Dros ddysgwyr, dros Gymru
For learners, for Wales

A report on

Ysgol Estyn C.P.

Hawarden Road
Hope
Nr. Wrexham
Flintshire
LL12 9NL

Date of inspection: September 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

This report is also available in Welsh

About Ysgol Estyn C.P.

Name of provider	Ysgol Estyn C.P.
Local authority	Flintshire County Council
Language of the provider	English
School category according to Welsh-medium provision	English Medium
Type of school	Primary
Religious character	*None
Number of pupils on roll	221
Pupils of statutory school age	174
Number in nursery classes	22
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 Primary is 21.7%)	12.60%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	2.90%
Percentage of pupils who speak Welsh at home	3.40%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/01/2011

Date of previous Estyn inspection (if applicable)	10/06/2019
Start date of inspection	21/09/2026

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

Ysgol Estyn is a happy, nurturing and highly inclusive learning community where nearly all pupils, including those with additional learning needs (ALN) and those from low-income households, make strong and sustained progress from their individual starting points. Pupils demonstrate excellent attitudes towards learning. They collaborate well and develop as highly confident, resilient and independent learners. They make purposeful choices about their learning, sustain concentration well and show increasing initiative in selecting resources, solving problems and evaluating their own work.

Staff use both indoor and outdoor learning environments exceptionally well to develop pupils' learning, well-being and independence. They provide rich, engaging learning experiences that encourage pupils to explore, investigate and lead aspects of their own learning. Pupils feel valued, contribute meaningfully to school life and develop strong leadership skills through a range of pupil leadership groups.

The school has established a strong culture of language and literacy. Most pupils read confidently, discuss books enthusiastically and apply an increasingly rich vocabulary in their writing across a range of contexts. Most pupils develop their mathematical knowledge, digital competence, and problem-solving skills well and apply them successfully to their work during engaging and purposeful learning activities. Teachers provide an appropriate level of challenge and use feedback effectively to support pupils to refine their work and deepen their understanding.

A notable strength of the school is its highly effective work with local schools. Leaders and staff work purposefully with colleagues to share and develop effective approaches to teaching and learning, develop their curriculum, strengthen professional learning for staff and ensure smooth transition arrangements for pupils.

The headteacher provides dynamic strategic leadership and is supported well by committed governors, leaders and staff who share a relentless focus on improving outcomes for all pupils. Pupils are encouraged to play an active role in their community and develop as valued, responsible citizens through a wide range of meaningful opportunities to contribute to local initiatives, support community events and engage with people beyond the school.

Recommendations

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

R1 Further develop pupils' Welsh oracy skills.

What happens next

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

Main evaluation

Ysgol Estyn is a school at the heart of its community. Staff put pupils at the centre of all decision-making and the school's aspirational approach to enabling all pupils to realise their potential sets firm foundations for their future. Strong relationships between staff and pupils underpin the school's positive and nurturing culture. Pupils are respectful, considerate and courteous towards one another and staff. Leaders and staff have created a calm and purposeful learning environment that contributes to pupils' well-being effectively.

Governors provide effective support and challenge to leaders. Through their involvement in self-evaluation and monitoring, they maintain a clear focus on school improvement and play an active role in school life. They work closely with leaders to manage finances, to ensure spending aligns with improvement priorities and reduces the impact of poverty on pupils' learning experiences.

Leadership at all levels is a notable strength of the school. Staff play an active role in leading on improvement priorities, sharing effective practice and evaluating the impact of their work. Through a highly collaborative culture of professional enquiry, monitoring and reflection, staff work together purposefully to refine teaching and learning. Leaders and staff have a clear understanding of the school's strengths and areas for development and use this knowledge effectively to secure positive outcomes for pupils.

Leaders maintain a strong focus on national priorities, enabling most pupils, including those with additional learning needs (ALN) and those from low-income households, to make positive progress in learning. Well-planned and purposeful professional learning has had a notable impact on improving the consistency of teaching and strengthening leadership at all levels.

Spotlight: Effective partnership working

Leaders provide highly worthwhile opportunities for staff to work in partnership with staff in local schools, sharing effective approaches to teaching and learning and strengthening leadership. Staff benefit from regular and purposeful professional dialogue, shared monitoring activity and joint curriculum development. This focus on continuous improvement through professional learning has a significant impact on the quality of teaching and ensures that pupils' learning experiences support their progress and well-being successfully.

The school's provision for pupils with ALN is a strength of the school. Leaders ensure that pupils are appropriately and swiftly identified, and that monitoring and support for pupils with ALN meets their learning, social and emotional needs effectively. Teachers and teaching assistants maintain a highly inclusive culture in which skilled staff are responsive to pupils' individual needs. This ensures that most pupils with ALN make positive progress from their starting points, improve their engagement, and develop their independence.

The school promotes a strong culture of safeguarding. Staff understand their responsibilities well and respond appropriately to concerns. Leaders work closely with external agencies to monitor pupils' attendance and support families well to ensure attendance of all pupils is good.

The school has developed a purposeful curriculum that reflects the holistic nature of Curriculum for Wales. Teachers combine areas of the curriculum such as expressive arts and health and well-being skilfully to create rich learning experiences that inspire pupils. Thoughtfully planned learning experiences support pupils to develop their critical thinking and problem-solving skills and help them to plan and organise their work.

The school provides beneficial opportunities for pupils to develop their ethical, social and moral understanding. Teachers enable pupils to explore belief and values. From a young age pupils develop their understanding of right and wrong and the impact of their actions on others. Assemblies and whole school events support most pupils to develop a strong sense of belonging and identity and show care and consideration for others.

Across the school, pupils develop a sound understanding of Welsh culture and heritage, which fosters pride in their local area and Wales. The Criw Cymraeg is particularly enthusiastic about promoting Welsh and finds creative ways to encourage pupils and the community to value the language. Most teachers provide suitable opportunities for pupils to develop their Welsh language skills progressively across the school. Although most pupils participate, with support, in simple Welsh conversations, they lack the confidence to respond independently or extend their language beyond basic responses.

Teachers have high expectations of pupils and most plan appropriately challenging learning experiences. During lessons most teachers provide pupils with clear explanations and set purposeful learning intentions. They support pupils effectively, provide exemplars and useful success criteria, and ask questions that help pupils make strong progress. Pupils make valuable contributions to their learning and often identify their own next steps. In most lessons, teachers provide feedback that supports pupils to reflect on and improve their work, and to develop a secure understanding of the purpose of their learning.

Spotlight: Effective development of independent learners

The school places a strong emphasis on developing pupils' independence from the earliest stages. Staff provide purposeful opportunities for pupils to make choices about their learning, solve problems and take increasing responsibility for their progress. Rich indoor and outdoor learning environments encourage independent exploration, enquiry and the application of skills in meaningful contexts. Pupils develop resilience, self-regulation and confidence as learners, working effectively both independently and collaboratively, and making strong progress across the curriculum.

Teachers plan learning experiences that enable pupils to apply their literacy and numeracy skills and to demonstrate their digital competence effectively. They are strong language models who value opportunities for pupils to develop their speaking and listening. They plan a range of informal and formal learning experiences that enable pupils, from a young age pupils to listen well and speak with confidence. Many pupils benefit from opportunities to write for a range of purposes and by the time they leave the school, they write successfully, clearly and creatively.

The school has a rich reading culture. Leaders have prioritised the development of reading across the school by creating attractive, well-resourced reading areas in every classroom and throughout the learning environment. As a result, many pupils demonstrate a strong enthusiasm for reading and develop positive attitudes towards reading for pleasure. Nearly all teachers choose texts that inspire learning. The youngest pupils delight in picture books and enthusiastically retell familiar stories. Most older pupils persevere with challenging texts and use a range of advanced reading skills to support their learning.

As pupils move through the school, they make good progress in developing their mathematical knowledge. They have a secure understanding of concepts and transfer their skills competently to other areas of the curriculum. The school provides effective opportunities for pupils to develop their digital skills across the curriculum. As a result, nearly all pupils use a range of digital tools confidently to support their learning, problem-solving, and creativity**.**

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances 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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Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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