

St Teilo's C.I.W. High School
Circle Way East
Llanedeyrn
Cardiff
CF23 9PD

03/11/2025

Dear leaders and staff

Interim visit: October 2025

Thank you for your support during the interim visit to the school on the 15th and 16th of October 2025. We valued the opportunity to meet with you and the pupils and hear more about the improvement work the school has undertaken since the core inspection. We were grateful for the way in which your staff engaged in the process and their openness during discussions.

During the visit, we had the opportunity to:

- hold discussions with leaders and staff about their self-evaluation and improvement work, and their work to improve the effectiveness of teaching
- talk with pupils and hear their feedback about the school
- visit a small sample of lessons in subjects across the curriculum
- scrutinise a sample of pupils' work
- scrutinise a small sample of relevant school documentation
- undertake joint work scrutiny and lesson observation activities with leaders and discuss the main findings from these activities

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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 successful is the school's work to improve the effectiveness of teaching so that pupils are consistently challenged to achieve as highly as possible?

Since the core inspection, the school has worked to develop a culture where staff regularly reflect on their teaching and look for ways to improve. Leaders explained that they prioritised compliance with a few specific aspects of teaching in the early stages of this strategy to help shift the culture from 'proving to improving'. During our visit, we heard that a central part of this approach has been the introduction of 'Professional Learning Journals' which promote ownership of professional development and support a shared language around 12 core teaching techniques which aids dialogue about improving teaching.

Teachers spoke positively about the school's collaborative approach to improving teaching through whole-school 'spotlights', on areas such as questioning and refining thinking. In the small sample of lessons we visited, we observed teachers using these techniques to challenge pupils to provide well-reasoned responses using subject specific terminology. Teachers and leaders also shared how they value the autonomy to explore techniques suited to their subject area and opportunity to work with colleagues to review and adapt their practices.

It would be useful for leaders to consider:

- Do leaders and teachers always focus well enough how teaching impacts on pupils' progress in knowledge, understanding and standards of their skills when planning for learning?

How well does self-evaluation identify precisely any aspects of teaching and learning that need improvement?

During our visit, it was interesting to hear how leaders use a range of helpful activities to promote a collaborative culture of self-evaluation, reflection and professional growth. These activities focus on the schools' 'teaching and learning principles' and help staff understand the main strengths and areas for improvement in teaching, assessment and attitudes to learning.

The school shared how they have re-established meaningful opportunities, such as the 'Teaching and Learning Reviews', for middle leaders to engage directly in self-evaluation. We heard how senior leaders provide regular one-to-one meetings and targeted professional learning, which is helping middle leaders grow in confidence in their roles and responsibilities. Leaders spoke about examples of specific aspects of teaching that

they have identified as needing improvement and how they have incorporated these into their improvement planning.

Leaders, including the newly appointed skills coordinators, explained how they have started to use data and their skills framework to look at pupils' skills across the curriculum. We agreed that the gathering of first-hand evidence of pupils' skills remains at an early stage.

It may be helpful for leaders to consider:

- Do they always evaluate how well pupils are learning or improving their skills as their measure of the effectiveness of teaching and provision?
- How well they collate this information and use it to inform their planning?

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

The school's/PRU'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/6814609>

Yours sincerely



Lowri Jones

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