school build progressively on what pupils have learned in the primary sector.

It would be useful for the school to consider:

- Are there enough opportunities for pupils to develop their mathematical proficiencies?
- Do all numeracy tasks across the curriculum provide a suitable level of challenge to ensure that all pupils think deeply when completing them?
- Are pupils given enough opportunities in their mathematics lessons to revisit past work to improve their long-term recall of mathematical concepts?

Thank you again for your support in making the arrangements and I would like to wish you well with your improvement work.

The school's most recent core inspection report and further information on the process and purpose of interim visits can be found on our website: [Ysgol Dyffryn Nantlle - Estyn](#)

Yours sincerely



Catherine Evans
Assistant Director