

Ysgol Bro Dyfrdwy
Cynwyd Site
Cynwyd
Corwen
Denbighshire
LL21 0LG

13/11/2025

Dear leaders and staff

Interim Visit: November 2025

A team of inspectors visited Ysgol Bro Dyfrdwy recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took advantage of the opportunity to observe teaching and learning, talk to pupils and staff, consider documentation and look at samples of pupils' work. Below is a summary of the findings of the visit.

Focus of visit

Provide more opportunities for pupils to make decisions about how they organise and present their work and think for themselves about how they respond to learning tasks

- Staff plan purposeful opportunities for pupils to make regular decisions about their learning with increasing independence from an early age. By the top of the school, staff provide meaningful opportunities for pupils to make informed choices about the best way to present their work to an audience.
- As pupils' skills mature, staff provide valuable and regular opportunities for pupils to set their own success criteria fairly independently. This strengthens pupils' ownership of their learning successfully.
- Staff use the classrooms and outdoor areas effectively and creatively, including the forest area, to provide purposeful opportunities for pupils to refine and apply their skills independently in a variety of authentic and interesting contexts.

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

- Pupils use a rich range of resources within the attractive learning environments fairly independently to extend their learning and play purposefully.
- A consistent practice across the whole provision is the way in which pupils contribute constructively to their learning. They offer useful ideas increasingly independently about what they already know and what they would like to learn further during their termly themes.
- Staff provide regular opportunities for pupils to choose the level of challenge for different learning activities with increasing independence. As pupils move through the school, most show a mature understanding of the importance of selecting the learning activity with the most suitable challenge and expectations to extend their personal learning further.
- Leaders and staff evaluate and refine their planning and teaching methods purposefully to provide consistent and creative opportunities for pupils to nurture their skills independently over time.

Provide regular opportunities for pupils to apply their numeracy skills across the curriculum

- Since the core inspection, staff have worked together effectively to provide purposeful opportunities for pupils to apply their mathematics skills. They provide a wide cross-section of opportunities that challenge pupils appropriately to use a variety of number concepts in a good range of learning contexts.
- Provision within the indoor and outdoor learning areas is rich and provides beneficial opportunities for the youngest pupils to apply their mathematics skills regularly.
- Staff take care that practical equipment is available regularly for pupils to use independently. They use the school's forest areas highly effectively to plan relevant activities for pupils to apply their skills through valuable practical and creative experiences.
- By the top of the school, most pupils apply their understanding of number successfully in appropriate numeracy activities. They create purposeful connections within their numeracy work, which supports them purposefully to solve problems effectively.
- The oldest pupils discuss their learning skilfully and explain clearly how they apply their understanding of number and their problem-solving skills across the areas of learning.
- Leaders have developed a range of robust assessment methods to track pupils' progress in mathematics and numeracy. This, in turn, supports teachers to identify any gaps in provision and to plan meaningful learning experiences to meet pupils' needs effectively.

- Beneficial professional learning opportunities support staff to foster a better understanding of the need to provide meaningful learning opportunities that allow pupils to apply their skills consistently. They have used this understanding purposefully to make appropriate adjustments to pedagogy and provision to strengthen pupils' learning experiences further.

The school's most recent 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/6632267>

Yours sincerely



Liz Miles

Assistant Director