Dros ddysgwyr, dros Gymru
For learners, for Wales

Ysgol Greenhill
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Tenby
Pembrokeshire
SA70 8BN

03/11/2026

Dear leaders and staff

Interim visit: October 2026

Thank you for your support during the interim visit to the school on the 14th and 15th of October 2026. The team valued the opportunity to meet with you and pupils and hear more about the improvement work the school has undertaken since the core inspection in January 2024.

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 the development of pupils' Welsh language skills as well as their understanding of the culture and heritage of Wales
- 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

Focus of visit

To what extent has the school strengthened the provision for developing pupils' Welsh language skills and their understanding of the culture and heritage of Wales?

In our discussions, we heard that increasing opportunities for pupils and staff to develop their Welsh language skills inside and outside the classroom is a key priority for the school. Since the time of the core inspection, leaders have begun to establish common non-negotiables for both staff and pupils to embed consistent expectations across the school community. It was interesting to hear that the Welsh department has focused on developing pupils' oracy skills to enhance their fluency and confidence in using the

language. It was positive to see that the school has paid attention to developing pupils' understanding of Welsh culture and heritage across the curriculum, with a suitable emphasis on cynefin through exploring local contexts, including Tenby, Caldey Island and Pembrokeshire Coast National Park. We learnt about the school's worthwhile efforts to develop a more bilingual environment and raise the profile of Welsh through displays, assemblies and communication with the school community. It was encouraging to hear how pupils are taking an increasingly active role through Criw Cymraeg and Clwb Cymraeg, contributing to assemblies, 'Ymadrodd Cymraeg yr Wythnos' and the publication 'Y Ddraig Goch'. We also noted the increased opportunities for pupils to participate in cultural events, including the school Eisteddfod, Urdd competitions, 'Diwrnod Shwmae Su'mae' and 'Dydd Miwsig Cymru', which help promote their appreciation of Welsh language and culture.

We think it would be helpful for you to consider:

- How can leaders monitor and evaluate the impact of their work to promote Welsh culture and heritage on pupils' confidence and ability to speak Welsh, and their progress in developing Welsh language skills?

How well do self-evaluation processes focus on the impact of provision on pupils' learning?

During our discussions, it was encouraging to hear how leaders have worked to establish an open and collaborative culture of self-evaluation and improvement planning. Staff and middle leaders spoke positively about their understanding of whole-school priorities and the school's quality assurance calendar, and how these help to provide a shared focus for improvement activities.

We heard how leaders draw on a suitable range of review activities, including thematic reviews, book scrutiny, pupil voice activities, lesson observations and contributions from external specialists, to evaluate aspects of the school's work. Middle leaders described their increasing involvement in whole-school review activities, including joint lesson observations and collaborative quality assurance processes. They reflected on how these opportunities are helping to develop greater consistency in evaluation practices across the school.

Staff also shared their awareness of the school's improvement priorities and the opportunities they have to contribute to self-evaluation and improvement planning. They noted how these arrangements help them to understand their role in supporting whole-school improvement.

It was useful to hear how professional learning opportunities and collaboration with external partners are beginning to strengthen evaluation practice and leadership capacity in a few areas of the school's work. Leaders provided examples of how findings from review activities are increasingly being used to inform strategic improvements. For example, they have used evidence gathered through self-evaluation activities to strengthen their understanding of pupils' reading skills and to refine approaches designed to improve attendance.

We think it would be helpful for you to consider:

- How well the school's self-evaluation processes help leaders understand the quality and impact of teaching and leadership on pupils' learning and progress?
- How effectively do leaders, including middle leaders, use evidence from self-evaluation to identify precise prioritise for improvement and evaluate the impact of these actions?

Thank you again for all your help in planning and organising our visit. We wish you well as you continue to plan for improvement. 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/6684035

Yours sincerely



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