

Ysgol y Cribarth
School Road
Abercrave
SA9 1XD

This letter is also available in Welsh

07/10/2025

Dear leaders and staff

Interim visit: September 2025

A team of inspectors visited Ysgol y Cribarth recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Sharpen school improvement processes and act swiftly on areas for development.

- There is an increasingly reflective culture in the school. The headteacher has established an inclusive approach to self-evaluation that involves leaders and staff. Staff understand the important role they play in evaluating the school's effectiveness. They appreciate the feedback, support and guidance they receive and are responsive to it.
- Leaders have established effective monitoring procedures and improvement processes. They regularly monitor teaching and learning and in the strongest cases, they are beginning to evaluate the effectiveness of the teaching and its impact on pupil progress.
- Monitoring procedures are appropriate and sustainable and take good account of staff workload. Many stakeholders, including school governors, are an integral part of school improvement. They visit the school on a regular basis to carry out a range

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of monitoring activities. As a result, they hold leaders accountable for the provision and its impact on pupils' learning and well-being.

- Leaders consider a suitable range of evidence to identify priorities for improvement. As a result, they plan thoughtfully to improve pupils' learning and progress in important areas, such as numeracy. The actions are sensible, and leaders' ongoing evaluations show progress against many of the actions over time.
- As a result of evidence from monitoring processes, leaders tailor professional learning thoughtfully to meet individual and whole-school needs. With the support of leaders, staff are developing useful approaches to questioning, feedback and challenge. These are beginning to impact positively on pupils' progress.

Ensure that all teachers provide useful and timely feedback to support pupils to improve their learning.

- Leaders have organised professional learning opportunities to share and discuss various approaches and methods of feedback. Staff have trialled methods of providing pupils with timely feedback and have agreed on a common approach.
- Together, staff updated the school's feedback and learning policy, however the most recent version does not focus clearly enough on the agreed methods of feedback that are currently used in practice.
- Teaching staff are developing their confidence to monitor the school's assessment for learning processes during termly book scrutiny activities. They have established an open and honest culture where they feel comfortable to express their views and learn from each other. As a result, they have developed a consistent approach to providing timely feedback that is both developmentally appropriate and increasingly effective.
- Staff use a combination of success criteria and verbal feedback that provide instant guidance to pupils on how they can improve their work. This is beginning to have a positive impact on the standard of pupils' work, particularly in language and creative arts.
- Pupils are beginning to develop a sound understanding of the importance of feedback and how it can be used to improve the quality and standard of their work. Most pupils respond well to instant guidance from staff and peers on how they can improve their work.

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/6662149>

Yours sincerely



Liz Miles

Assistant Director