

Ysgol Gyfun Gymraeg Plasmawr
Pentrebane Road
Fairwater
CF5 3PZ

09/07/2026

Dear leaders and staff

Interim Visit: June 2026

Thank you for your support during the interim visit to the school on 24th and 25th June 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 discussion with leaders and staff about their self-evaluation and improvement work, and their work to improve provision for pupils' literacy 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 self-evaluation and improvement planning processes?

During our visit, it was good to see that the school has simplified and refined its self-evaluation and improvement planning processes to ensure a clearer focus on the most important priorities. The comprehensive self-evaluation calendar appears to provide a clear procedure for monitoring and evaluation activities throughout the academic year to help leaders gain an up-to-date picture of the school's strengths and areas for improvement. Consistent line management arrangements and a clear agenda for

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discussions strengthen accountability and ensure that the findings of self-evaluation processes are used suitably.

We heard about the wide range of self-evaluation activities used by the school, including scrutinising work, learning walks, lesson observations and seeking pupils' views. It appears that middle leaders are given beneficial opportunities to take part in these activities and use an appropriate range of evidence to identify strengths and areas for improvement within their areas of learning and experience.

It appears that a positive culture of co-operation has been developed, with most leaders appreciating opportunities to work with leaders from local secondary schools. This strengthens their ability to evaluate the quality of teaching and learning. We also heard that there is a suitable link between the priorities in the improvement plan and the professional learning programme. This ensures that staff are given timely support to implement the improvements identified.

It would be useful for the school to consider:

- Do the school's improvement processes consider the quality of teaching and provision according to their effect on pupils' learning?
- Do leaders at all levels consider pupils' skills precisely and incisively enough when observing lessons and scrutinising work?

How has the school strengthened provision to develop pupils' literacy skills progressively?

During the visit, it was useful to hear how leaders have placed emphasis on developing pupils' literacy skills across the school. Developments in reading have been informed by, and based on, staff's findings from quality assurance activities and have resulted mainly from the 'skills learning walks'. We heard how staff promote reading and terminology to ensure an increase in pupils' use of Welsh terms in their discussions and work. It was interesting to hear about the way in which leaders identify those pupils who need support to develop their reading skills at an early stage and provide interventions to improve pupils' confidence when reading. We agree with the school that these interventions need to be co-ordinated promptly and that pupils' progress needs to be tracked consistently.

From the sample of work seen and the lessons we observed, we saw that work to develop basic reading skills was already embedded in many subjects beyond Welsh and English. Initiatives such as '*Rheoli'r Gêm*' have raised pupils' confidence to contribute in the classroom, varying their tone and intonation purposefully when reading aloud. Departments have made use of the 'vocabulary tables' to support pupils to understand the meaning of unfamiliar words. However, we agree with the school that more attention

needs to be given to pupils' higher-order reading skills. It was good to hear pupils speak positively about the school's attempt to promote reading, particularly through the '*Ehangu gorwelion*' scheme, where personal tutors read with them.

We heard how teachers have benefitted from training and resources provided, which offer strategies to support pupils to improve their oral standards. Strategies include various activities to enrich vocabulary and discussion mats that have been created to develop oracy in a more structured way within lessons. Staff have also benefitted from presentations and opportunities to share good practices in the '*Clwb Brecwast*' sessions on Friday mornings. It was interesting to hear about the learning triads, where staff are given opportunities to focus specifically on improving aspects of literacy. We heard about the school's work with its partner schools to develop skills and give attention to the progression steps to ensure consistency in practices and facilitate the transition for pupils between Years 6 and 7.

It would be useful for the school to consider:

- How can leaders ensure that all departments have a clear understanding of their responsibility to develop relevant aspects of literacy, and the most effective ways of doing so?

Thank you once again for all of your support in planning and organising our visit. We wish you well with your future developments.

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: [Ysgol Gyfun Gymraeg Plasmawr - Estyn](#)

Yours sincerely



Lowri Jones

Acting Assistant Director