

This letter is also available in Welsh.



Ysgol Caer Drewyn  
Clawdd Poncen  
Corwen  
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Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

15/10/2024

Dear Jayne Davies

### **Interim visit: September 2024**

A team of inspectors recently visited Ysgol Caer Drewyn to consider how the school has made progress in addressing the two recommendations from its core inspection in November 2022. Below is a summary of progress against those recommendations.

During the visit the team had the opportunity to:

- Observe the learning in all classes.
- Discuss pupils' learning with them.
- Meet with teachers and leaders.
- Look at pupils' work.
- Scrutinise relevant documentation.

### **Focus of visit**

#### **Improve opportunities for pupils to develop and make good progress in their Welsh speaking skills**

- Leaders promote the use of the Welsh language appropriately. They work purposefully with outside agencies, parents and the local community to develop the school's provision, enhance the profile of the Welsh language and to provide a suitable range of learning experiences. They have recently introduced numerous changes to the provision supported by appropriate professional learning activities for staff. However, it is too early to fully assess the impact of these recent developments on pupil outcomes.
- Teachers make occasional use of Welsh during lessons, for example by providing basic commands. Younger pupils respond to simple commands suitably. However, pupils' ability to reply to basic questions and speak Welsh beyond the use of simple vocabulary and phrases is limited. A majority of older pupils make suitable progress. For example, they discuss the weather

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and their feelings purposefully. However, this aspect remains underdeveloped and, as a result, a minority of pupils make less progress in developing their Welsh skills than they are capable of.

- Teachers use Welsh regularly during lessons and provide learning experiences that encourage pupils to practice common words and phrases. A few younger pupils recognise common colours and respond to basic commands. However, their vocabulary is limited and their ability to conduct a simple conversation is restricted.
- A majority of older pupils recall basic phrases confidently and conduct a basic conversation with visitors using suitable vocabulary and pronunciation. More able pupils respond confidently using an increasing range of vocabulary to extend their conversation and expand upon their thoughts and opinions. However, these more able pupils would benefit from activities that are more challenging. Older pupils lead activities that promote the use of the Welsh language with enthusiasm and maturity. Pupils of all ages participate purposefully in these activities.
- Older pupils are appreciative of the benefits of speaking Welsh and value the opportunities to do so. Although overall, pupils are reluctant to converse through the medium of Welsh.
- In general, expectations of what pupils can achieve through the medium of Welsh are too low and plans for addressing their Welsh language skills do not focus sharply enough on the impact of provision on pupil progress and outcomes.

### **Strengthen teachers' feedback and opportunities for pupils to reflect on their work so that they know what to do to improve**

- Teachers support pupils suitably and encourage them to reflect on their work purposefully. Staff provide pupils with timely feedback and, in the best examples, this challenges pupils to think critically about their work.
- Nearly all pupils explain how feedback from teachers and their peers supports them to evaluate what they have done well. They are starting to respond to teacher feedback appropriately and, as a result, they are becoming more reflective learners and beginning to make useful improvements to their work.
- Leaders arrange suitable professional learning activities for staff. For example, staff share effective practice with local schools and they research and trial a range of methods of providing pupils with feedback.
- Staff model good examples of work with pupils effectively. As a result, most pupils understand their tasks suitably and explain confidently what they need to do to succeed.
- Overall, feedback is starting to develop appropriately across the school. However, it is too early to fully assess the impact on pupil outcomes.

The school's arrangements for safeguarding pupils do not give any cause for concern

Leaders and staff at the school have worked appropriately to address these recommendations. They recognise that there are aspects that could improve further.

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/6632216>

Yours sincerely



**Liz Miles**  
Assistant Director