

**Report following monitoring**

**Level of follow-up: Significant Improvement**

**Ysgol Bro Dinefwr**

**Heol Myrddin  
Ffairfach  
Llandeilo  
Carmarthenshire  
SA19 6PE**

**Date of visit: March 2026**

**by**

**Estyn, His Majesty's Inspectorate for Education and  
Training in Wales**

## Outcome of visit

Ysgol Bro Dinefwr is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

## Progress since the last inspection

### **R1. Improve teaching, paying particular attention to raising teachers' expectations of what pupils can achieve and increasing the level of challenge for pupils of all abilities**

Since the core inspection, leaders have introduced a range of suitable strategies and purposeful training to improve teaching. As a result, this has had a positive effect on the quality of teaching, in general.

In most cases, teachers have sound subject knowledge and manage their classes effectively, fostering positive working relationships with pupils. They use closed questions appropriately to encourage pupils to recall information. Many teachers plan suitably to develop pupils' knowledge and understanding. A majority model language a terminology appropriately so that pupils develop their literacy skills.

In a few lessons, there are examples of very effective teaching where teachers plan skilfully, set suitably challenging tasks and ask pupils probing questions to challenge them to think intensively and deepen their understanding. These teachers use sophisticated language when presenting and explaining and encourage pupils to emulate this in their responses. Pupils make very strong progress in these lessons.

In a few cases, teachers do not set high enough expectations. They do not plan incisively enough nor offer an appropriate level of challenge for pupils of different abilities. In these lessons, tasks tend to be repetitive or are not adapted sufficiently, and over-direction of learning by the teacher limits the development of pupils' independence. A lack of suitable questioning also prevents pupils from extending their understanding, developing their thinking skills and their independence.

There is consistency in the way in which teachers across the curriculum give pupils an additional task to improve a piece of their work following assessment. Pupils usually complete these tasks appropriately. On the whole, language teachers draw attention to spelling errors, grammatical errors and punctuation in some specific pieces of written

work. However, the response of other subject teachers to such errors, particularly key subject terminology, is inconsistent.

## **R2. Ensure coherent provision to develop pupils' literacy, numeracy and digital skills**

Since the core inspection, leaders have worked together appropriately in response to this recommendation. Skills co-ordinators understand their roles and responsibilities and are beginning to have a positive effect on co-ordinating provision to develop pupils' literacy, numeracy and digital skills. Line management arrangements have been strengthened since the core inspection and have a positive influence on raising the profile and importance of developing the skills across the curriculum.

Co-ordinators now guide and support the leaders of areas of learning and experience to plan and this contributes appropriately to ensure more coherent provision across the school. Co-ordinators contribute beneficially to some quality assurance activities, such as scrutinising pupils' work and evaluating elements of provision. However, they are not part of lesson observations or learning walks and this limits the effect of their work, in particular opportunities to train staff and model good practices. The management time given to some co-ordinators to undertake their work is limited. The use of data and internal information about pupils' achievement and progress by leaders of all levels is beginning to strengthen. However, they do not use all the information available to them to plan specific strategies and this hinders further progress in this important area.

The literacy co-ordinator has provided a suitable range of training and guidance to support staff to understand the basics of the literacy framework and their responsibility to develop pupils' oracy, reading and writing skills within their subject or area of learning and experience. The school placed an initial whole-school focus on developing higher-order reading skills. Staff were given purposeful training and clear guidance was given to the relevant areas of learning experience about which specific reading strategies to expand within their areas. Recently, leaders have shifted to concentrating more closely on developing pupils' oracy skills. However, strategies to develop higher-order reading skills have not been embedded and opportunities to develop oracy skills are inconsistent across the subjects.

Following purposeful training and working with external partners, leaders of areas of learning and experience are in a better position to evaluate the quality of literacy skills within their areas. They have strengthened their ability to evaluate provision for skills. In particular, they link provision for literacy more closely to its effect on pupils' standards and progress. However, they do not make sufficient use of the data available to them to conduct a complete evaluation of the effect of provision.

Since the core inspection, the numeracy co-ordinator has prioritised sensibly to support the leaders of the science and geography areas of learning and experience to plan opportunities to develop pupils' numeracy skills. They have provided appropriate support and training for middle leaders to strengthen provision in these subjects and, as a result, they have a better awareness of rich numeracy tasks. However, there is further work to be done on planning numeracy provision within these subjects and adding a few more subjects across the curriculum, ensuring that tasks are purposeful and build incrementally.

Since the core inspection, leaders have made appropriate progress in developing provision for pupils' digital skills. The digital skills co-ordinator shows a clear commitment and has begun to implement a more robust structure, streamlining the framework and working with the leaders of areas of learning and experience to plan more purposeful provision. There are early examples of suitable action, such as digital tasks in Years 7 to 9 in a minority of subjects. The co-ordinator has developed the use of a digital platform on which to store pupils' work in order to track their progress. Cross-curricular co-operation has begun, where staff share effective practice with each other. However, there is no developed strategy in place to strengthen provision across the subjects.

Since the core inspection, the school has developed specific provision to develop the literacy and numeracy of pupils in Years 7 to 9 during the morning periods. These are of good quality and teachers are continuing to develop their confidence in order to deliver them successfully. Arrangements for supporting pupils with weak literacy skills are appropriate. Leaders gather information about pupils' attainment levels and set suitable assessments to identify their needs. Reading and spelling interventions show that many pupils make progress over a specific period. There is appropriate provision to support pupils with weak numeracy skills in Years 7 and 8; however, there are no targeted interventions in Year 9.

The effect of the work that has been done in response to some of the shortcomings identified in pupils' progressive literacy, numeracy and digital skills at the time of the core inspection can be seen. Specifically, many subjects contribute appropriately to developing skills. More frequent opportunities are provided across the relevant subjects for pupils to practise and develop their skills increasingly. As a result of the above, provision has begun to have a positive effect on pupils' literacy, number and digital skills. However, there are still some areas for improvement. Strategies to develop higher-order reading skills have not been embedded and opportunities to develop oracy skills are inconsistent across the subjects. Although pupils are beginning to make progress in their number skills in a few relevant subjects, the strategy has not been embedded. Work to develop pupils' digital skills is in its early stages.

### **R3. Sharpen self-evaluation and improvement planning arrangements so that leaders evaluate the school's work according to its effect on pupils' progress and achievement**

Since the core inspection, the school has strengthened arrangements for self-evaluation and improvement planning. The quality assurance calendar includes a more complete range of activities which are conducted more regularly. Leaders now evaluate the effect of provision on learning more effectively although, at times, they continue to check for compliance or their evaluations are overly generous.

There is a stronger sense of teamwork among curriculum and pastoral middle leaders. They work enthusiastically and benefit from the support and challenge presented in line management meetings. The school has strengthened opportunities for leaders of the areas of learning and experiences to contribute to a full range of quality assurance activities, including valuable opportunities to scrutinise and observe jointly with members of the senior leadership team and external partners. Middle leaders have benefitted from purposeful training to develop their leadership skills and, as a result, they develop a better understanding of their responsibilities. However, skills co-ordinators are not given opportunities to conduct learning walks and lesson observations.

There are more appropriate opportunities for pupils and parents to share their views about the school's work through opinion surveys, forums and questionnaires. For example, parents have shared their views about the quality of interim reports. Pupils are beginning to have more opportunities to contribute their views about work in the areas of learning and experience and individual subjects through discussions with middle leaders. However, this work is in its early stages.

On the whole, leaders analyse data appropriately. Middle leaders consider item level data sensibly following external examinations. This helps them to identify the exact aspects of provision that need to be improved. Leaders often compare performance and attendance data with the national picture and the performance of the local authority's schools. When considering attendance, they do not always consider the school's performance compared to that of similar schools, along with the attendance of groups of pupils, incisively enough.

Leaders at all levels plan for improvement suitably. Leaders of the areas of learning and experience identify relevant and purposeful priorities and undertake their improvement work enthusiastically. However, whole-school and area improvement plans do not always include incisive enough success criteria or targets. This makes it more difficult for leaders to monitor progress against priorities and hold others to account for their work.

Self-evaluation and improvement planning processes are beginning to have a positive effect on the quality of teaching and provision for skills. However, work to address attendance has only just begun.

#### **R4. Strengthen strategic planning for the curriculum in key stage 4 and the sixth form and whole-school leadership roles and responsibilities**

Since the core inspection, senior leaders, including governors, have strengthened strategic planning for the curriculum. They have reviewed the suitability and costs of the curriculum offer appropriately to plan adaptations. Leaders have identified a few areas where savings can be made and have implemented adaptations for the 2025/26 academic year. Recently, senior leaders have reviewed and adapted the curriculum policy to try to ensure more cost-effective provision for the future. There are now clear criteria which identify the number of pupils needed to run level 2 and level 3 courses. Although there have been further adaptations to the curriculum, which means more vocational courses at level 2 and level 3, the school has not increased its curriculum offer in terms of providing suitable subjects for more able pupils in Years 10 and 11.

Since the core inspection, senior leaders and governors have given suitable consideration to leadership roles and responsibilities across the school. The senior leadership team now has a sensible distribution of responsibilities, which take advantage of the skills and expertise of individuals. Significant work has been done to strengthen the roles of middle leaders. They now play a core part in quality assurance and improvement planning arrangements and in leading their teams. The influence of the work of middle leaders on improving the quality of provision since the core inspection is commendable.

#### **R5. Improve attendance**

Recently, the school has adapted leaders' responsibilities, along with introducing and strengthening a range of strategies to improve attendance. The new arrangements include regular beneficial meetings between heads of year and attendance officers. This has led to strengthening the use of available data to monitor attendance and identify target groups more effectively. Very recently, leaders have established a new system of targeted meetings with families to discuss and try to overcome specific barriers to raise the attendance rates of individuals.

Overall, since the core inspection, leaders have not acted urgently enough to address weaknesses in attendance. Although unverified internal data suggests a positive trend during the current academic year, the rate of progress is too slow and the most recent strategies have not had enough of an effect on raising attendance.

Between the 2023-24 and 2024-25 academic years, the school's attendance improved slightly. However, pupils' attendance, including pupils who are eligible for free school

meals, remains low in comparison with similar schools and significantly lower than expected. Rates of persistent absence have varied slightly during this period, but they are still too high and do not compare favourably with those in similar schools.

### **R6. Ensure appropriate management and monitoring of the budget**

Since the core inspection, leaders have looked appropriately at the financial situation to plan and implement some savings. These include making changes to the curriculum. The school has reduced the number of classes in the core subjects in Year 10 and careful consideration is given to group sizes when deciding whether to run specific subjects in key stage 4 and the sixth form. However, these savings are not sufficient to address the school's significant deficit.

Financial forecasts suggest that the deficit will continue to grow. The deficit has not been licensed by the local authority and there is no decisive plan to support the school to address it.