

A report on

Ysgol Y Llys

**Princes Avenue
Prestatyn
Denbighshire
LL19 8RP**

Date of inspection: March 2026

by

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

This report is also available in Welsh

About Ysgol y Llys

Name of provider	Ysgol y Llys
Local authority	Denbighshire
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	344
Pupils of statutory school age	243
Number in nursery classes	52
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%)	12.9%
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%)	2.5%
Percentage of pupils who speak Welsh at home	56.8%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/01/2025

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Date of previous Estyn inspection (if applicable)	
Start date of inspection	16/03/2026

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

The school is an inclusive and caring community in which positive working relationships between staff and pupils support a strong sense of respect. As a result, almost all pupils behave well and engage positively with their learning.

The provision for developing the Welsh language is strong, with staff modelling the language skilfully. This enables pupils to communicate confidently and develop robust skills in both languages by the end of their time at the school. In general, most pupils, including those with additional learning needs (ALN) and those from low-income families, make sound progress in their skills. However, teachers do not provide enough opportunities for pupils to use and develop their skills constructively across the areas of learning.

Teachers provide a curriculum that offers stimulating experiences and engages and maintains pupils' interest successfully. This contributes to their enthusiasm and pride in their learning effectively. Although there are many skilful teaching practices, the best practices are not rooted consistently enough across the school. As a result, a few pupils are not challenged appropriately or given enough opportunities to respond to staff feedback in order to improve their work.

Staff provide well-organised support to pupils with ALN, which supports many of them to develop their wellbeing and to make consistent progress in their skills. Although pupils' attendance is appropriate, those who are absent continuously are a concern.

Leaders provide a clear direction for the school and support staff's development appropriately. Overall, they implement self-evaluation and planning for improvement arrangements effectively enough to support pupils to make consistent progress in their skills across the areas of learning.

Recommendations

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

- R1 Reduce the rates of pupils who are absent continuously
- R2 Share and ensure consistency in the most effective teaching practices to support pupils to make consistent progress in their skills across the areas of learning
- R3 Strengthen self-evaluation and planning for improvement processes to focus consistently on the effect of provision on pupils' progress and standards

What happens next

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

Main evaluation

The school is a caring and inclusive community that gives a clear priority to pupils' wellbeing and the development of their Welsh identity. Leaders and staff work together effectively to create a positive ethos where pupils feel safe, respected and behave well. Most pupils show positive attitudes to their learning and participate purposefully in their activities. Staff provide beneficial opportunities for pupils to share their ideas and influence important aspects of provision. As a result of these experiences, their leadership skills develop well. They are confident that staff listen and act on their ideas.

Almost without exception, staff model the Welsh language effectively, which contributes strongly to developing pupils' communication skills. Across the school, many pupils develop sound listening and speaking skills and use Welsh confidently in a range of contexts. By the time they reach the top of the school, most read fluently in both Welsh and English and demonstrate a proper understanding of texts. Many pupils develop their writing skills consistently in an appropriate range of opportunities across the areas of learning.

Through relevant provision, most pupils make sound progress in their numeracy and digital skills over time. However, teachers do not always support pupils to make constructive progress in their skills. On the whole, the provision does not support pupils to develop and apply their skills to the same standard across the areas of learning.

Teachers work together effectively to plan a relevant curriculum that engages and maintains pupils' interest well and provides stimulating learning experiences, including beneficial opportunities for them to learn in the external environment. This contributes consistently to pupils' enthusiasm for their learning and pride in their work. Teachers use an appropriate range of questioning methods to extend pupils' understanding and to check their learning. In the most effective practices, teachers provide challenging activities that meet pupils' needs appropriately, and give them opportunities to make decisions about their own learning. However, in a minority of cases, the learning activities do not provide pupils with enough challenge to support them to make constructive progress in their skills. Overall, teachers do not always provide feedback to pupils skilfully enough which limits their understanding and ability to transfer their skills to new contexts.

Staff provide effective support to pupils with additional learning needs (ALN) by co-ordinating purposeful support programmes for them, and by working effectively with external agencies. Staff know pupils' needs well and use assessment information to monitor their progress regularly. As a result, many pupils with ALN make appropriate progress in fostering their wellbeing and improving their skills. The provision for developing pupils' spiritual, moral and social skills is strong, and this supports their ability

to engage positively with their learning. A good example of this is the inclusive provision which helps pupils to engage further with their learning. Through this, most pupils show respect and co-operate productively with each other.

Leaders monitor pupils' attendance at the school appropriately and support them along with their families well. Although attendance rates are good, those of a few pupils who are absent continuously are increasing over time. Overall, this is a concern and leaders are not implementing methods that are effective enough to reduce these rates over time.

Leaders gather an appropriate range of evidence to evaluate the school's work and use the information to set improvement priorities appropriately. However, the evaluations are not always sharp enough or focus strongly enough on the effect of the provision on pupils' progress and standards.

The headteacher provides skilful leadership and is valued by the school community. Together with the senior leadership team and dedicated staff, he promotes a clear vision that focuses on pupils' wellbeing, developing the Welsh language and creating a strong sense of belonging to the school and the wider community. Leaders share roles and responsibilities sensibly and foster a co-operative culture that supports staff's professional learning and well-being. The school provides relevant opportunities for them to support improvement priorities, and, overall, this leads to beneficial improvements in teaching and learning.

Governors support the school's work appropriately and provide constructive challenge and support to leaders. They know the school and its community well. Effective partnerships with parents and the community enrich pupils' experiences and contribute to their sense of belonging to the school.

Additional information

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

The school's arrangements for the management of the site are not a cause for concern.

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.

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