

Ysgol Pen Y Pîl
Glan-y-Môr Road
Trowbridge
Cardiff
CF3 1RQ

This letter is also available in Welsh

01/07/2026

Dear leaders and staff

Interim Visit: June 2026

A team of inspectors visited Ysgol Pen Y Pîl recently to consider progress in relation to one recommendation from the previous core inspection and one of the school's current priorities. 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

Develop Welsh reading provision to support pupils to improve their understanding of texts across all areas of learning

- Leaders and staff work together purposefully to strengthen pupils' reading skills across the school. They analyse a range of feedback and assessment information effectively and use the findings purposefully to plan provision that responds appropriately to pupils' needs. As a result, provision builds appropriately on pupils' previous learning and supports their reading skills purposefully.
- Leaders provide beneficial professional learning for staff to ensure consistency in approaches to teaching reading. Through this, staff have a shared understanding of expectations in developing pupils' reading skills.
- Staff work effectively with partner schools to develop purposeful oral provision for pupils to meet the needs of many pupils. This contributes positively to pupils' ability to discuss various texts and improves their understanding and enjoyment of what they read.

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

- Many pupils demonstrate very positive attitudes to reading. They engage enthusiastically with digital texts and use appropriate methods to support them in interpreting and understanding unfamiliar words. Staff have shared appropriate information with parents to encourage them to support their children's reading skills at home.
- Most of the youngest pupils develop a sound understanding of the relationship between sound and symbols and gain confidence in combining sounds to build simple words and begin reading. As they mature, many of the older pupils show a good understanding of rich vocabulary and use this knowledge to support their learning and progress across the areas of the curriculum effectively.
- Teachers provide appropriate reading areas within the classes which facilitate continuous access for pupils to books. Leaders recognise the need to strengthen the learning environment to celebrate a love of books, together with fostering an inclusive culture of reading in all aspects of the school's work.

Develop regular opportunities for pupils to apply and deepen their numeracy skills across the areas of learning and experience

- Leaders have identified the need to ensure regular opportunities for pupils to apply their numeracy skills across the curriculum. They have worked with partner schools to share expertise and plan valuable numeracy activities for pupils jointly.
- Leaders provide purposeful professional learning for staff which strengthens their understanding and raises their confidence in planning and delivering relevant numeracy tasks.
- The federation's staff work together effectively to produce valuable numeracy plans which include purposeful opportunities for pupils to develop a balanced range of mathematical skills across the areas of learning.
- As teachers present numeracy tasks to pupils, many differentiate the tasks suitably to meet their individual needs. Pupils respond positively to tasks, with many developing their skills constructively over time.

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.llyw.cymru/darparwr/6812171>

Yours sincerely



Liz Miles

Assistant Director