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31/10/2025

Dear leaders and staff

Interim Visit: October 2025

A team of inspectors visited Ysgol Gymraeg Pontardawe recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took advantage of the opportunity to observe teaching and learning, talk to pupils and staff, consider documentation and look at samples of pupils' work. Below is a summary of the findings of the visit.

Focus of visit

Improve pupils' Welsh oral skills

- The headteacher has a robust vision and high expectations for supporting pupils to make consistent progress in their oral Welsh skills. He is supported by enthusiastic leaders who promote effective pedagogy among the staff which, in turn, has a positive effect on the standards of most pupils across the school.
- Through regular co-operation both inside and outside the school and purposeful professional learning, staff plan a beneficial range of learning activities and model the Welsh language skilfully. They use a highly effective range of teaching methods to introduce and immerse pupils in the language successfully.
- Leaders implement self-evaluation processes that identify the effect of provision on pupils' progress appropriately. In general, staff identify the progress pupils make in their oral Welsh skills and adapt provision beneficially to meet the needs of different groups of pupils.

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

- The stimulating learning environment, such as attractive displays, promotes the Welsh language effectively among pupils and motivates them to speak Welsh with pride. Through this, most pupils develop their confidence to communicate increasingly spontaneously in formal and less formal situations beneficially.

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

- Leaders have identified the need to develop opportunities for pupils to apply their mathematics skills further across the curriculum.
- Leaders organise beneficial professional learning opportunities, such as support from external partners and opportunities to work with local schools. As a result, teachers' confidence in planning rich activities, that challenge pupils purposefully, is developing well.
- Leaders use a range of robust assessment methods to track pupils' progress in mathematics and numeracy. This, in turn, supports teachers to identify any gaps in learning and provide meaningful experiences that meet pupils' needs in detail.
- Staff use a range of teaching methods and purposeful resources that motivate learning successfully. They question pupils effectively, which supports them to recall previous learning and address mathematical misconceptions at an early stage.
- Teachers plan extremely effective opportunities for the youngest pupils to develop a sound awareness of early number concepts.
- Purposeful opportunities build on this understanding and develop pupils' skills consistently across the school. By the top of the school, most pupils apply their numeracy skills confidently and independently across the curriculum.

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/6712218>

Yours sincerely



Liz Miles

Assistant Director