

Argoed High School
Bryn Road
Bryn Y Baal
Nr Mold
Flintshire
CH7 6RY

21/10/2025

Dear leaders and staff

Interim visit: October 2025

Thank you for your support during the interim visit to the school on 1st and 2nd October 2025. We valued 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 the opportunity to:

- hold discussions with leaders and staff about their self-evaluation and improvement work, and their work to improve the provision for pupils' literacy and numeracy skills
- 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**To what extent have leaders strengthened self-evaluation processes so that they always focus on the impact of provision?**

During the visit, we noted the work that leaders have undertaken to strengthen the school's self-evaluation processes since the core inspection. Leaders use a range of appropriate evidence to support their evaluations. This includes an analysis of data, a range of monitoring activities and work scrutiny which gives leaders a better understanding of the school's strengths and areas for improvement. In addition, this work has helped the school identify general improvement priorities.

It was interesting to hear how middle leaders felt that they have benefitted from worthwhile professional learning and support from senior leaders to help develop their evaluation skills. In addition, we heard how senior leaders have strengthened processes to hold middle leaders to account for their improvement work. As a result, it seems that middle leaders are beginning to evaluate their subjects more effectively. In the best cases, middle leaders evaluate the impact of teaching on learning and use this information well to identify improvement priorities.

It may be helpful for leaders to consider:

- How can the school ensure that all middle leaders precisely and accurately evaluate the impact of teaching on pupils' learning?
- How can the school ensure that all leaders use their self-evaluation findings appropriately to identify the specific improvement priorities and actions that will have the most impact on teaching and learning?

To what extent have leaders improved the cross-curricular provision for the development of pupils' literacy and numeracy?

In our discussions, we heard how leaders have engaged with partner primary schools to support their work and identified opportunities for pupils to use and develop their skills across the curriculum. It seems that skills coordinators are beginning to work beneficially with curriculum leaders to adapt these opportunities to be more purposeful and authentic. We heard how leaders have taken steps to develop specific aspects of numeracy and literacy across relevant subject areas. They are beginning to use findings from quality assurance activities to plan the next steps. We noted how leaders have provided staff with professional learning on aspects of literacy and numeracy. However, it is too early to evaluate its impact on the quality of provision and pupils' standards and progress.

It was interesting to hear how leaders have recently introduced literacy and numeracy intervention sessions during form time. This appears to be providing pupils with opportunities to practise their basic numeracy and oracy skills. It is too early to evaluate the impact this is having on pupils' application of skills across curriculum areas.

It may be helpful for leaders to consider:

- How will leaders continue to develop the systematic and progressive development of pupils' skills across the curriculum?
- How consistently are teachers across the curriculum helping pupils develop their oracy skills?
- How well are skills coordinators using the full range of first-hand evidence in self-evaluation gathering activities?

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/6644042>

Yours sincerely



Lowri Jones

Acting Assistant Director