

Rhian Hughes
Ysgol Cae'r Gwenyn
Prince Charles Road
Wrexham
LL13 8TH

01/05/2025

Dear Rhian Hughes

Interim visit: April 2025

A team of inspectors recently visited Ysgol Cae'r Gwenyn to consider how the school has progressed in addressing the recommendations from its core inspection in June 2023. In addition, leaders at the school requested that we look at an area of development from their current school development plan.

During the visit the team had the opportunity to observe teaching and learning, look at pupils' work, scrutinise evidence and talk to staff and leaders.

Below is a summary of progress.

Focus of visit

Further develop opportunities for pupils to make choices during their play

- Leaders provide beneficial opportunities for staff to observe strong practice in other local schools. This has supported their knowledge and understanding of how they can best support pupils with Additional Learning Needs (ALN) to have a voice and be able to communicate their needs effectively.
- Staff make good use of resources to support pupils' communication skills to enable them to make appropriate choices in their play. They tailor the number of choices for pupils to choose from according to their individual needs. This enables pupils to begin to communicate their choices and have a say in where they wish to play in both the indoor and outdoor environments.

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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

- Staff ensure that pupils have regular opportunities to play in the indoor and outdoor areas. Where applicable, pupils access the outdoor environment directly from their classrooms. This allows pupils to make a choice to where they wish to play. They move freely outside and develop their core strength and physical skills well, however there are limited opportunities to develop a wider set of skills and engage in sensory experiences
- Staff are positive role models when playing in the indoor areas of the classrooms. They demonstrate play and verbalise their actions carefully. This supports pupils to make choices about new or unfamiliar play areas.

Develop opportunities for pupils to engage in visits within the locality to enhance their learning experiences

- The school acknowledges the significant challenges many pupils face in accessing local visits, which are not always appropriate for their needs. In response, the school arranges visits from local community figures, such as the community police team, to inform pupils about their roles and identify them as a person of trust.
- Teachers plan meaningful visits to the local church during key times of the year, such as Easter and Christmas, giving pupils the chance to explore unfamiliar buildings and engage with their local community.

Further develop a whole school total language approach in order to enhance children's communication skills

- The school has developed a vision for the school that focuses clearly on developing pupils' communication skills.
- Leaders have invested in developing staff's professional learning through attending courses, and in house training sessions alongside beneficial input from external agencies such as the local speech and language teams well. This has ensured that all staff have a good understanding of how best to support pupils' individual communication needs. As a result, the school uses a range of bespoke communication strategies effectively.
- Leaders ensure that any new staff to the school receive the appropriate communication training that will best support them in their roles.
- Leaders have provided staff with beneficial opportunities to visit other local schools to observe effective practice which they have implemented back into the classroom well.
- The school is developing a communication policy so that there is a consistent approach to the delivery of the various language development strategies across the school.

- The school works with the external agencies such as the local speech and language teams and educational psychologist highly effectively to deliver targeted interventions to support the development of pupils' communication skills and improve their levels of concentration.
- Across the school, teachers and staff use useful prompts such as picture cards and picture boards well to support pupils' communication skills.
- Staff are effective language role models and support pupils' communication attempts skilfully. They take notice of the slightest attempts of communication by pupils and use these effectively to make connections in their learning.

The school's/PRU'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/6651007>

Yours sincerely



Liz Miles

Assistant Director