

This letter is also available in Welsh.



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Ysgol Twm o'r Nant
Rhyl Road
Denbigh
Denbighshire
LL16 3DP

17/12/2024

Dear Dafydd Davies

Interim Visit: December 2024

A team of inspectors visited Ysgol Twm o'r Nant recently to consider how the school has made progress in addressing two of the priorities in the school improvement plan during the 2023-2024 academic year. Below is a summary of progress against those priorities.

During the visit, the team had the opportunity to:

- visit classes, including joint visits with the headteacher
- talk to pupils
- meet with teachers and leaders
- scrutinise pupils' work, including with leaders
- scrutinise documentation

Leaders have a sound understanding of the school's progress towards meeting the requirements of these priorities and acknowledge that there are a few aspects that they could improve further.

Focus of visit

Continue to develop pupils' Welsh speaking skills

- The school has a strong Welsh ethos which encourages pupils to use the Welsh language skilfully in all aspects of school life.
- Staff are passionate about the Welsh language and take advantage of every opportunity to nurture and refine pupils' spoken Welsh skills. Together, leaders and staff promote the benefits of learning Welsh and being multilingual successfully, which develops them as competent and confident bilingual learners.
- A majority of pupils have weak oral Welsh skills on entry to the school. From an early age, staff introduce purposeful language acquisition methods to

Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW

Ffôn/Telephone 02920 446446

ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales

www.estyn.llyw.cymru • www.estyn.gov.wales

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

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pupils by using gestures and repeating language patterns, which enable them to learn Welsh quickly. This supports pupils to be full participants in learning sessions in a short period of time. As pupils' skills mature, they have a firm grasp of language patterns and apply the Welsh language effectively when discussing subjects and presenting information.

- Leaders and staff have worked closely with staff from local schools to share expertise and ideas, for example in developing the role of the 'Dreigiau Iaith' ('Language Dragons'). By taking responsibility quickly for developing a digital presentation for parents about their work to raise the profile of the Welsh language, the 'Dreigiau Iaith' foster valuable leadership skills while supporting staff to develop pupils' Welsh speaking skills.
- Across the school, staff use a good range of literacy displays purposefully to support learning. These useful resources enable pupils to acquire valuable language patterns regularly to enrich their oral skills.
- Staff take advantage of purposeful professional learning opportunities to develop purposeful playground games to nurture pupils' Welsh speaking skills further. A good range of reward methods are also used effectively to celebrate pupils' efforts and positive attitudes towards using the Welsh language in their learning and play.
- Staff organise purposeful activities to raise parents' awareness of ways to support their children in using the Welsh language. The youngest pupils take a Mistar Urdd toy home to practise their Welsh with their families. This promotes Welsh speaking skills between parents and their children effectively.

Develop learners' numeracy and reasoning skills by ensuring opportunities to revisit and apply new mathematics skills

- Many pupils make good progress in their mathematical skills. The youngest pupils acquire early numeracy skills successfully. Over time, they build on their skills and, by the top of the school, they calculate confidently by using a range of appropriate methods.
- On the whole, teachers are purposeful mathematical role models and have appropriate subject knowledge. They use a useful range of questioning methods that recall pupils' previous learning and confirm their understanding well.
- In the most effective practices, teachers set a puzzle for pupils at the beginning of learning sessions, which prompt discussions and promote the development of their reasoning and problem-solving skills successfully.
- Overall, teachers provide a range of appropriate resources that support learning effectively and a majority of pupils choose appropriate resources independently.
- Curricular provision is coherent and promotes consistent development in pupils' numeracy skills over time. Staff gather comprehensive information about pupils' progress and use this knowledge skilfully to plan the next steps in pupils' learning.
- A few beneficial opportunities are provided for pupils to apply their numeracy skills across the curriculum and in practical situations. For example, the oldest pupils develop valuable budgeting skills when considering which supermarkets offer the best value for money. At times, the context of a very

few of these experiences does not always fit naturally with the skills that are being applied.

The school's arrangements for safeguarding pupils are not a cause for concern. The school's arrangements for management of the site do not give any cause for concern.

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/6632134>

Yours sincerely



Liz Miles
Assistant Director