

**A report on**

**Deiniol C.P. School**

**The Ridgeway  
Marchwiel  
LL13 0SB**

**Date of inspection: March 2025**

**by**

**Estyn, His Majesty's Inspectorate for Education  
and Training in Wales**

## About Deiniol C.P. School

Name of provider	Deiniol C.P. School
Local authority	Wrexham County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	171
Pupils of statutory school age	131
Number in nursery classes	14
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 22.9%)	11.2%
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 11.1%)	7.6%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	4.6%
Date of headteacher appointment	01/09/2015
Date of previous Estyn inspection (if applicable)	01/11/2016
Start date of inspection	17/03/2025

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](https://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

Deiniol Primary School is a happy and caring community. The headteacher shares a clear vision based on 'Supporting, Motivating and Inspiring all pupils to Learn and Excel,' and works purposefully with staff, governors and pupils to ensure a safe and inclusive environment where pupils feel valued and supported. Pupils know that adults in the school care for them and that they can turn to them when they face challenges or have difficulties. As a result, most pupils attend regularly, behave well and work and play together happily.

The school has made significant progress in refining its curriculum, with teachers providing a rich range of stimulating learning experiences that cater to individual needs. Classrooms and outdoor spaces are productive, active learning environments. This ensures that most pupils focus well during lessons and develop positive attitudes to learning. Most teaching is purposeful; however, teachers do not consistently challenge all pupils to develop their independent learning skills well enough.

Most pupils, including those with additional learning needs (ALN), make good progress over time. Teachers plan systematically for the progressive development of pupils' literacy, numeracy and digital skills and provide frequent opportunities for pupils to apply these to support their learning across the curriculum. Provision to develop pupils' reading and writing skills is particularly effective. As a result, most pupils become confident readers and write perceptively for a wide range of purposes across the curriculum.

The headteacher provides effective and thoughtful leadership, which ensures that the school has a clear strategic direction. He is well supported by a committed team of dedicated and caring staff and governors. Evaluation processes accurately identify areas for improvement. For example, the school recognises the need to improve pupils' Welsh language skills.

## Recommendations

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

- R1. Ensure that teaching consistently provides appropriate challenge for all pupils to develop as effective independent learners
- R2. Further develop the curriculum to provide a systematic whole-school approach to developing pupils' Welsh language skills

## **What happens next**

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

## **Main evaluation**

The headteacher provides effective and thoughtful leadership, which ensures that the school has a clear strategic direction and promotes a close-knit and inclusive community. He articulates a clear vision based on 'Supporting, Motivating and Inspiring all pupils to Learn and Excel,' and conveys this vision successfully to staff, pupils and governors. At its core is a thoughtful and inclusive culture that ensures that pupils feel a secure sense of belonging and develop the confidence and skills to engage positively with all learning experiences.

The supportive and friendly working relationships between staff and pupils is a strong feature of the school. Pupils know that staff will listen to them and act on any concerns they may have. Leaders and staff promote a robust culture of safeguarding and a welcoming, nurturing environment where pupils are happy and feel safe in school. Periods of collective worship foster pupils' spiritual, personal, moral, and social skills thoughtfully, promoting a strong sense of 'family' and providing pupils with valuable opportunities to reflect on key themes and values.

The headteacher has high expectations of himself and others. He is well supported by his senior leadership team. They model professional values and behaviours that contribute purposefully to effective collaboration amongst staff. This results in a strong team ethos, where dedicated, hardworking staff collaborate effectively. They have clear expectations of pupil behaviour. This helps to ensure that most pupils behave well in classes and in all aspects of school life. They work and play together happily, and are welcoming, courteous and respectful to staff and visitors. The school has effective systems to ensure regular attendance and, as a result, most pupils attend school regularly.

Leaders and staff ensure that pupils with additional learning needs (ALN) receive effective and targeted support. Skilled teaching and support staff plan and implement a broad range of targeted support programmes to support pupils' well-being, social, communication and numeracy skills well. They involve pupils, parents, and the views of outside agencies to plan interventions and evaluate their impact. Over time, most pupils, including those with additional learning needs and pupils who are adversely affected by poverty and disadvantage, make good progress in developing their skills from their starting points.

Leaders and staff are committed to addressing local and national priorities. They work collaboratively with governors, pupils and parents to create a clear rationale for the school's curriculum. This means that they share a clear vision for their curriculum, which aligns with the principles and purposes of the Curriculum for Wales, takes account of the local area and meets the needs of most pupils well.

Staff engage pupils well in learning experiences and support them to focus on their work successfully. Most teachers ensure that learning activities proceed at an appropriate pace and that learners move between activities smoothly and briskly. They use questioning effectively to move pupils' learning on and support pupils' understanding, ensuring that many pupils are appropriately challenged. Effective use of 'pit stops' during activities supports pupils to think critically about their work and to justify their opinions and conclusions. However, at times staff tend to over-direct pupils' learning and activities do not always challenge all pupils to develop their independent learning skills well enough.

Most pupils, including those with additional learning needs, make strong progress in building their literacy, numeracy and digital skills. Staff develop younger pupils' communication skills consistently well, by modelling, speaking and listening effectively. Older pupils speak clearly and confidently about their learning and make reasoned and thoughtful suggestions during class discussions. They use relevant vocabulary for specific areas skilfully and naturally, for example, when discussing how to carry out an investigation on parachutes.

### **Spotlight 1 - Strengthening pupils' reading skills**

Following the pandemic, the school identified a decline in pupils' skills and enjoyment of reading. In response, teachers developed and implemented a rich variety of interesting challenges such as 'Drop Everything and Read' (DEAR) and the '25 Book Challenge' to rekindle their enthusiasm and love for reading. This has led to a strong culture of reading which ensures that most pupils' make strong progress in developing their reading skills and apply these skills effectively across the curriculum.

## **Spotlight 2 - A whole-school approach to developing pupils as effective writers**

The school has successfully adopted a purposeful and progressive approach to the teaching of writing to equip and prepare pupils for writing at length. Teachers work co-operatively to adapt plans and provision in order to stimulate, prepare and model work before pupils start their written work. This involves reviewing the process of writing in small steps so that pupils have the skills to succeed. Teachers provide exciting, relevant opportunities to write and provide effective feedback. As a result, most pupils engage positively in written activities and, by Year 6, many create written work of a high standard across the curriculum.

Over time, most pupils make strong progress in developing their numeracy and digital skills and apply these skills across the curriculum and in authentic contexts. They are aware of choosing safe sites and fact checking research work. Teachers plan successfully for the development of pupils' physical skills. Pupils of all ages participate enthusiastically during physical education lessons and in the outdoor area. Many pupils enjoy using their creative and artistic skills; they demonstrate effective fine motor skills, using scissors, glue and paint brushes confidently. Older pupils work together effectively, for example when singing a round and playing a range of percussion and tuned instruments.

Many pupils have a positive attitude to learning Welsh and respond to teachers' instructions well. Many understand Welsh in familiar situations and answer with basic responses during discussions with teachers and each other. However, the majority of pupils make limited progress in their Welsh language skills over time. Generally, they do not use their oral Welsh language skills confidently enough around the school.

Leaders know the school well and work effectively with staff to develop a collective responsibility for self-evaluation. Activities are robust and inform leaders of the school's strengths and areas for improvement well. Staff hold regular meetings to consider individual pupils' progress. This ensures that teachers identify underperforming pupils quickly and put suitable provision in place. Leaders and staff show a strong commitment to promoting continuous and sustainable improvements, for example, in pupils' reading and writing skills.

The governing body is well informed, effective and committed to supporting the school. Members understand the school's context, its strengths, and priorities for improvement well. They receive regular updates from school leaders about progress towards identified areas for improvement and individual members visit school to carry out learning walks and listen to learners. This helps them, as 'critical friends', to strike an appropriate balance between support and challenge.

### **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/carers 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](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)