

Ysgol Parc Y Llan
Ffordd Y Llan
Treuddyn
Mold
Flintshire
CH7 4LN

15/07/2026

Dear leaders and staff

Interim visit: June 2026

A team of inspectors visited Ysgol Parc Y Llan recently to consider progress in relation to its recommendation from the previous core inspection and a priority from its current school improvement plan.

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

Continue to improve attendance

- School staff promote the benefits of good attendance and work effectively to develop positive relationships with parents and families. Overall pupil attendance continues to increase each year.
- The school has robust systems for monitoring daily attendance including contacting families and recording reasons for their child's absence.
- Leaders and staff understand the importance of providing an engaging curriculum with a range of learning activities that meet the needs and interests of pupils well. This impacts positively on pupils' engagement with their learning and has contributed towards increased pupil attendance.
- School leaders regularly analyse the attendance of groups of pupils, including those eligible for free school meals and those with additional learning needs (ALN).

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

Despite this, the attendance of pupils eligible for free school meals remains lower than their peers.

- When a pupil's attendance drops below an acceptable level, leaders collaborate well with external agencies to support parents in order to improve their child's attendance.

Develop a consistent approach for the teaching of pupils' reading skills

- Throughout the school, there is a clear emphasis on developing pupils' love of reading. Pupils enjoy accessing the school libraries, cosy reading areas or listening to staff read stories. This provision supports pupils to develop positive attitudes towards reading.
- A few teachers use particularly engaging texts as a stimulus for learning across the curriculum. Although the school provides reading resources that engage pupils well, leaders recognise the need to ensure that pupils experience a wide range of texts over time.
- The youngest pupils develop pre-reading skills holistically through purposeful opportunities for play and exploration. As they move through the school, pupils successfully link letters to sounds and develop suitable strategies to read with accuracy. Older pupils develop an effective level of fluency and understanding when reading.
- Teachers in the classes for older pupils have recently engaged in professional learning to develop their teaching of reading. This has had a positive impact on their confidence in teaching higher order reading skills.
- Senior leaders have identified the need to review the reading curriculum and establish a clear progression of skills to be taught as pupils move through the school.

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/6642266>

Yours sincerely



Liz Miles

Assistant Director