

Ysgol Gymraeg Llangennech
Maes Y Dderwen
Llangennech
Llanelli
SA14 8YB

This letter is also available in Welsh

08/12/2025

Dear leaders and staff

Interim Visit: November 2025

A team of inspectors visited Ysgol Gymraeg Llangennech recently to consider progress in relation to one recommendation from the previous core inspection. The school's progress in fulfilling the requirements of one of the priorities in the school improvement plan was also considered. 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 from the visit.

Focus of visit

Ensure that learning experiences provide an appropriate level of challenge to enable all pupils to make the best progress and develop their learning fully

- Leaders work effectively with teachers and teaching assistants to reflect on the way in which they challenge pupils. They have tailored the way in which they plan the curriculum, by adopting an investigative approach, which provides purposeful opportunities for pupils to develop increasing independence and ownership of their learning.
- The vision of leaders and staff is based firmly on developing pupils' confidence, allowing them to develop independence by making choices about their learning and building on their skills. Most pupils engage fully with their tasks and build on their different skills successfully which, in turn, supports them to make sound progress.
- Teachers present enquiries, which have been planned carefully, to stimulate pupils to think meaningfully. Beneficial opportunities are provided for them to share

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information at the beginning of units of work. This means that pupils are more confident when sharing ideas about what they would like to learn in rich contexts.

- Initial tasks are presented at the beginning of units of work to establish a detailed baseline for each pupil. Staff provide pupils with useful feedback so that they understand what they need to do to develop their work further. As pupils compare their completed work with the baseline task, this improves their understanding of their progress successfully.
- Teachers provide activities that are graded in terms of challenge and many pupils discuss maturely how they select the activity that is most suitable for them. They also choose how they would like to present their work.

Improve the quality and impact of weekly focus observations for the Under 5s, ensuring that they inform planning, support individual development and engage with families

- Leaders have identified the need to adapt their provision for the youngest pupils in response to the change in pupils' needs over time.
- All of the youngest pupils' staff are keen researchers who are eager to implement and trial new ideas. Leaders respond supportively to the staff's findings and adopt new procedures, which has a positive effect on pupils' learning.
- By considering 'what makes an effective learner', they have rearranged the classrooms and outdoor areas. This has led to creating a purposeful learning environment that is well suited to providing rich experiences that engage and hold pupils' interest successfully.
- Staff have a sound understanding of child development and assess them effectively. They have adapted their curriculum appropriately to ensure that they plan in detail to meet the learning needs of all pupils.
- The staff's revised observation processes support them to create a complete picture of each pupils' strengths and the next steps in their development. They share their assessments with parents in the form of a letter to the pupil. Over time, this creates an effective picture of pupils' early progress and fosters a strong relationship with families.

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/6692396>

Yours sincerely



Liz Miles

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