

Marina Parsons
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Dear Marina Parsons

Interim visit: May 2025

A team of inspectors visited Trelawnyd Voluntary Aided School recently to consider progress in relation to two recommendations 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

Provide opportunities for pupils to make decisions about how they organise and present their work and to decide for themselves how they respond to learning tasks

- Teachers are beginning to provide a few valuable opportunities for pupils to make decisions about how they respond to tasks and present their work.
- When teachers pitch tasks at the right level, many pupils respond well and apply their skills enthusiastically and effectively to new contexts.
- There are suitable opportunities for pupils to learn, use their skills and solve problems practically when working outdoors.
- Across the school but particularly when working with younger pupils, there is a tendency for adults to over influence learning, including instances when they do the thinking and problem solving for pupils.

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- Currently, opportunities for younger pupils to make independent choices about how and what they learn are at an early stage of development.
- Overall, throughout the school, teachers do not consistently tailor the level of challenge to individual pupils' needs well enough. For more able pupils particularly, expectations are not always as high as they could be. This limits opportunities for these pupils to think deeply about how they respond to tasks and hinders their progress.
- Across the school, within books, there is an over-reliance on worksheets and cutting and sticking activities that limit the level of challenge that pupils receive and the ways that they respond to tasks.

Improve provision to support pupils' application of their numeracy skills across the curriculum and in real-life situations

- Leaders have an accurate understanding of the school's progress to support pupils' application of their numeracy skills across the curriculum. They acknowledge the need to provide improved professional learning opportunities, including observing good practice to support teachers to further develop their practice and raise expectations. Teachers across the school are beginning to provide pupils with suitable activities that develop their numeracy skills. In the best examples, engaging learning opportunities that relate well to real-life situations enable pupils to apply a range of mathematical skills at a suitable level.
- During many numeracy activities, there is a tendency for there to be a lower level of challenge than there is in pupils' mathematics work.
- Too often the level of challenge in numeracy tasks is the same for all pupils in a class and does not meet their individual needs well enough. This means that pupils do not always make the progress they could.
- Across the school, pupils are beginning to gain an understanding of the benefits of using mathematics and numeracy in real-life contexts

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/6643316>

Yours sincerely



Liz Miles
Assistant Director