

This letter is also available in Welsh.



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Y.G.G. Blaendulais
Pen y Banc
Blaendulais
Neath
SA10 9AA

04/12/2024

Dear Kathryn Penhale

Interim Visit: November 2024

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

During the visit, the team had the opportunity to:

- Visit classes
- Talk to pupils
- Meet with teachers and leaders
- Scrutinise pupils' work
- Scrutinise documentation

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

Focus of visit

Provide regular opportunities for pupils to apply their numeracy skills across the curriculum

- Most pupils' numeracy skills develop soundly. Overall, they develop an increasing range of number skills regularly in mathematics sessions and learning activities throughout the year.
- As pupils move through the year, most develop a beneficial range of mathematical skills soundly, for example when measuring a variety of materials for science and technology experiments.
- Teachers plan appropriately to develop pupils' numeracy skills. As a result, pupils' basic numeracy skills develop successfully. However, teachers do not

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

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always plan pupils' numeracy skills purposefully enough to enable pupils to develop and apply their numeracy skills regularly and constructively.

- Recently, staff have worked together effectively to adapt the half-termly themes to provide more opportunities for pupils to apply their numeracy skills across the curriculum. For example, at the end of a specific theme, staff have earmarked an entrepreneurial project for pupils across the school to develop and apply their skills and their engagement with the local community.

Strengthen self-evaluation and planning for improvement processes

- Leaders have developed a useful timetable for monitoring and evaluating the school's work. It includes a purposeful cross-section of activities that enable staff to gain an accurate picture of pupils' outcomes and to evaluate the standard of provision.
- Staff gather a wide range of evidence to support their monitoring findings such as discussions with staff, learning walks, scrutiny of books and listening to learners. They use national test results sensibly to identify aspects of pupils' understanding that need to be strengthened.
- They use the findings of parent questionnaires purposefully. For example, when monitoring ALN provision, a questionnaire was sent to the parents of relevant pupils. The need for more support for families was identified and workshops were organised to understand strategies for managing emotions.
- On the whole, leaders identify strengths and areas that are in need of development accurately. They look in detail at the effect of provision on pupils' achievement and identify targets for further monitoring. This means that they have a good understanding of what works successfully and what needs to be adapted to improve provision and pupils' achievement and well-being.
- Leaders identify suitable priorities to be included in whole-school improvement plans. However, actions are not always clear enough to enable the school to measure its progress against its priorities effectively enough.

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/6712202>

Yours sincerely



Liz Miles
Assistant Director