

Ysgol Yr Esgob
Lon-yr-ysgol
Caerwys
Mold
Flintshire
CH7 5PZ

21/05/2026

Dear leaders and staff

Interim visit: April 2026

A team of inspectors visited the Bryniau Clwyd Federation, including Ysgol Yr Esgob recently, to consider progress in relation to 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**Further develop leadership capacity across the federation by sharing effective practice and improving the ability of staff to monitor and evaluate the difference that teaching makes to pupils' learning and progress**

- Since the last inspection, the federation has faced a period of prolonged turbulence. This has resulted in instability within both the teaching staff and the leadership team. During this period, staff across the two schools have worked diligently to ensure that the quality of teaching and learning has remained effective.
- The federation is currently led by an acting headteacher who has been in post since January. He has supported an ethos of teamwork and collaboration across the schools well, resulting in a continued willingness from staff to work together.
- The acting headteacher has begun to work with the local authority to monitor the effectiveness of teaching and learning. This has included learning walks and scrutiny of pupils' work. The resulting evaluations identify overarching strengths and areas to develop across each school accurately.

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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.

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

- In a few cases, teachers have worked across the federation to monitor provision and pupil progress effectively. They have established a clear picture of how well pupils' digital skills are progressing and have identified strengths and areas for future improvement successfully. This work has led directly to improvements in provision and ensured that pupils make strong progress in this area.
- Further collaboration across the schools has led to positive developments such as strengthening provision for pupils' social and emotional development and provision for foundation learning.
- Leaders recognise the need to refine self-evaluation processes further so that they place a sharper focus on evaluating the quality of specific aspects of teaching and learning.
- Leaders bring staff together for training events such as safeguarding and positive behaviour management. However, opportunities for professional learning focusing on improving teaching and learning have been hampered by repeated changes to leadership.
- Leadership roles and responsibilities are not always clear. This is hindering the federation's capacity to make sustained improvements across the breadth of its provision.
- Currently, the federation does not meet the required timeframes relating to the performance review of all teaching staff.

Further improve provision to support the development of the full range of pupils' numeracy and digital skills

- Staff have worked together effectively, both within school and across the federation, to make improvements to provision for pupils' numeracy and digital skills.
- Younger pupils use digital tools successfully to create images and diagrams that support their work and reflect their learning. They use photography applications to record activities and programmable devices to develop early control skills.
- In older classes, nearly all pupils acquire a broad range of strong digital skills, including coding, presentation, database and spreadsheet use. They apply and combine these independently to support learning across the curriculum.
- Most pupils make strong progress in mathematics. The school places a clear emphasis on developing pupils' understanding of number. This helps many pupils build secure skills and apply them confidently to solve problems.
- Teachers plan purposeful opportunities for pupils to use numeracy across the curriculum at a similar level to dedicated mathematics lessons. They demonstrate a wide range of effective data handling skills in their topic work, such as creating line graphs to support their learning in science.

- The school uses a published scheme with supplementary activities to ensure full curriculum coverage. Leaders recognise the need to balance the teaching of number skills against wider mathematical knowledge and understanding, such as the exploration of shape, space and measure further.
- Staff are piloting a new approach to teaching mathematics for younger pupils. This is beginning to provide a better balance between the different aspects of mathematics.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website: [Ysgol Yr Esgob - Estyn](#)

Yours sincerely



Liz Miles

Assistant Director