

This letter is also available in Welsh

Ysgol Gronant
Nant Y Gro
Gronant
Nr. Prestatyn
Flintshire
LL19 9YP

10/07/2026

Dear leaders and staff

Interim visit: June 2026

A team of inspectors visited Ysgol Gronant recently to consider progress in relation to the 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

Develop older pupils as effective independent learners

- Leaders have established a useful federation-wide framework to support the progressive development of pupils' independent learning skills. This is beginning to have a positive impact on teaching and learning.
- Provision to develop younger pupils as confident and independent learners is developing well. This work lays important foundations for the progressive development of pupils' learning behaviours as they move through the schools.
- Through a thoughtful curriculum and engaging topics, teachers provide beneficial opportunities for pupils to make decisions about their learning. Many older pupils are making good progress in their development as independent learners from their individual starting points.

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

- Many older pupils understand the purpose of their learning. They explain clearly how they use their skills when collaborating with others to complete tasks.
- Many older pupils use what they already know to help them to overcome new challenges. They use working walls in classrooms appropriately to help them to recall prior learning.
- A minority of pupils disengage from their work at times during lessons. They do not always sustain effort, and this limits the pace of their work and overall progress.
- Leaders have rightly identified the need to further develop the effectiveness of teachers' questioning to support pupils to deepen their thinking and help them to address misconceptions.

Improve the quality of feedback for older pupils

- Senior leaders have worked with staff purposefully to develop a graduated approach to feedback to support pupils' learning as they progress through the schools. This includes a range of strategies including the use of verbal feedback, self-evaluation and peer assessments.
- Staff are steadily developing the effectiveness of feedback given during lessons. In many cases they support pupils to address misconceptions successfully. However, feedback is, on occasion, either overly generous or too general to be beneficial.
- Success criteria are used consistently with the aim of supporting pupils to elevate their own work and that of their peers. However, these often focus too heavily on developing simple aspects of pupils' work. At times, they include too many criteria to be helpful in supporting learning.
- Most older pupils understand how to make straightforward improvements to their work such as punctuation and spelling. However, they are less confident in understanding how to enhance wider aspects of their work. In a few cases pupils show a strong understanding of how to improve their writing, such as developing a story introduction to add more interest.
- Senior leaders monitor the impact of feedback accurately and recognise the need to further enhance the difference it makes to pupils' progress.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website: <https://estyn.gov.wales/education-providers/ysgol-gronant/>

Yours sincerely

A handwritten signature in grey ink that reads 'L Miles'.

Liz Miles

Assistant Director