

Rachel Collins
YGG Llwynderw
West Cross Lane
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SA3 5LS

01/05/2025

Dear Rachel Collins

Interim Visit: April 2025

A team of inspectors visited Ysgol Gynradd Gymraeg Llwynderw on 10th April 2025 to consider how the school has made progress in addressing one of the priorities in the school improvement plan for 2024, in addition to one of the current priorities. Below is a summary of progress against those priorities.

During the visit, the team had an opportunity to:

- visit classes
- talk to pupils
- meet with teachers and leaders
- scrutinise pupils' work
- scrutinise documentation

Focus of the visit

Improve pupils' oral Welsh skills, including raising the status of the language and love for the language across all progression steps

- Leaders have a clear vision for developing pupils' Welsh language skills which is based on enjoying learning and encouraging pupils to take pride in their Welshness.
- Teachers are passionate about the Welsh language. They are effective role models and encourage pupils to use the Welsh language skilfully. They plan learning experiences that engage the interest of many pupils purposefully.

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

- Most pupils respond well and develop their skills successfully. They use the Welsh language while working and discuss their experiences purposefully with their peers. Many use syntax and vocabulary that are within their experience with increasing accuracy. A few use subject-relevant vocabulary confidently.
- Over time, most pupils make sound progress in their Welsh language skills from their starting points.

Lead pupils to become independent learners who persevere when faced with a challenge

- Nearly all pupils' independent learning skills develop well. In the youngest pupils' classes, for example, nearly all pupils self-register and choose for themselves which tasks to complete successfully. By the top of the school, most pupils use the 'learning support tables' fairly independently to consider misconceptions and support their learning purposefully.
- Recently, leaders have established useful methods to encourage and support pupils to persevere and work more independently. Although it is too early to evaluate the full effect on pupils' outcomes, most pupils' ability to respond positively to a challenge is developing well.
- In the best practices, teachers plan purposeful opportunities for pupils to apply their skills independently and facilitate learning skilfully. Leaders acknowledge the need to develop this aspect further and to ensure consistency across the school.
- Leaders have made useful adaptations to the school's feedback policy, making it clearer and more accessible to pupils. As a result, most pupils self-evaluate and improve their work with increasing confidence.
- Leaders organise beneficial professional learning opportunities for staff. For example, they have worked with local schools to share practices relating to developing pupils' resilience and independence which, in turn, are beginning to influence pupils' independent learning skills successfully.

Leaders and staff at the school have worked purposefully to address these priorities. They acknowledge that there are a few aspects to be developed further.

The school's most recent 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/6702235>

Yours sincerely



Liz Miles

Assistant Director