

Ynysddu Primary School
High Street
Ynysddu
NP11 7JH

11/05/2026

Dear leaders and staff

Interim visit: April 2026

A team of inspectors visited Ynysddu Primary School recently to consider progress in relation to the one recommendation from the previous core inspection and a current school improvement priority. 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

Provide pupils with opportunities to develop their Welsh oracy skills in authentic contexts

- Leaders assess pupils' progress carefully. They use this information to evaluate the effectiveness of provision accurately and to identify where further improvement is needed.
- Staff ensure that the Welsh language has a strong visible and audible presence in the school. Bilingual displays and resources promote and support pupils' use of Welsh successfully.
- Teachers model the use of spoken Welsh in lessons and everyday activities well. This supports most pupils to understand and use Welsh in classes and around the school.
- Teachers plan a range of experiences that enable most pupils to develop their Welsh language skills systematically. They provide valuable opportunities for pupils to revisit and reinforce their learning beneficially.
- In most lessons where the teaching of Welsh is effective teachers provide an engaging context for learning that motivates pupils to apply their skills

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purposefully. In these lessons, many pupils work with independence, extending their use of language to communicate more precisely.

- In a few instances, pupils rely too readily on written prompts and modelling to support their communication in Welsh.
- Leaders and pupils collaborate highly effectively to enhance the use of Welsh across the school day, in lessons and during less structured times, such as breaktimes and lunchtimes.
- The Criw Cymraeg pupil group play a key role in identifying and implementing improvements. They evaluate the impact of changes diligently, monitoring the use of Welsh across classes. Their work contributes purposefully to the opportunities provided to pupils and the positive attitudes nearly all pupils show to learning Welsh.

Improve approaches to the development of pupils' phonic, reading and spelling skills

- Monitoring activities enable leaders to accurately identify the need for pupils to improve their phonic, reading and spelling skills. This includes the development of younger pupils' early skills and experiences, as and when they are ready.
- Leaders work together to develop improvement plans focusing on improving phonics, reading and spelling. They carefully evaluate the schools' resources and provision to identify ways forward. They lead professional learning sessions to revitalise approaches to developing pupils' skills and ensuring consistency across the school.
- Nearly all staff enthusiastically and productively engage in professional learning activities to support the implementation of plans. This contributes to a shared understanding and consistent delivery of phonics that supports the development of pupils' reading and spelling skills. In addition, staff have access to more personalised professional learning relevant to their pupils' age and stage of development.
- The teaching of phonics, reading and spelling is consistent across the school. In nearly all classes it is highly effective in improving pupils' skills for accessing, and applying across, the curriculum.
- Leaders and staff regularly work together to review the progress pupils are making. They gather a range of evidence to evaluate the effectiveness of plans and actions. This enables leaders and staff to adjust their approaches accordingly.

- Most pupils make at least sound progress in developing their phonic, reading and spelling skills, with a minority of these making significant progress. Many pupils demonstrate resilience and willingness to persevere when working. They are confident when independently applying their knowledge to support their learning, with less reliance on support from adults. This is the case increasingly when reading unfamiliar texts and spelling new and more complex words in their writing.

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/6762296>

Yours sincerely



Liz Miles

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