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Ysgol Gyfun Gymraeg Llangynwyd
Llangynwyd
Maesteg
Bridgend
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19/02/2026

Dear leaders and staff

Interim Visit: January 2026

Thank you for your support during the interim visit to the school on 29th and 30th January 2026. We appreciated the opportunity to meet with you, your staff and pupils and hear more about the improvement work the school has undertaken since the core inspection.

During the visit, we had an opportunity to:

- hold discussions with leaders and staff about their self-evaluation and improvement work, and their work looking at pupils' reading skills
- talk to pupils and listen to their feedback about the school
- visit a small sample of lessons in subjects across the curriculum
- scrutinise a sample of pupils' work
- scrutinise a small sample of relevant school documentation
- undertake work scrutiny activities and lesson observations jointly with leaders and discuss the main findings of these activities

Focus of visit

How effective are the school's self-evaluation processes in identifying strengths and areas for improvement in teaching and learning?

During our visit, it was good to hear about the way in which leaders have undertaken extensive self-evaluation processes, which are embedded firmly in the school's culture. We saw that the school has purposeful processes for gathering evidence, including lesson observations, learning walks, scrutiny of pupils' work and regular professional discussions. We heard from leaders about how they triangulate evidence from the

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different sources to try to gain a clear picture of the school's strengths and areas for development.

It was positive to hear about the way in which middle leaders are included fully in the self-evaluation processes. They have an understanding of strengths and weaknesses in their departments and convey a sense of ownership of ensuring improvement in their specific areas. This is supported by line management arrangements and regular professional meetings. During our discussions, we heard how senior leaders use these processes as a means to develop the leadership skills of middle leaders. This contributes to a culture of trust and continuous professional learning.

Through our discussions, it became clear that there are links between self-evaluation, accountability and improvement planning, with the school and departmental development plans considered as working documents that evolve over time. It was also clear that leaders use knowledge about aspects of pedagogy alongside their pastoral knowledge when considering pupils' experiences.

We believe it would be beneficial for the school to consider:

- To what extent do your comprehensive self-evaluation processes identify in detail the impact of your work on pupils' progress?
- To what extent do self-evaluation findings lead to setting improvement priorities and actions that will have the greatest impact on pupils' progress?

To what extent does the school look specifically at improving pupils' reading skills?

It was good to hear that the school continues to prioritise reading and plan carefully to strengthen pupils' reading skills. We understand that leaders hold training to develop effective strategies to strengthen pupils' advanced reading skills and that there are regular opportunities for staff to share good practice.

It was also good to hear pupils' positive attitudes towards the importance of reading. They praised opportunities to compare, synthesise and evaluate information from texts in a variety of subjects. It was interesting to hear the opinions of Year 7 pupils about the new '*Dim ond darllen*' reading strategy and regular and beneficial opportunities to practise their skills in reading aloud in subjects across the curriculum. It was interesting to know that the local primary schools are also working with the school to develop this strategy. We understand that leaders evaluate and adapt reading materials to ensure that the level of challenge is appropriate and that there is consistency in the presentation of the materials to respond to the needs of all pupils. We heard that the school has evaluated the impact of the strategy in its early days and saw that pupils' confidence and resilience when reading passages of text aloud was improving.

Through our discussions, it became clear that the school uses reading tests, along with transition information, to provide specific interventions to support pupils with weak reading skills. The work packs that had been tailored to align with pupils' reading needs were seen, along with the toolkit for parents to support their children to strengthen their Welsh reading skills.

It was also noted that the school's work to develop a culture of reading is woven mainly through Welsh and English lessons. We understand that the above departments read specific novels to promote pupils' enjoyment, without overwhelming them with arduous tasks. We also heard that sixth-form pupils lead an English reading club to discuss and share the enjoyment of reading with the school's younger pupils.

We believe it would be beneficial for the school to consider:

- How might transition work with partner primaries further support continuity of practice and provision to develop pupils' reading skills from Year 6 to Year 7?
- Is there scope to sharpen or ensure consistency in some reading strategies to strengthen pupils' skills further?

Thank you once again for all of your support in planning and organising our visit. We wish the school well. 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/6724085>

Yours sincerely



Lowri Jones

Acting Assistant Director