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Canolfan Addysg Y Bont
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21/10/2025

Dear leaders and staff

Interim Visit: September 2025

Thank you for your support in organising our interim visit to the school. We enjoyed the opportunity to meet you, your staff and pupils and hear more about the improvement work the centre has undertaken since the core inspection.

During our visit, we had an opportunity to:

- Talk to senior leaders about your improvement work and how you support teachers
- Consider documentation
- Communicate with pupils in lessons and hear their feedback about the centre
- Conduct learning walks across the school to see pupils and staff undertaking their work
- Talk to a group of teachers about their work in developing the outdoor areas and specialist resources and about improving their practice

Focus of visit

How effectively do self-evaluation procedures measure the effect of actions on pupils' standards and the quality of teaching?

It appears that the centre began to address this recommendation soon after the inspection in 2023. After a period of intensive research and joint planning with external experts, leaders have implemented a new curriculum and teaching methodology across the school. It appears that beneficial arrangements to train and support staff to develop professionally have led to consistency in the quality of planning learning experiences and

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assessment over time, along with consistency in self-evaluation and improvement planning processes. It was good to hear about further developments where teachers and support staff research specific areas of pedagogy to support them to develop their own skills and practice. Including this element in the performance management process certainly contributes to the centre's improvement journey.

It was heartening to hear how senior leaders have increased opportunities for staff to discuss their work together, including valuable sessions to discuss pedagogy, plan learning experiences and share good practice. Regular opportunities were seen for teachers to evaluate their own work to contribute to whole-school self-evaluation processes. A good example of this is the comprehensive self-evaluation questionnaire that is given to teachers to encourage them to reflect on their practice and consider the effect of their provision on their pupils' progress.

Whole-school quality assurance arrangements appear to be strong. A wide range of beneficial activities are organised to monitor staff's work. These include:

- regular learning walks
- observations of lessons or activities
- scrutiny of teachers' evidence and assessment files
- producing summative and comprehensive reports of findings following individual pupils' 'detailed scrutiny' activities
- data analyses at the end of whole-centre assessment cycles

It appears that leaders and staff continue to work successfully with external specialists to validate their judgements and evaluations. Evaluations following individual observations or a series of learning walks focus appropriately on the quality of provision. This includes the appropriateness of learning experiences, the quality and usefulness of individual learning plans and the use of assessment. In most cases, evaluations include a few suitable comments on the effect of provision on pupils' standards and progress. However, these tend to be too generic or focus only on pupils' standards of well-being. Across the centre, there is not enough detail about the progress of individual pupils in their communication skills or their cognitive development. It would be beneficial for the centre to consider strengthening further how the quality of provision is judged according to its effect, in particular to what extent planning and learning experiences ensure that pupils make progress in sessions and over time.

The improvement plan includes seven main priorities. The actions are suitable and, in most cases, monitoring arrangements are purposeful. However, the desired effect on standards and provision is not clear. In some cases, the same person leads and evaluates, and dates are unclear or too general. It is not clear how leaders share their findings and evaluations of actions with stakeholders in a timely and meaningful manner. It would be

beneficial to provide brief updates of strengths and temporary areas for improvement as the year progresses.

To what extent has the school expanded learning experiences further by making purposeful use of external and specialist resources?

Canolfan Addysg y Bont is an inclusive centre that continues to provide education that supports its pupils' needs effectively. Leaders and staff know their pupils well. They use this knowledge to plan an interesting and purposeful curriculum that gives purposeful attention to the whole range of learners' needs, with a particular focus on the best learning pathways to meet the needs of individuals.

Since the core inspection, leaders have expanded and developed the outdoor areas and specialist resources across the centre. In most cases, this includes developing the learning space outside the classrooms to create purposeful learning, play and relaxation areas. As a result, pupils have a better choice in guiding their learning and independence. This has led to effective engagement by pupils and positive levels of well-being. Although there are plans to develop some specialist areas further, the next step is to ensure that these areas meet pupils' requirements in full.

There are now accessible new paths that lead pupils to all the centre's outdoor learning areas, including the horticulture area and the sensory garden. Younger pupils develop a range of important skills within exciting outdoor learning experiences under the new, colourful canopies. For example, pupils develop their numeracy skills purposefully when weighing fruit and counting acorns. Pupils make sound progress in their creative skills by preparing blackberry dough and experimenting with different shapes outdoors. Pupils develop valuable social skills when playing and learning outdoors with their peers in the Cwt Cwtch and Hafan Hilda. They also develop their physical and self-regulation skills effectively when using new resources such as the outdoor gym, the swings and the specialist merry-go-round.

Leaders have invested in specialist resources that enrich pupils' learning experiences. These include technical resources that enable pupils to aim their eyes at a screen to communicate their needs. For example, within music sessions, those pupils can select musical instruments from the screen to enjoy playing instruments along with their peers.

Across the centre, experiences appear to be planned carefully and consistently to meet pupils' sensory needs. Two new sensory rooms enrich that provision effectively and enable pupils to explore and learn safely.

As a result of the improvements to the outdoor areas and specialist resources, pupils' well-being is improving and they are showing more independence and confidence, by solving problems for themselves.

Leaders appear to have ensured a clear focus on staff's professional development in terms of promoting and ensuring consistency in outdoor teaching practices. This has led to consistency in effective teaching practices that support pupils' progress and well-being.

It is good to hear that leaders have listened to the voice and contribution of the school council in developing the outdoor areas and improving the specialist resources. For example, the pupils on the school council have chosen the colours for the new canopies.

We wish you well with your future developments. Thank you once again for the warm welcome and for all of your help in planning and organising our visit.

The centre's most recent 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/6607011>

Yours sincerely



Dyfrig Ellis

Assistant Director