

Radyr Comprehensive School
Heol Isaf
Radyr
CF15 8XG

24/11/2025

Dear leaders and staff

Interim visit: November 2025

Thank you for your warm welcome and support during the interim visit to the school on the 12th and 13th of November 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 in February 2024.

During the visit, we had the opportunity to:

- Hold discussions with leaders and staff about their self-evaluation and improvement work, including around the progress of pupils with additional learning needs
- Talk with pupils and hear their feedback about the school
- Visit a sample of lessons in subjects across the curriculum
- Scrutinise a small sample of pupils' work and 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

Refine self-evaluation activities so that they focus precisely on pupils' learning and skills, including those of pupils with additional learning needs

During our visit, it was interesting to hear about the helpful changes senior leaders have made since the core inspection to focus self-evaluation activities on pupils' learning and skills. For example, they have involved the skills coordinators in these activities, which are now focused on a few specific aspects of learning, teaching and skills, identified as requiring improvement, rather than on everything. Senior leaders have also simplified processes by combining information about self-evaluation and improvement planning

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into a single useful online document. It was good to hear that directors of learning are now working beneficially with heads of departments when undertaking book looks and learning walks in order to bring consistency, rigour and a sharper focus on learning and skills to these activities. The directors of learning meet regularly with the deputy headteacher with responsibility for teaching and learning as part of the quality assurance process.

Leaders were honest in describing the challenging transition the school is making from an evaluation mindset based on provision and compliance to certain strategies to one focused on pupils' learning and skills. They explained that this change will take time to embed consistently among both senior and middle leaders. In the joint activities we carried out during the visit, senior leaders demonstrated a sound understanding of teaching and its impact on pupils' learning, although this wasn't always sharply focused and, in a few respects, was overly positive. There remains further scope to slim down self-evaluation and improvement planning processes and reduce the heavy emphasis on summative data.

It was also interesting to hear about the worthwhile changes which have begun to be made since the core inspection to improve the school's focus on the learning and skills of pupils with additional learning needs (ALN). For example, senior leaders have involved the additional learning needs coordinator (ALNCO) in whole-school self-evaluation activities in order to have a clearer understanding of the quality and impact of provision for pupils with ALN. A cross-curricular group is investigating what specific difficulties pupils with weaker skills face in lessons and the teaching strategies needed to overcome these barriers. The ALNCO has raised the awareness of staff about pupils receiving universal provision who do not have individual development plans. This work is at an early stage of development and, in the sessions we visited and in books, there was limited evidence of teachers providing specific support for these pupils.

Questions to consider:

- What further can leaders do to focus self-evaluation sharply on pupils' learning and skills?
- How can work to identify and disseminate strategies to support pupils with weaker skills in lessons be accelerated?

Strengthen the support framework for vulnerable learners by improving attendance, enhancing well-being provision, and ensuring every child feels safe, supported, and ready to learn

During the visit, we heard about the useful steps the school is taking this academic year to strengthen its 'support framework' and well-being provision for all pupils, including the

most vulnerable. For example, we heard about extra professional learning provided for pastoral staff and pupils' participation in a range of additional mentoring schemes.

It was pleasing to note the revised arrangements for improving attendance such as the allocation of staff to focus on tracking systems and home visits, as well as close working with the recently appointed local authority support. In addition, it was interesting to hear about recent developments to support for the most disengaged pupils. It was good to hear that the school's evaluations show how, overall, these strategies are beginning to have a further positive impact on many pupils' rates of attendance.

It was helpful to discuss the school's recent work with parents to inform them about the range of pastoral support on offer. In addition, in our meetings with pupils, it was pleasing to hear how they feel well supported by staff and value the help they receive.

It was also interesting to hear about the school's recent work to ensure it can identify pupils in most need of intervention. We discussed how unifying a range of information through the 'priority support index' is helping staff to give more targeted support for the most vulnerable pupils. We understand that this work is at an early stage of development.

Questions to consider:

- How can the school better identify which interventions are the most effective in supporting different groups of pupils to move forward in their well-being and learning?
- To what extent are attendance milestones, including those for groups of pupils, clear and precise enough to secure sustained improvement in this area of the school's work?

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: [Inspection report Radyr Comprehensive School 2024](#)

Yours sincerely



Lowri Jones

Acting Assistant Director