

Ysgol Bae Baglan  
Seaway Parade  
Port Talbot  
Neath Port Talbot  
SA12 7BL

20/01/2025

Dear Richard Rees

**Interim visit:** January 2025

Thank you for your support in organising our interim visit to the school. We enjoyed 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 to senior leaders about your improvement work and how you support teachers.
- Talk to pupils and hear their feedback about the school.
- Visit lessons and conducting learning walks across the school to see pupils and staff undertaking their work.
- Conduct joint observations with senior leaders and discuss what was seen.
- Undertake scrutiny activities on a sample of books with senior leaders.
- Talk to the leader responsible for promoting the Welsh language, culture and ethos across the school.

**Focus of visit**

**To what extent has the school improved the impact of feedback and assessment on helping pupils to improve their work?**

During the visit, we heard how the school has provided professional learning opportunities to develop teachers' questioning techniques. In the lessons we visited, we observed how teachers use questioning to assess pupils' understanding and provide

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verbal feedback. We noted that in a few of the books we sampled, teachers provide useful written feedback. Sometimes, however, teachers' written feedback is not specific enough to help pupils make meaningful improvements to their work. Where pupils do engage well with feedback, there is a noticeable improvement in the quality of their work.

We agree with the school's view that the development of effective feedback practices remains at an early stage and does not have a consistent enough influence on pupils' progress.

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

- How can teachers ensure that feedback provides clear, relevant and specific guidance to support pupils in improving their work?
- How can teachers encourage more pupils to engage effectively with feedback and make meaningful improvements to their work?
- How do senior leaders develop a clearer understanding of the impact of assessment and feedback practices on pupils' learning across the school?

**To what extent has the school ensured that the self-evaluation and improvement processes focus more precisely on pupils' learning across the school?**

It was useful to hear about your self-evaluation and improvement planning arrangements. Recently, you have experimented with different approaches, such as involving middle leaders fully in self-evaluation activities. This is helping the school to identify areas for improvement more precisely. We discussed your improvement planning processes and how they may be strengthened in the future. It was also useful to hear about your plans to develop lines of accountability between leaders at all levels.

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

- How well does the school evaluate the development of pupils' skills alongside their subject knowledge?
- To what extent are senior leaders ensuring that middle leaders' evaluations are based on the impact of teaching on pupils' learning?
- How effective are line management procedures in holding leaders at all levels to account?
- To what extent are actions identified as part of improvement planning processes precise enough to assist staff to contribute successfully to the priority?

**To what extent has the school improved opportunities for pupils' use of the Welsh language outside of Welsh lessons**

It was interesting to learn about the school's work to embed the Welsh language, culture, and traditions as one of its core values. For example, we heard about pupils' participation in initiatives such as Criw Cymraeg and their engagement with Welsh music. We also noted the steps that have been taken to strengthen relationships with external organisations, such as the Urdd, Menter Iaith, and local Welsh medium schools. It was interesting to hear that pupils have recently started to participate in Eisteddfodau and sporting activities through the medium of Welsh. We heard about your efforts to incorporate more Welsh language and culture into school activities, such as the bilingual Remembrance Day service, assemblies about Owain Glyndŵr and cultural murals on 'Yma o Hyd'.

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

- How can the school further embed the Welsh language across all areas of the curriculum to strengthen pupils' fluency and confidence?

We wish you well with your future developments. Thank you once again for all your help in planning and organising 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/6715500>

Yours sincerely



**Catherine Evans**  
Assistant Director