

A report on
Ysgol Y Parc Infants

**Ruthin Road
Denbigh
LL16 3ER**

Date of inspection: October 2025

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

About Ysgol Y Parc Infants

Name of provider	Ysgol Y Parc Infants
Local authority	Denbighshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	155
Pupils of statutory school age	86
Number in nursery classes	40
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	12.3%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	8.1%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	10.5%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2023

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Date of previous Estyn inspection (if applicable)	22/05/2017
Start date of inspection	06/10/2025

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term ‘additional learning needs’ is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Ysgol y Parc is a welcoming and supportive school where positive relationships between staff and pupils underpin the school's success. The headteacher provides clear direction, promoting a shared vision that prioritises pupils' learning, well-being, and personal development. This ethos is reflected in the respectful, nurturing atmosphere, where pupils feel safe, valued, and motivated to achieve. Leaders are committed to creating a dynamic learning environment that fosters independence, creativity, and confidence. As a result, nearly all pupils take pride in their work and strive to do their best.

The school makes highly effective use of outdoor spaces, including its farm, Forest School, and Eco Garden, to provide authentic, engaging learning experiences. These activities promote curiosity, resilience, and a connection with the natural world, which pupils describe enthusiastically.

Staff understand pupils' individual needs and consistently offer tailored support, leading to exemplary behaviour and a calm, purposeful school environment. Thoughtfully planned learning opportunities encourage reflection on moral, spiritual, and environmental values, fostering pupils' empathy, patience, and cultural awareness.

Teachers collaboratively plan a rich and imaginative curriculum that celebrates the local context and effectively develops pupils' literacy, numeracy, and digital skills. Nearly all pupils make strong progress in their skills, knowledge and understanding. They foster a love of reading from an early age and enthusiastically model Welsh language patterns learnt with each other and visitors to the school.

Leaders and governors provide purposeful strategic direction to the school's work. They facilitate effective professional learning opportunities for staff and make effective use of resources to support a culture of continuous improvement. Arrangements to involve stakeholders in monitoring and evaluation work are developing appropriately. However, at times, leaders do not focus monitoring work sharply enough on evaluating the difference that teaching makes to pupils' progress.

Strong community and parental partnerships further enhance provision, supporting pupils' progress, confidence, and sense of belonging.

Recommendations

We have made one recommendations to help the school continue to improve:

R1. Sharpen monitoring and evaluation processes

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Ysgol Y Parc is a caring and nurturing school where a strong focus is placed on building positive relationships between staff and pupils. The headteacher provides clear strategic direction and communicates a clear vision for improving the learning experiences and well-being of all pupils. This shared vision underpins the school's inclusive ethos and is evident in the warmth and mutual respect that permeate the school community. Throughout the school pupils feel safe, valued and motivated to learn. Leaders' strong moral purpose has helped create a vibrant and stimulating learning environment that engages pupils effectively and develops their independence, creativity and confidence. As a result, nearly all pupils show enthusiasm for their work, take pride in their achievements and strive to do their best.

Spotlight: Teachers' skilful use of the school's outdoor provision to enrich pupils' learning

The school's outdoor provision is a highly effective feature of its curriculum, supporting pupils' engagement and providing a wide range of purposeful and authentic learning opportunities. Staff make beneficial use of natural materials and the local environment to enhance learning meaningfully. The school's farm, Forest School and Eco Garden offer valuable opportunities for pupils to explore the natural world, fostering curiosity, independence and resilience. Nearly all pupils speak enthusiastically about these experiences and are inspired to learn about the world beyond the classroom.

Leaders' emphasis on well-being and inclusion has created a supportive and respectful school culture where pupils thrive personally and socially. All staff have a thorough understanding of pupils' emotional, social and educational needs and provide highly effective support. This consistent approach to nurture and care leads to exemplary behaviour, with pupils showing kindness and respect towards each other and adults. The calm, purposeful atmosphere across the school enables pupils to focus on their learning and collaborate productively.

Teachers work together purposefully to plan a curriculum that reflects the school's strategic priorities and celebrates its local context. Through a collaborative approach, they design imaginative and engaging learning experiences that motivate pupils to take ownership of their learning. For example, pupils investigate the key features of their locality and use their literacy, numeracy and digital skills purposefully to present their findings. Through a wide range of rich, authentic tasks, nearly all pupils, including those from low-income households and those with additional learning needs, make good progress in developing a full range of skills.

The school's strong focus on literacy has fostered a love of reading. From an early age, pupils have access to a range of engaging books. The youngest pupils enjoy morning reading sessions where they share stories and discuss characters and events. By the end of Year 2, most pupils are confident readers who read with increasing fluently and understanding.

Pupils articulate their ideas clearly and demonstrate increasing confidence in discussing their work. They speak proudly about their achievements and show enthusiasm for learning Welsh, eagerly sharing new language patterns with each other and visitors. This fosters pupils' growing confidence and pride in their Welsh identity.

Leaders ensure that staff benefit from purposeful professional learning that is closely aligned to school improvement priorities. This well-planned approach has strengthened the quality of teaching and raised expectations across the school. In many sessions, teachers use skilful questioning and feedback to extend pupils' thinking and encourage reflection on their learning. They model curiosity and resilience effectively, helping pupils understand that making mistakes is part of the learning process. Staff effectively evaluate the progress pupils make during lessons. They provide pupils with useful feedback which guides the next steps in their learning successfully. Teachers' growing professional confidence and shared understanding contribute directly to the school's culture of continuous improvement and pupil success.

Teachers plan worthwhile opportunities for pupils to reflect on wider aspects of life and appreciate the awe and wonder of the natural world. Caring for the school's animals and observing seasonal changes help pupils develop empathy, patience and environmental awareness. These values are reinforced purposefully by the school's vision and ethos and contribute significantly to pupils' spiritual, moral and cultural development.

The headteacher leads by example. She has high expectations of herself and others and has built a cohesive team who share her determination to provide the best possible education for every pupil. Leaders hold staff accountable in a supportive way and have a strong record of bringing about lasting improvements that benefit pupils' well-being and progress.

Governors share and support the headteacher's commitment to nurturing an inclusive and ambitious learning community. They understand their responsibilities well, monitor progress carefully and act as purposeful advocates for the school. Governors contribute strategically to decision-making, providing both challenge and support. Their involvement has been particularly valuable in navigating a challenging financial context. Grants are used effectively to fund targeted programmes that effectively promote pupils' literacy, numeracy and emotional resilience.

Leaders have implemented effective arrangements for evaluating the quality of the school's provision. As a result, they have an appropriate understanding of the school's strengths and areas for improvement. They use this information purposefully to inform strategic planning. However, arrangements to include all stakeholders in monitoring and evaluation processes are at an early stage of development. At times, monitoring activities do not focus sharply enough on evaluating the impact that teaching has on pupil outcomes.

The school's close partnership with parents and the wider community further strengthens its provision. Parents appreciate the approachable and transparent leadership of the headteacher and staff, recognising the positive influence the school has on their children's confidence, happiness and progress. The school's strong community links enrich pupils' learning and promote a shared sense of pride and belonging.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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