

Ebbw Fawr Learning Community
Lime Avenue
Ebbw Vale
Blaenau Gwent
NP23 6GL

12/11/2025

Dear leaders and staff

Interim visit: October 2025

Thank you for your support during the interim visit to the school on the 22nd and 23rd of 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:

- talk 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 leaders.
- speak with senior leaders about your improvement work and how they have adapted approaches in the areas of focus
- speak with middle leaders about their work and hear about the benefits and challenges they are experiencing
- to look at the work the school is doing to improve opportunities for pupils to write at length and how you have sharpened self-evaluation processes.

Focus of visit

Sharpen self-evaluation processes to focus more specifically on the impact of teaching on learning

Since the core inspection, it is clear that leaders have continued to refine and develop processes to evaluate their work. During the visit, we heard that leaders prioritise improving self-evaluation across the school with more focus on the impact of teaching on

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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

learning. There is a comprehensive calendar of quality assurance activities to help them gather evidence about strengths and areas for improvement in its provision and pupil progress. We discussed how findings from these activities link to the professional learning offer.

Leaders at all levels told us how they have received relevant professional learning and coaching around leadership. Middle leaders now have opportunities to carry out self-evaluation activities through joint observations, learning walks, book scrutiny and peer observations. As a result, this gives them good opportunities to improve their understanding of the strengths and areas for improvement in their areas of responsibilities. It was useful to hear how leaders use the professional learning platform for recording observations from lessons and learning walks and how it provides an overview of teaching and learning.

Senior leaders regularly quality assure self-evaluation activities and improvement planning. Overall, it appears that the school is developing an open and cohesive approach to self-evaluation and improvement.

We think it might be helpful for you to consider:

To what extent do all middle leaders focus on pupils' progress during self-evaluation activities?

Provide more opportunities for pupils to develop their writing skills and write at length for authentic purposes

Since the core inspection, staff have worked hard to develop a culture where pupils understand and value the importance of developing their writing skills. Pupils told us they appreciate how staff celebrate their successes, and many say that they enjoy writing at length across the curriculum.

During the visit, we heard how leaders across all phases have focussed on planning authentic opportunities for pupils to write at length, including for those in the learning resource base. We heard how they focus on developing extended writing skills in conjunction with wider literacy skills. It was also interesting to hear how the school is focusing on improving pupils' reading skills as a springboard to develop oral fluency and extended writing skills.

In our discussions with staff, it was useful to hear how they have incorporated opportunities for pupils to write for different purposes and audiences. In addition, there has been a worthwhile focus on feedback to improve pupils' literacy skills. It was interesting to hear how this focus has led to improvements in pupils' technical accuracy and the presentation of their work. Importantly, we heard how staff have benefitted from

valuable professional learning which enable them to plan and deliver more effective opportunities for pupils to practise and develop their extended writing.

We think it would be helpful for the school to consider

How can teachers support pupils to write with more independence and not to be over reliant on support?

Thank you again for all your help to plan and arrange our visit. We wish you well with 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/6775500>

Yours sincerely



Lowri Jones

Acting Assistant Director