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Ysgol Min-y-Ddol
Plas Kynaston Lane
Cefn Mawr
Wrexham
LL14 3PY

13/01/2026

Dear leaders and staff

Interim Visit: December 2025

A team of inspectors visited Ysgol Min-y-Ddol 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 from the visit.

Focus of visit

Strengthen pupils' writing and numeracy skills, particularly at the top of the school

- Leaders have an appropriate vision for developing pupils' literacy and numeracy skills. They have shared this vision clearly with staff and pupils and, as a result, provision across the school is consistent.
- Staff benefit from beneficial professional learning opportunities, such as working with local schools to establish planning procedures for literacy and numeracy. This, in turn, ensures coherent provision that meets pupils' needs purposefully.
- Leaders have prioritised developing pupils' oracy skills purposefully to support them to use vocabulary and language patterns correctly when writing.
- At the top of the school, most pupils write with a good level of accuracy. They identify the main features of texts astutely and select vocabulary deliberately to write for different purposes.
- They respond purposefully to teachers' feedback, mainly by correcting errors or adding further text.
- By Year 6, most pupils present their work neatly, although only a few use cursive handwriting regularly.

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- Pupils' mathematics skills develop suitably. Across the school, provision focuses on developing pupils' understanding of mathematical concepts and calculation methods. On the whole, learning experiences in mathematics sessions meet many pupils' needs appropriately. In the best practice, masterful questioning supports pupils to think critically about their work and justify their responses and solutions to problems purposefully.
- Teachers provide a useful range of resources that support pupils to develop their mathematics skills well. Pupils choose resources independently and use them skilfully, where necessary.
- Leaders acknowledge that there is room to strengthen provision by offering more purposeful opportunities for pupils to apply their writing and numeracy skills at an appropriate level beyond language and mathematics sessions.

Improve self-evaluation practices in order to evaluate pupils' standards and develop more effective methods to evaluate progress against improvement priorities.

- The school is a professional learning community that reflects skilfully on its practices in order to improve continuously.
- Leaders have a wide range of self-evaluation activities to support the school's improvement processes which have become embedded over time.
- Leaders evaluate elements of provision astutely and offer support and challenge to staff to strengthen practices further, for example when leading training on appropriate levels of challenge in independent learning activities. On the whole, they set appropriate improvement priorities.
- Leaders evaluate the effect of provision on learning by using pupil progress tracking data to identify strengths and areas for development.
- Leaders include teachers beneficially in the self-evaluation process. They identify areas for improvement in terms of provision appropriately and are beginning to focus on pupils' outcomes, by using the school's skills continuum.
- The link governors for each strategic priority strengthen their understanding of their areas of responsibility through suitable engagement activities.

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/6652162>

Yours sincerely



Liz Miles

Assistant Director