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Ysgol Iolo Morganwg
Broadway
Cowbridge
CF71 7ER

16/04/2026

Dear leaders and staff

Interim Visit: March 2026

A team of inspectors visited Ysgol Iolo Morganwg recently to consider progress in relation to two priorities as part of the current school improvement plan. The team took advantage of the opportunity to observe teaching and learning, talk to pupils and staff, scrutinise documentation and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Develop effective pedagogy and provision which ensure that pupils acquire the reading skills necessary to support their work and make progress

- Leaders have a relevant vision to provide stimulating reading experiences to pupils to nurture their love of books and support them to make progress in their skills.
- Staff have access to valuable professional learning to improve their practice and expand reading provision, for example to support older pupils to develop their higher-order reading skills.
- Through purposeful co-operation with local schools, staff observe effective practices and work together on shared plans to embed them purposefully in provision. As a result, this is beginning to have a positive effect on ensuring consistency in provision across the school.
- Staff have a good understanding of methods of teaching and learning how to read. On the whole, provision meets pupils' interests and needs and supports them to make good progress in their skills.
- In the best practice, staff explain the meaning of unfamiliar words purposefully and question pupils skilfully to confirm their understanding of the content of various

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

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Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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texts. This means that most pupils acquire the reading skills necessary to support their learning across the areas of learning successfully.

- Staff have relevant knowledge of pupils' progress in reading skills. Leaders track pupils' progress in these skills beneficially and provide further support to those who need additional support to develop their skills constructively over time.
- Staff promote a culture of reading creatively within the learning environment. They read stimulating books to pupils regularly to deepen their understanding of different texts and nurture their love of reading. In general, pupils' knowledge of Welsh texts written by Welsh authors is appropriate.
- Through regular communication between the school and home, parents have a beneficial understanding of their children's experiences and progress in reading skills. As a result of the staff's proactive links with the community, teachers take advantage of purposeful opportunities for pupils to take part in activities outside the school.

Continue to develop a cohesive school curriculum, along with a robust learning continuum, which promotes pupils' progress and ensures breadth and depth across the areas of learning and experience

- Leaders have an ambitious vision for developing a cohesive and inclusive curriculum to meet pupils' well-being and learning needs, including placing a clear focus on developing their literacy and numeracy skills.
- Leaders and staff provide a beneficial overview of the curriculum which includes the school's shared values which, in turn, nurtures pupils' pride in being valuable members of the learning community. Through these values, pupils take pride in the school and in their roots in the local community and celebrate the Welsh language and the history and culture of Wales and the wider world successfully.
- Leaders continue to plan and act strategically, by introducing and developing a variety of teaching and learning methods to enrich provision further. On the whole, leaders monitor and evaluate the effect of provision, which evolves continuously, on pupils' progress. Staff continue to plan and provide relevant activities that ensure breadth and depth in pupils' learning across the areas of learning.
- Leaders organise regular professional learning opportunities for staff to support them to lead and plan a curriculum that develops and promotes pupils' skills regularly. On the whole, pupils are beginning to take ownership of their learning, by contributing relevant suggestions to their activities and conveying how they would like to learn and present their work.
- Through teachers' high expectations, most pupils make consistent progress in their skills across the curriculum and demonstrate positive attitudes to learning. Across the school, pupils engage enthusiastically with their learning and enjoy discussing and sharing their work with other pupils and adults.

- Teachers use pupils' outcomes effectively to inform short-term planning. In the best practice, pupils are provided with relevant challenge to support them to make constructive progress in their skills. In general, staff continue to plan and present activities for pupils to apply and develop their skills across the areas of learning.

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/6732165>

Yours sincerely



Liz Miles

Assistant Director