

Mr Adam Barnett
Ysgol Gymraeg Gwenllian
Kidwelly
Carmarthenshire
SA17 4UT

01/05/2025

Dear Mr Barnett

Interim Visit: April 2025

A team of inspectors visits Ysgol Gymraeg Gwenllian recently to consider how the school has made progress in addressing one recommendation from its core inspection in November 2022. They also looked at the school's progress in fulfilling the requirements of one of the priorities in the school improvement plan. Below is a summary of progress against those focus areas.

During the visit, the team had an opportunity to:

- visit classes, including joint visits with the headteacher
- talk to pupils
- meet with teachers and leaders
- scrutinise pupils' work
- scrutinise documentation

Focus of visit

Foster a rich culture of reading to support pupils' progress and enjoyment of Welsh texts by Welsh authors

- Leaders and staff work together purposefully to support pupils to enjoy reading, with most making consistent progress in their skills during their time at the school. They act strategically to take advantage of every possible opportunity to improve the innovative provision. The pupil's voice is a valuable part of this process and has a beneficial influence on developments. Through this, pupils have positive

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attitudes towards reading and enjoy immersing themselves in a range of Welsh fiction and non-fiction books by Welsh authors.

- Staff are given valuable professional learning opportunities to support them to deepen their knowledge and understanding of the way in which pupils develop their reading skills constructively over time. Staff work successfully with staff from the cluster schools, which provides them with a relevant overview of expectations in terms of reading.
- The attractive learning environment includes specific reading areas in all classes. Information about reading is displayed effectively as an integral part of provision; for example, QR codes present information about Welsh authors.
- One of the notable features of provision is the way in which staff use digital devices to support pupils' reading skills further, which includes specific provision for pupils with additional learning needs. This, in turns, gives pupils the confidence to develop their reading skills in an inclusive environment.
- In line with pupils' age and stage of development, most discuss the features of different types of fiction and non-fiction texts successfully by using specific terms correctly, such as cover, blurb and characters. There is a good range of Welsh reading resources available to pupils at the school and they handle them carefully and with respect.
- Staff work effectively with parents to share ideas about reading activities and the way in which they support their children at home. The school's 'Cariad at Ddarllen' ('Love of Reading') website, where online phonics awareness training for parents was launched, is a means of communication that provides effective support extremely successfully.

Improve opportunities for pupils to write creatively in genres that are relevant and valid for their future

- Leaders have provided opportunities for the youngest pupils' staff to receive purposeful training on developing early writing skills.
- Teachers introduce a range of writing genres to pupils from a young age. They ensure that different types of books are available to raise pupils' awareness of the purpose of different types of writing. The youngest pupils' staff have re-introduced an oral method of conveying a story to pupils on a regular basis. All this means that pupils become aware of the purpose of different types of writing from a young age.
- The youngest pupils' staff deepen pupils' phonological awareness successfully. They ensure that pupils are given rich opportunities to promote their early writing skills.

- By Year 2, teachers introduce pupils to a wider range of writing genres. They share examples of a high standard with pupils and adapt these examples to highlight the specific features of the genres in question. Teachers guide pupils masterfully to experiment and to attempt writing their own examples.
- Leaders have consulted with pupils and staff successfully to map the writing genres introduced each term. This ensures that pupils complete work of their choice which is current and appeals to them. They include at least one creative writing task each term.
- Leaders and staff have ensured a wide range of valuable experiences for older pupils to inspire them to write imaginatively and creatively. They go on regular visits and welcome visitors to the school. These experiences develop pupils' creative writing skills successfully.
- Teachers prepare pupils to write creatively in a constructive manner which ensures that pupils have the vocabulary and understanding of relevant syntax and grammar to succeed in the task.

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/6692370>

Yours sincerely



Liz Miles

Assistant Director