

**A report on**

**Ysgol Llan-y-pwll**

**Ysgol Llan-y-pwll  
Borras Park Rd  
Wrexham  
LL12 7TH**

**Date of inspection: October 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Llan-Y-Pwll

Name of provider	Ysgol Llan-y-pwll
Local authority	Wrexham County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	47
Pupils of statutory school age	17
Number in nursery classes	20
Percentage of statutory school age 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 the primary sector is 22.9%)	17.4%
Percentage of statutory school age pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)	4.3%
Percentage of pupils who speak Welsh at home	10.6%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	September 2022
Date of previous Estyn inspection (if applicable)	
Start date of inspection	20/10/2025

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](https://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 Llan-y-pwll is a caring, happy and inclusive learning community where there is a strong sense that every pupil is a member of a large, close-knit family. The school opened in September 2022 and, at the time of the inspection, provided education for pupils up to and including Year 3. Staff have a comprehensive knowledge of pupils, their families and the wider community and this knowledge is used skilfully to provide pupils with purposeful support to meet their well-being and learning needs in a timely manner.

Leaders and staff have high expectations in terms of promoting the Welsh language and they model the language purposefully, which is beginning to have a beneficial effect on pupils' oral skills from a young age. On the whole, they behave well and are beginning to develop an increasing understanding of the purposes of rules, rewards and sanctions at school, which contributes beneficially to most pupils' positive attitudes to learning.

Most pupils make consistent progress in a range of skills from their various starting points, including those with additional learning needs (ALN). Teachers plan meaningful and interesting learning experiences for pupils, which reflect the local context purposefully. However, learning activities do not always ensure the appropriate challenge to support pupils to make the best progress in all aspects of their development.

When they are given an opportunity to do so, pupils suggest appropriate ideas for their themes and are willing to support valuable activities to raise money to help others beyond their local area. However, pupils' leadership roles through dedicated councils have not been developed fully to have a wider impact on the life and work of the school.

Arrangements for monitoring and evaluating the school's work are purposeful. Staff are given valuable opportunities to develop their professional practices continuously through a rich professional learning offer, both internally and outside the school. Governors are supportive and provide the headteacher with a sensible balance of support and challenge. However, the governing body does not undertake a strong enough role in the school's self-evaluation processes consistently enough to identify its strengths and areas for improvement. The way in which leaders forge valuable partnerships with parents and the wider community is an effective feature of the school's work.

## **Recommendations**

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

- R1. Provide learning activities that ensure a consistent challenge for pupils
- R2. Develop pupils' leadership roles to have a wider influence on the life and work of the school
- R3. Empower the governing body to implement self-evaluation processes more effectively

## **What happens next**

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

## Main evaluation

The school opened in September 2022 and, at the time of the inspection, provided education for pupils up to and including Year 3. As the school continues to grow over time, the headteacher provides a clear strategic direction that promotes sustainable development and continuous improvement in a purposeful and effective manner. This vision, which is based on diligent co-operation between all the school's stakeholders, ensures the best opportunities for all pupils within a caring and Welsh learning community. As one effective team, the headteacher is supported diligently by dedicated staff who place importance on ensuring that the happiness, safety and well-being of all pupils is at the heart of all the school's work and its ethos.

On entry to the school, many pupils come from non-Welsh-speaking homes. One of the school's obvious strengths is the high and shared aspirations of leaders and staff for nurturing pupils' Welsh language skills. By establishing an extremely effective partnership with the Cylch Meithrin that it situated on the site, they work together closely to provide useful and purposeful Welsh immersion experiences for pupils from an early age. This is beginning to contribute beneficially to pupils' progress in acquiring the language constructively over time.

One of the school's most prominent qualities is the sound knowledge of leaders and staff of each child and the way in which they aim passionately to meet their individual well-being and learning needs through appropriate progress-tracking methods. Staff use a range of different methods purposefully to ensure that pupils are ready to learn emotionally. Through a proactive partnership with Wrexham University, the oldest pupils develop a growing understanding of the importance of taking care of their emotional well-being by acquiring useful methods for managing anxiety. This, in turn, contributes beneficially to deepening their knowledge and understanding of the changing nature of their emotions and equips them to engage fully with the learning.

Staff foster warm and secure working relationships with pupils, which develops a supportive environment for learning. In general, they promote pupils' good behaviour appropriately. Most pupils have positive attitudes to their learning and show a willingness and desire to undertake the experiences that are provided for them.

Staff consider pupils' suggestions appropriately and work productively with them and their parents to develop a curriculum that embeds the community nature of the school purposefully. They provide a wide range of stimulating and meaningful experiences that ensure pupils' interest and enjoyment in their learning activities. However, staff do not always provide learning activities that challenge pupils to make the best progress in all aspects of their development consistently enough.

Most of the time, many pupils listen attentively to presentations from adults and each other's contributions. Through a beneficial link with a local employer, the oldest pupils are given valuable opportunities to ask questions and foster a deeper understanding of the properties of different materials and their use in an authentic industrial context. This contributes robustly to pupils' enjoyment of their learning, raises their aspirations and supports them to foster values such as resilience and dedication successfully.

Over time, most pupils, including those from low-income households, develop a range of skills consistently, including their literacy skills. In the youngest pupils' classes, teachers use purposeful immersion methods effectively to develop pupils' early listening and speaking skills. On the whole, by the time they reach Year 3, many use the Welsh language appropriately in the classroom to communicate with staff. Most pupils' reading skills develop well and they show increasing enjoyment and confidence when reading aloud. Many nursery pupils develop early writing skills effectively by making marks purposefully in a range of materials. As pupils' skills develop, most pupils write in a suitable range of forms appropriately.

Through their theme work, most pupils apply their digital skills with increasing confidence in a range of creative contexts to support their wider learning. For example, they show an increasing understanding of the beliefs and traditions of the world's religions by combining their creative and digital skills to create impressive animations of fireworks as part of their work on Diwali celebrations. As pupils' skills mature, many Year 3 pupils experiment with artificial intelligence appropriately, for example to design book covers creatively.

Staff use a good range of probing questioning methods that build purposefully on pupils' previous learning. They provide useful feedback during learning sessions, which allows pupils to reflect on their work and improve it sensibly. As pupils' skills mature, they respond to staff feedback and act on it appropriately, and make improvements to their work conscientiously.

Through the diligent action of the class council, most pupils take pride in their contribution to fundraising activities for purposeful humanitarian causes, for example when raising money towards purchasing a cow to support a family on a farm in Africa. This has a robust effect on pupils' awareness of the needs of others in their community and the wider world. However, there are limited opportunities for pupils to foster their leadership skills on various councils and influence the wider life and work of the school purposefully.

Leaders ensure that provision within the indoor and outdoor learning areas is rich and provides beneficial opportunities for pupils to play, learn and investigate in an interesting environment. For example, most Year 1 and 2 pupils apply their numeracy skills and fine motor skills creatively when using real tools to make rangoli patterns with increasing

independence in the 'carpentry area'. By the time they reach Year 3, most pupils use their understanding of mathematical concepts with increasing confidence.

The school has appropriate arrangements for supporting pupils with ALN. Staff include pupils, parents and comments from external agencies to plan the next steps in their learning effectively. A useful range of valuable support systems are provided, which are tailored subtly to respond to their personal needs and targets continuously.

The school has appropriate self-evaluation arrangements and all staff contribute to them purposefully. In general, governors ensure that they provide leaders with a sensible balance of support and challenge. They challenge some elements of the reports that are provided by the headteacher by asking purposeful questions in relation to pupils' outcomes and provision to support them to make progress in their skills. However, the governing body does not participate robustly enough in the school's self-evaluation processes. As a result, it does not have a comprehensive enough understanding of the school's strengths and areas for improvement.

A strong feature of the leadership is the way in which they create a positive culture and ethos that promotes and supports the professional learning of all staff which, in turn, encourages continuous career development. Following recent training, the school provides meaningful and creative outdoor activities for pupils in the forest area and the 'Cwt Coedwig' ('Forest Hut'), which nurtures their natural curiosity and imagination successfully.

Staff provide valuable opportunities for pupils to feel that they belong to their community and the wider world. Through meaningful community activities with their parents, such as planting and caring for trees in the small forest, pupils develop pride in their contribution to the community and show a growing awareness of their responsibility towards the environment. Periods of collective worship consider the views of others and provide an opportunity for pupils to reflect on how they can help others who are less fortunate.

The productive relationship between the school and parents and the school's wider community is an obvious strength. Leaders act proactively to build parents' confidence in supporting their children's linguistic development in the Welsh language. Through an effective partnership with a local education provider, leaders offer beneficial Welsh learning sessions for parents which, in turn, supports them to try using the language constructively to support their children's learning at home.

## **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/carer 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](http://www.estyn.gov.wales))

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

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**This document has been translated by Trosol (Welsh to English).**

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