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Ysgol Gyfun Gwent Is Coed
Duffryn Way
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Newport
NP10 8BX

11/11/2025

Dear leaders and staff

Interim Visit: October 2025

Thank you for your support during the interim visit to school on 8th and 9th October 2025. We appreciated the opportunity to meet with you, your staff and pupils and hear more about the improvement work the school has undertaken since the core inspection.

During the visit, we had an opportunity to:

- Hold discussions with leaders and staff about their self-evaluation and improvement work and their work to improve provision for inclusion and pupils' additional learning needs
- Talk to pupils and listen to 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 work scrutiny activities and lesson observations jointly with leaders and discuss the main findings of these activities

Focus of visit

How effective are the self-evaluation and improvement planning processes?

During the visit, there was an opportunity to discuss how leaders have addressed the recommendations on leadership since the core inspection. We heard that the capacity of the leadership team has been strengthened to enable leaders to operate more strategically in their areas of responsibility.

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

Leaders have also taken steps to strengthen and ensure consistency in self-evaluation processes. The school has a dedicated quality assurance calendar which includes a range of beneficial activities. These include lesson observations, learning walks, opportunities to scrutinise work and opportunities to seek the opinions of the school's pupils, parents and staff. It was good to hear that area leaders are given valuable opportunities to contribute to these activities. As a result, leaders collate information from quality assurance activities to create comprehensive reports that are shared with staff. It was interesting to hear about the use of the 'five pedagogical pillars' to summarise the strengths and areas for development in teaching and learning. It was good to see that leaders consider a wide range of attainment and well-being data to set targets and to evaluate pupils' standards and attainment.

There is a suitable link between the findings of the school's self-evaluation processes and the main whole-school and area-wide improvement priorities. It is good to note that area leaders appreciate meetings with their line managers as useful opportunities to discuss departmental improvement plans and pupils' progress. We heard that leaders conduct beneficial training on important aspects of teaching and learning and there are regular opportunities for staff to share good practice, for example in weekly 'quick sessions' and the 'school improvement groups'.

It would be useful for the school to consider:

- Do leaders always consider pupils' standards of literacy and numeracy specifically enough when observing lessons and scrutinising work and when evaluating the effectiveness of provision?
- Are the priorities in the school improvement plan incisive and specific enough to drive improvements in the most important areas?

How has the school strengthened provision for inclusion and pupils' additional learning needs?

Since the last inspection, the school appears to have strengthened provision for pupils with additional learning needs (ALN) and inclusion. We heard how the school has developed its methods of planning, co-ordinating and evaluating provision for pupils with ALN. During the visit, we heard how the ALN team has worked with other schools and external agencies and that they feel this has a positive effect on the consistency of provision.

It was discussed how specific classes, namely 'Yr Hafren' and 'Tawelfan', were established to strengthen the school's specialist provision. Over time, classes have evolved and the staff had had relevant professional learning opportunities to strengthen their ability to meet pupils' various needs. It was good to hear that the school has strengthened

transition arrangements to ensure that the transfer of information and understanding of individual pupils' needs is a smooth process. Additionally, the internal referral system has been strengthened, enabling staff to share concerns promptly and ensure that needs are identified at an early stage. We heard about the range of literacy, numeracy and well-being interventions that are provided and the use of suitable systems to record and track the effect of interventions. This supports leaders to evaluate sensibly and adapt and reinforce provision, where necessary.

It would be useful for the school to consider:

- Are there processes in place to evaluate the effectiveness of 'Yr Hafren' and 'Tawelfan' as they evolve over time?
- How will leaders monitor the quality of provision in lessons and ensure that all pupils with ALN are given appropriate support to make the expected progress?

Thank you once again for all of your support in planning and organising our visit. We wish the school well. 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 Gyfun Gwent Is Coed Inspection Report 2022](#)

Yours sincerely



Lowri Jones

Acting Assistant Director