

This letter is also available in Welsh

Ysgol Bro Famau
Eryrys Road
Llanarmon-yn-Ial
Denbighshire
CH7 4TB

09/01/2026

Dear leaders and staff

Interim visit: December 2025

A team of inspectors visited Ysgol Bro Famau recently to consider progress in relation to the recommendation from the previous core inspection. 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

Build on the well-established curriculum foundations to ensure continuity and progression in skills, knowledge and understanding for all pupils.

- The school has a strategic and effective approach to planning for progression in pupils' learning.
- Learning experiences align well with the ethos and purposes of Curriculum for Wales. The school uses its local context effectively to support learning and progression, for instance through innovative topic work.
- There are effective arrangements for the progressive development of pupils' literacy, mathematical and digital skills. The school's provision supports most pupils to make good progress in developing and using their skills.
- There are regular and valuable opportunities for pupils to use the full range of their skills in response to project-based tasks.
- Overall, they take full advantage of these opportunities to produce work of a high standard based on a variety of themes, such as diversity.

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

- The collaboration between pupils of different ages and abilities when completing these projects is impressive.
- Teachers use assessment processes well to support continuity and progression in the development of pupils' skills, knowledge and understanding across the areas of learning and experience.
- Teachers make effective use of assessment information to inform their day-to-day planning and to ensure that, within lessons, the level of challenge generally matches pupils' needs well. Teachers have high expectations for pupils' progress.
- Purposeful pupil progress reviews enable staff to identify whether pupils are making the progress they expect. This helps them to provide appropriate additional support where required.
- Leaders have invested heavily in developing forest school provision. Pupils of all ages benefit from consistent, worthwhile opportunities to be creative, solve problems and collaborate during carefully designed outdoor experiences.
- In all classrooms, teachers provide pupils with resources that support their development as independent learners. These include a range of practical mathematics equipment and working walls that pupils can refer to when needed.
- Over time, most pupils learn how to take increasing responsibility for their own learning, for example to improve the quality of their written work.
- Occasionally, provision for the school's younger pupils is overly structured by adults. At these times, opportunities for pupils to lead their own learning, try out their own ideas and develop curiosity are limited by fixed tasks with pre-determined outcomes.

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/6632039>

Yours sincerely



Liz Miles

Assistant Director