

Maesteg School
Ffordd Dysgu
Maesteg
Bridgend
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CF34 0LQ

03/11/2025

Dear leaders and staff

Interim visit: October 2025

Thank you for your support with the arrangements for the interim visit to the school on 22nd and 23rd October, 2025. We valued the opportunity to meet with you, your staff and pupils and discuss the improvement work that the school has carried out since the core inspection.

During our visit, we had the opportunity to:

- Meet with pupils and hear their feedback about the school.
- Visit a sample of lessons across the curriculum to see pupils and staff undertaking their work.
- Undertake lesson observations and work scrutiny activities alongside senior and middle leaders.
- Speak with senior leaders about your improvement work and how you have worked to address the recommendations from the core inspection.
- Speak with middle leaders and teachers about their work in these areas.

Focus of visit

Do the school's self-evaluation processes enable leaders to gather an accurate view of teaching in order for them to plan for improvement precisely?

During the visit, we heard how senior and middle leaders use a range of evidence to evaluate the impact of teaching on learning. Leaders have developed a culture where self-

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evaluation is an integral part of school life. Peer reviews provide valuable opportunities for staff to visit classrooms in other subject areas to share good practice.

We recognise that senior and middle leaders work well together to moderate evaluations and this is beginning to help to provide consistency and reliability. The school's self-evaluation processes allow leaders at all levels to identify and prioritise aspects of teaching that need to be improved. These evaluations include clear, actionable follow-up steps, adding strategic value to the improvement process. It was interesting to hear the school's proposed actions to address these improvement priorities. These proposed actions include both professional learning and action research to support individual teachers to develop specific aspects of their classroom practice.

We noted that senior leaders support middle leaders to carry out their role through coaching, professional learning and working in partnership with other schools. The school recognises the need to continue to support middle leaders to develop their capacity to drive improvements in teaching and learning.

We think it would be helpful for the school to consider:

- How do senior leaders ensure that all middle leaders evaluate the impact of teaching on learning independently and robustly?
- How does the school ensure that all middle leaders strengthen their focus on improving teaching and learning in their subject areas?

What work has the school done to improve teaching, with a particular focus on the impact that feedback is having on pupil progress?

Leaders at Maesteg School have established whole school frameworks for learning and teaching through the LEARN (Learning, Environment, Establish, Achieve, Review and Reflect, Next Steps) structure for lesson planning and CRAFT (Challenge, Relationships, Adaptive Teaching Methods, Feedback and Thread) in order to develop teaching and inform professional learning. These shared frameworks appear to have helped teachers develop a shared language for discussing teaching and learning. During the sample of lessons observed, teachers generally provided helpful verbal feedback that enabled pupils to respond purposefully within the lesson. However, the extent to which teachers use 'live feedback' to adapt their teaching in response to pupils' needs varies too much within and across faculties.

It was interesting to hear how leaders have worked constructively with staff to refine approaches to feedback, such as oral and live feedback, revised marking codes and peer 'marking parties' designed to promote consistency and engagement. The updated marking and feedback policy sets out clear expectations whilst allowing a degree of flexibility for faculties to provide feedback in ways which are appropriate to their subject

areas. For example, the expressive arts and health and well-being faculties use digital tools effectively to provide feedback to pupils. In the best examples, pupils receive bespoke feedback that focuses precisely on developing subject-specific knowledge and skills. However, feedback remains inconsistent in terms of quality and how helpful it is for pupils to improve their work independently.

We think it would be helpful for the school to consider:

How can leaders ensure that teachers provide feedback that focuses precisely on learning?

How can leaders ensure greater consistency in the ways in which teachers use feedback to inform their teaching?

How can teachers ensure that pupils are provided with sufficient time to respond to feedback in order to make progress in their learning?

Thank you again for all your help to plan and arrange our visit. The school'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/6804060>

Yours sincerely



Lowri Jones

Acting Assistant Director