

Ysgol Melyd
Ffordd Pennant
Meliden
Prestatyn
Sir Ddinbych
LL19 8PE

14/07/2026

Dear leaders and staff

Interim visit: July 2026

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

Ensure that teachers provide learning activities that challenge pupils of all abilities consistently

- Leaders have placed a strong emphasis on improving the quality of mathematics teaching. This has improved consistency and progression in this area of the curriculum.
- Leaders have ensured teachers engage in helpful professional learning. This has strengthened their understanding of pupils' progression in mathematics. They design learning activities that are accessible for pupils and offer extension opportunities when needed.
- Staff model positive learning behaviours well, supporting pupils across the school to be enthusiastic learners. Most pupils collaborate successfully with their peers and demonstrate high levels of perseverance.
- Staff use assessment data effectively to inform planning for whole-class teaching and small-group sessions. This ensures that learning activities meet the needs of pupils helpfully and provide appropriate challenge matched to their ability.

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

- Teaching assistants deliver small group mathematics sessions to more able pupils skilfully. Overall, staff have high expectations and support pupils to develop their mathematics and problem-solving skills well.

Review and improve provision for pupils with additional learning needs

- Leaders identified a need to review provision for pupils with additional learning needs (ALN) through their self-evaluation processes. In response to the substantial increase in the number of pupils requiring additional support, leaders have adapted provision thoughtfully to meet these pupils' often complex needs effectively.
- The school has made strong use of resources available to them to introduce individualised provision for pupils with ALN when needed. The carefully considered Pili Pala provision, provides a welcoming, nurturing environment that meets the needs of these pupils successfully.
- Senior leaders have ensured that staff working within Pili Pala access helpful professional learning to support pupils' progress and well-being. A strong focus on improving provision for speech, language and communication has strengthened staff's skills and understanding enabling them to use a range of useful strategies to aid and develop pupils' communication and language skills.
- Staff know pupils well and have a robust understanding of their needs, especially those with ALN. They have a responsive approach and adapt provision when needed. This ensures pupils engage with routines, resources and activities successfully. Leaders share and discuss pupils' individual targets with staff to ensure they facilitate both pupils' wellbeing and learning beneficially.
- The school works effectively with partners to support the continued improvement of ALN provision. This has enabled leaders to implement flexible and innovative intervention programmes for pupils across the school. Adaptations to this additional support have had a positive impact on improving rates of 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:

<http://www.estyn.gov.wales/provider/6632067>

Yours sincerely



Liz Miles

Assistant Director