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30/07/2025

Dear Amanda

Interim visit: July 2025

A team of inspectors visited Model C.I.W. School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with 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 consistency in the provision for developing pupils' Welsh oracy skills across the school

- Leaders have an ambitious vision for developing pupils' Welsh language skills within a supportive learning environment.
- Curriculum leaders produce purposeful action plans that specify the language to be taught in each class. They also outline specific expectations for staff. This ensures consistent and effective approaches to second or third language teaching.
- Leaders place a strong emphasis on developing staff confidence in using Welsh and embedding it naturally in school life. Staff are very well supported through professional learning, including sabbatical courses. This has led to more frequent and confident use of Welsh by staff, which contributes to a positive culture where the language is heard regularly across the school.
- Staff provide effective opportunities for pupils to practise Welsh in meaningful contexts. They highlight target language during activities such as role play, and

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apply this approach consistently well across the school. Classroom displays include useful Welsh language patterns and key vocabulary, which support pupils' understanding and confidence to use the language. Most pupils show a good level of understanding of Welsh vocabulary and sentence patterns.

- Leaders and staff prioritise developing pupils' awareness of modern Welsh culture and their enjoyment of learning the language. Pupils take part in a wide range of cultural experiences, including exploring contemporary Welsh music and arts, and they play active leadership roles in pupil voice groups such as the Criw Cymraeg. They also achieve success in events such as the Urdd Eisteddfod. These opportunities strengthen the school's Welsh ethos and reinforce its focus on the language and culture.
- Language-rich assemblies provide regular opportunities for pupils to hear and use Welsh through stories, questioning and hymn singing. Pupil groups lead parts of worship, reading prayers with confidence and accurate pronunciation. This strengthens pupils' Welsh oracy skills and contributes positively to the school's language culture.

Develop the role of middle leaders to have better impact on school improvement planning

- After the core inspection, the school effectively reassessed the role of middle leaders in relation to ongoing school improvement. Each Area of Learning and Experience (AoLE) is now led by a designated middle leader. These leaders are responsible for planning and monitoring against whole-school agreed expectations for their AoLE. This has strengthened consistency, accountability, and strategic focus across the curriculum.
- The school has successfully redefined its approach to monitoring, evaluation and review and moved from a senior leader-led model to one with greater involvement from middle leaders. This ensures a more transparent and collaborative approach. Staff now have a stronger sense of ownership and view the process as a constructive and supportive professional experience.
- As part of the school's robust monitoring, evaluation and review cycle, middle leaders have developed greater confidence in using a wider range of evidence, such as lesson observations, pupils' work and progress data. This enables more accurate evaluations and helps the school to judge the impact of its actions on pupil outcomes more clearly.
- The school has successfully built leadership capacity by developing teachers within AoLE teams and providing purposeful professional learning to support their leadership development. Staff have benefited from observing effective leadership in practice and accessing middle leadership training.

- Leaders have implemented a refined leadership model that has had a sustained positive impact on pupil progress. They have established well-defined roles and consistent expectations, which enable them to focus more precisely on improving teaching and learning across the school.

The school's latest 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/6693322>

Yours sincerely



Liz Miles

Assistant Director