

Romilly Primary School
Romilly Road
Barry
CF62 6LF

30/04/2026

Dear leaders and staff

Interim visit: April 2026

A team of inspectors visited Romilly Primary School recently to consider progress in relation to two recommendations from the previous core inspection and one further school improvement focus. 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

Improve pupils' Welsh listening and speaking skills

- Leaders have prioritised the development of pupils' Welsh language skills appropriately. They recognise that the next step is to strengthen monitoring and consistency so that improvements in pupils' Welsh language development are embedded more securely across the school.
- The school's recently introduced, systematic approach to developing pupils' Welsh oracy provides staff with a clearer structure for revising and extending vocabulary and sentence patterns. Most pupils are beginning to develop greater confidence in using the Welsh they have been taught
- Younger pupils show enthusiasm for learning Welsh, and many respond confidently to simple questions about familiar topics such as their age, the weather, their clothes, and their likes and dislikes. A few extend their responses appropriately using more than one word or phrase.
- A minority of older pupils respond confidently to questions across a range of familiar topics, and a few extend their answers using simple connecting language. They are less confident when recalling previously taught vocabulary and sentence patterns.

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

- The enthusiastic Criw Cymraeg contribute positively to raising the profile of Welsh through regular modelling of common phrases and the promotion of Welsh celebrations.

Continue to work with the local authority to address the school's financial challenges

- Leaders and governors have responded with increasing purpose to the school's significant deficit position. Although the deficit remains substantial, they have developed a recovery plan that is viewed positively by the local authority and are taking measured steps to deliver an in-year balanced budget.
- Leaders have worked hard to protect pupils' day-to-day experiences while managing financial pressures. They have prioritised safeguarding, maintained extra-curricular opportunities through additional income streams and external funding, and removed non-essential expenditure where possible.
- Leaders are adapting support arrangements thoughtfully, particularly for more vulnerable pupils. They are monitoring the impact of budget reductions carefully and remain focused on maintaining provision and equity of experience over time.

Raise reading standards for pupils through consistent, high-quality teaching and targeted support (school focus)

- Leaders have placed a strong focus on improving the teaching of reading, with staff aiming to develop every child as a competent reader with a love of books.
- Overall, the school's language-rich environment supports the development of pupils' reading skills appropriately. Engaging indoor and outdoor provision, filled with inviting books, enables pupils to develop their enjoyment of reading.
- Across foundation classes, staff use authentic learning experiences, stories and skilful questioning effectively to develop pupils' vocabulary and to support pupils to begin to make sense of books and use language confidently in their play. By Year 2, many pupils read with growing confidence and fluency, choose books that interest them and talk thoughtfully about authors, characters and plot. They use an appropriate range of strategies to tackle unfamiliar words, clarify meaning and self-correct, showing perseverance and enjoyment as increasingly reflective readers.
- The school's recently implemented approach to improving older pupils' reading skills is beginning to enhance pupils' understanding of texts and helps them access learning across the curriculum with increasing confidence. Leaders recognise the need to monitor the impact of this approach closely to ensure that teachers address pupils' misconceptions and encourage them to broaden their reading choices.

- The school works appropriately with parents and carers to promote reading at home and has begun to develop resources that reflect the linguistic diversity of its community, including stories shared in pupils' home languages.

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/6732182>

Yours sincerely



Liz Miles

Assistant Director