

Rebecca Collins  
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12/06/2025

Dear Rebecca,

**Interim visit:** June 2025

Thank you for your support with the interim visit to the school on the 4<sup>th</sup> and 5<sup>th</sup> of June 2025. We enjoyed the opportunity to meet with you, your staff and pupils and hear more about the improvement work that the school has carried out since the core inspection in November 2019.

During our visit, we had the opportunity to:

- hold discussions with leaders and staff about your work to improve the provision for pupils' skills and your approaches to self-evaluation and school improvement
- talk with pupils and hear their feedback about the school
- visit a small sample of lessons to see pupils and staff undertaking their work
- 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

### **Focus of visit**

#### **How successful is the school's work to improve the provision for the development of pupils' skills across the curriculum?**

Since the last inspection, the school has focused suitably on improving the provision for the development of pupils' writing skills across the curriculum. From the sample of work we looked at and the lessons we visited, we acknowledge the appropriate opportunities

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for pupils to practise and refine their writing skills. We agree with the school that further work is needed to further develop pupils' advanced reading skills.

As part of the visit, we heard from the school how they have taken considered steps to select suitable opportunities to develop the provision for pupils' numeracy skills. They have provided helpful professional learning opportunities to embed these expectations. The school also shared the useful opportunities for pupils to use their digital skills across the curriculum. However, they recognised that the progressive development of numeracy and digital skills is less well developed.

It may be helpful for leaders to consider:

- How they continue to strengthen literacy provision through planning whole-school strategies and professional learning opportunities to further develop pupils' advanced reading skills.
- How well they are establishing a co-ordinated and progressive approach to numeracy and digital provision across identified subjects, which ensures that provision is appropriately challenging and reflects increasing complexity across year groups.

**How robustly does the school evaluate pupils' standards and progress in skills and how precisely do leaders use this information to plan for improvement?**

During our visit, the school shared how they have continued to use their self-evaluation and improvement planning processes to target a broad range of priorities. These are communicated regularly to staff and pupils using a range of approaches. It was interesting to hear how leaders have planned and introduced suitable professional learning and strategies to improve pupils' extended writing skills.

The school conveyed how, through learning walks, work scrutiny and pupil voice, they evaluate the provision within subject areas. However, they agreed that they do not always focus specifically enough during these activities on evaluating pupils' skills.

It may be helpful for leaders to consider:

- how adapting their wide range of self-evaluation and improvement planning processes can help them focus more precisely on planning for improvement and evaluating the impact of teaching on improving pupils' skills.

The school's arrangements for site management give cause for concern and have been brought to the attention of the local authority.

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

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website.

Yours sincerely



**Catherine Evans**  
Assistant Director