

Ysgol Frongoch  
Rhyl Road  
Denbigh  
LL16 3DP

This letter is also available in Welsh

20/11/2025

Dear leaders and staff

**Interim visit: November 2025**

A team of inspectors visited Ysgol Frongoch recently to consider how the school has made progress in addressing two priorities from the school development plan. 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**

**To develop the independence of pupils, allowing them to apply their skills across the curriculum**

- Leaders have appropriate plans in place to develop this aspect, and they effectively monitor the impact of improvement activities on teaching and learning.
- As a result of valuable professional learning opportunities for staff, there are now worthwhile opportunities for pupils to make independent choices about what and how they learn in class.
- Leaders and staff have developed a whole-school approach to learning. Teachers provide consistent and purposeful cross-curricular learning opportunities that enable pupils to make good progress and develop their independence in applying their skills.
- The learning environment is engaging and designed to promote independent learning. Pupils access a range of good-quality resources, self-help areas such as the 'Wal Weithio' and supportive strategies that guide them in completing tasks without always needing adult support.
- Younger pupils engage with tasks readily and are keen to try out their ideas. Where staff set clear learning objectives, pupils respond well, often persevering and applying their thinking skills to find a solution.

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- As they progress through the school, pupils use their literacy skills independently with increasing confidence. They apply their previous learning well and use helpful resources to complete suitably challenging tasks efficiently without adult support.
- Across the school pupils influence the content of their learning and when given the opportunity they can decide on how best to present their work.

### **Ensure teaching challenges all pupils**

- Across the school, staff have consistently high expectations of all pupils. They plan engaging and purposeful learning activities that are well matched to pupils' abilities, and that moves them on to the next stage in their learning successfully.
- In the best examples, staff use effective questioning to develop pupils' thinking and to consolidate learning. They make sound use of a range of approaches and practical resources to support pupils purposefully in their learning.
- Staff share clear learning objectives and explain learning activities well. This enables pupils of all abilities to understand expectations and make good progress over time.
- Where appropriate, staff pause learning sessions to provide pupils with valuable opportunities to reflect on their learning and consider how they can further challenge themselves to improve their work.
- As they progress through the school, most pupils demonstrate a mature understanding of how they select an appropriate level of challenge. Teachers use support staff effectively to provide targeted help for those who need it and offer suitable 'challenge activities' for the more able.
- Leaders and staff collaborate effectively with other local schools to share good practice and align expectations for pupils' progress and the level of challenge across the areas of learning and experience. This approach is beginning to have a positive impact on the consistency in standards across the school and on the quality of provision to meet pupils' needs.
- Leaders use purposeful monitoring to ensure consistency in teaching and an appropriate level of challenge across classes.

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/6632125>

Yours sincerely



**Liz Miles**

Assistant Director