

A report on
Ysgol Glanrafon

Lon Bryn Coch
Mold
Flintshire
CH7 1PS

Date of inspection: January 2026

by

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

This report is also available in Welsh

About Ysgol Glanrafon

Name of provider	Ysgol Glanrafon
Local authority	Flintshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	326
Pupils of statutory school age	233
Number in nursery classes	50
Percentage of 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%)	6.9%
Percentage of 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%)	10.7%
Percentage of pupils who speak Welsh at home	55.8%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	

A report on Ysgol Glanrafon
January 2026

Date of previous Estyn inspection (if applicable)	
Start date of inspection	19/01/2026

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

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Ysgol Glanrafon provides a caring and inclusive environment and plays a central role in its local community. Leaders set high expectations and have established a comprehensive vision that prioritises pupils' progress and well-being. This supports good behaviour across the school, with pupils showing obvious respect, kindness and pride towards each other and their school.

The governing body operates effectively, supporting the school enthusiastically and challenging leaders appropriately. They know the school well and evaluate the provision purposefully.

The care and emotional support provided by staff is a notable strength. They know pupils well and respond sensitively to their individual needs. This supports most pupils, including those with additional learning needs (ALN), to make sound progress from their starting points.

The curriculum is broad, balanced and stimulating, with purposeful opportunities for pupils to work creatively and engage with learning outdoors. The teaching is robust across the school. There is a purposeful pace to the learning sessions and experiences challenge pupils effectively. Overall, the feedback from staff to pupils helps them identify the next steps in their learning. However, the feedback does not always support pupils to improve their written work consistently enough.

Pupils contribute ideas enthusiastically about what they wish to learn and persevere to work independently. However, the opportunities for pupils to plan and make decisions independently about their learning have not been embedded fully to date.

The development of pupils' reading and mathematics skills are obvious strengths. Many pupils read fluently, use a range of strategies to understand the meaning of text skilfully and apply their number skills confidently across the curriculum.

Pupils in the specialist class work extremely positively with staff and peers, and they behave well. They build their confidence consistently and make sound progress from their starting points. The inclusive provision, including valuable opportunities to join mainstream classes, supports a strong sense of belonging and strengthens pupils' social and communication skills purposefully.

Recommendations

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

- R1 Provide consistent opportunities for pupils to make decisions about what and how they learn
- R2 Expand the opportunities for pupils to respond to feedback and improve their written work

What happens next

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

Main evaluation

The school's leaders promote a harmonious vision of a happy and caring learning community where all pupils are valued and supported to thrive. The headteacher, leaders and staff are an effective and passionate team that offers rich experiences in a safe and supportive environment. The headteacher is a robust leader and sets a clear strategic direction for the school. She has very high expectations of herself and others. Through this, pupils behave well and show respect and kindness to adults and other pupils across the school consistently. They are proud of their school.

Governors are very supportive and know the school and the community well. Through regular visits and discussions with staff and pupils, they have an appropriate understanding of the school's strengths and the areas for improvement. They challenge leaders about certain aspects of the provision purposefully.

The school's provision for supporting pupils' emotional needs is effective. Staff know pupils well and work sensitively to meet their needs. This encourages pupils to engage with their learning successfully. Through this, most pupils, including those with additional learning needs (ALN), make good progress in their skills from their starting points.

The school's staff have developed a broad and stimulating curriculum that engages and maintains pupils' interest successfully. The curriculum builds well on previous knowledge, skills and understanding, and focuses purposefully on developing pupils' creative, social and emotional skills. Teachers provide beneficial opportunities for pupils to contribute their ideas and to learn regularly outdoors. This boosts pupils' enthusiasm in their learning and obvious pride in their work.

Staff have high expectations for pupils' learning. The teaching offers an effective challenge and pace that facilitates learning effectively. Staff use a range of questioning methods skilfully in order to extend pupils' understanding and to address misconceptions in their learning. Teachers' feedback does not support pupils to improve their written work consistently enough.

Teachers cooperate effectively with the aim of ensuring consistency in teaching methods. They provide exciting activities that encourage pupils to apply their skills and to work independently. However, the opportunities for pupils to plan and make independent decisions about their learning have not yet been embedded fully.

Across the school, staff model language effectively. In the foundation learning classes, staff support pupils' early language skills development skilfully. The school builds on this work successfully as pupils become older. By Year 6, most pupils speak confidently and use a valuable range of vocabulary successfully in a variety of contexts.

One of the school's notable strengths is the provision for developing pupils' reading skills. Staff provide pupils with rich opportunities that foster a sense of love of reading skilfully. Most pupils read fluently and use purposeful strategies to understand the meaning of words, sentences and paragraphs within text. They apply their reading skills successfully in a variety of contexts across the curriculum.

The provision to develop pupils' understanding of mathematical concepts is extremely effective. It supports most pupils to make good progress in understanding and applying their skills and knowledge. For example, the youngest pupils develop their early skills successfully in the outdoor area and the older pupils use a range of methods to solve challenging problems independently.

As they move through the school, most pupils develop their digital and creative skills successfully. They take pride in the opportunities they have to perform on stage and develop their confidence and pride in Welsh culture effectively.

Leaders have established effective arrangements for evaluating the school's work. As a result, they have a clear understanding of the strengths and areas for improvement. This enables leaders to set appropriate priorities such as improving pupils' reading skills and developing the Welsh language. Leaders arrange purposeful professional learning opportunities for staff that have a positive effect on pupils' wellbeing and learning and align well with the school's development priorities.

The school maintains strong links with the local community. Pupils join local events and activities, fostering pride and a sense of belonging. These partnerships enrich learning and reinforce the school's central role in the community.

Staff encourage pupils to undertake leadership responsibilities, which give them useful opportunities to make decisions about how to improve aspects of the school's work and develop useful skills. This supports many pupils to develop a sense of ownership and responsibility and to develop valuable skills such as cooperation.

Pupils who attend the local authority's specialist class engage well with their peers and staff. They are polite and work effectively in small groups and individually. The provision supports most of them to make sound progress in their skills over time. Recent developments in provision offer beneficial opportunities for pupils to regulate themselves by using the new sensory room. Through this, pupils regulate themselves effectively and show a willingness to learn. Staff promote a strong sense of inclusion, where pupils in the class attend activities in the mainstream classes, where appropriate. Through this, pupils develop a sense of belonging and opportunities to develop their communication and social skills in a variety of contexts. Leaders are beginning to evaluate the provision appropriately and plan purposeful professional learning opportunities for staff.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

Concerns were raised about the management of the site during the inspection, and the local authority has been informed.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding 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)

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

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

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 23/03/2026