

Gwernymynydd C.P. School
Godre'r Coed
Gwernymynydd
Mold
Flintshire
CH7 4DT

23/02/2026

Dear leaders and staff

Interim visit: January 2026

A team of inspectors visited Gwernymynydd C.P. School recently to consider progress in relation to two recommendations 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

Improve teaching and the learning experiences provided for pupils from Nursery to Year 2

- Arrangements to monitor and evaluate the effectiveness of teaching and the learning experiences for younger pupils remain at a relatively early stage of development. They do not always focus sharply enough on pupils' learning and progress.
- School leaders and staff have made improvements to a few aspects of teaching and the learning experiences for younger pupils. Staff now provide pupils with a purposeful start to the school day, with pupils engaging in a range of activities upon arrival.
- Staff provide suitable support for younger pupils and intervene in learning at appropriate points.
- Increasingly, pupils have suitable opportunities to influence their learning. Teachers incorporate pupils' suggestions into learning experiences appropriately.

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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

Most Nursery pupils follow their own interests appropriately and in accordance with their developmental needs in free choice activities.

- Overall, most pupils sustain interest in the experiences on offer for appropriate periods. Very often, this is under the direct guidance of adults.
- The school has introduced an 'I wonder' approach as a stimulus for many activities. This is variable in its effectiveness. It is not always clear what conceptual understanding adults are aiming to support pupils to develop through these activities.
- Pieces of recorded work in very young pupils' books often show little relevance to their developmental needs or interests and have little positive impact on their progress.

Improve the leadership and monitoring of teaching to ensure that teachers consistently make the best use of teaching time and provide the right level of support and challenge for pupils

- Staff across the two federation schools carry out a suitable range of monitoring activities including listening to learners and lesson observations. In many of these activities, there is a tendency to focus on the actions of adults or coverage of the curriculum rather than pupil progress or the skills they develop.
- Leaders and staff have developed the use of practical equipment to support pupils' learning, such as in mathematics activities. This approach is particularly successful when staff provide pupils with suitable strategies to use the equipment, for instance when dividing or grouping numbers. However, since the core inspection, professional learning has not had a sufficient focus on improving teaching and learning.
- In most classes, teachers use classroom displays well to support pupils' learning and to display good examples of work. They provide pupils with useful examples of writing for different purposes.
- Across the school there is a tendency for adults to over-direct pupils' learning. In many activities, the pace of learning is slow and does not always match the ability of pupils well enough. Teaching does not routinely consider the different learning needs of pupils at different stages of development.
- Teachers provide older pupils with written feedback on what they have done well and how they can further improve their work. Overall, these improvements to pupils' work tend to focus on punctuation or spelling.
- During each topic or theme, many pupils take part in beneficial 'over to you' sessions that enable pupils to consolidate or further develop their skills across the areas of learning experiences.

The school's arrangements for safeguarding pupils give cause for concern

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/6642056>

Yours sincerely



Liz Miles

Assistant Director