

A report on

Ysgol Penrhyn New Broughton Primary

**School Lane
Southsea
Wrexham
LL11 6SF**

Date of inspection: June 2025

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Ysgol Penrhyn New Broughton Primary

Name of provider	Ysgol Penrhyn New Broughton Primary
Local authority	Wrexham County Borough 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	211
Pupils of statutory school age	172
Number in nursery classes	19
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%)	23.1%
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%)	11.6%
Percentage of pupils who speak Welsh at home	0.9%
Percentage of pupils with English as an additional language	7.0%
Date of headteacher appointment	01/09/2022

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Date of previous Estyn inspection (if applicable)	22/05/2017
Start date of inspection	16/06/2025

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

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Ysgol Penrhyn is a happy, inclusive school that places a high priority on pupils' and staff well-being. Leaders, governors and staff work together diligently to ensure the school vision, 'Altogether we Shine', is a lived experience that supports everyone to achieve more than they ever thought possible.

Leaders and staff provide high levels of care and support for pupils across the school. They recognise the needs of every pupil and, when appropriate, provide additional support that meets pupils needs successfully. During their time in school, most pupils, including those with additional learning needs (ALN) and those affected by poverty and disadvantage, make good progress in their well-being and learning across the curriculum. Most pupils make strong progress in writing skills and nearly all develop a love of reading.

Pupils are friendly and kind to each other and most have positive attitudes to learning. Staff set high expectations for pupils' behaviour, and nearly all pupils behave well, and show mutual respect for each other. Teachers nurture a respectful culture that permeates all areas of school life, helping to create a calm, orderly and supportive learning environment where everyone can focus on learning.

The school has developed a knowledge rich curriculum which supports pupils to become curious learners, who are well acquainted with their local community, Wales and the wider world. Staff make good use of educational and residential visits to further enrich learning experiences. In general, teachers do not always support pupils to develop their skills progressively over time.

Members of the governing body are supportive and well-informed. Leaders have identified many of the school's strengths and areas for improvement. However, leaders have a self-evaluation and improvement process that is overly complex, and they identify too many priorities. This makes it difficult to focus well enough on the most important aspects of its work.

Recommendations

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

R1. Ensure that monitoring, evaluation and improvement processes focus sharply on the aspects in most need of improvement

R2. Strengthen curriculum planning and provision to support pupils to develop their skills progressively over time

What happens next

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

Main evaluation

The school is a happy and inclusive learning environment where every individual feels a strong sense of belonging. The headteacher, governors and staff work diligently to ensure that the school vision, 'Altogether We Shine', is a lived experience that provides everyone with an opportunity to achieve to the best of their abilities.

Nearly all pupils enjoy coming to school, they feel safe and know who to talk to if they have a concern. Most have a positive attitude towards learning and participate well in lessons. During their time in the school, most pupils, including those with ALN and those affected by poverty and disadvantage, make good progress. Nearly all pupils show kindness to their friends and are extremely welcoming to visitors. Staff set high expectations for pupils' behaviour and nearly all behave well in classes and around the school.

The school places a strong focus on supporting pupils' well-being. Staff help pupils to learn about how they can develop positive skills and learning habits. This impacts positively on pupils well-being, resilience and confidence. Regular check-ins enable staff to identify and address concerns swiftly and support pupils to manage their emotions effectively. Teachers provide valuable provision for pupils' ethical and moral development. The school's values are well understood by pupils and staff, and evident in their actions. For instance, in assembly, pupils discuss the importance of friendship and showing kindness to one another, they reflect on how this improves their own well-being and helps others feel good about themselves.

The school has developed a purposeful curriculum that meets the needs of most pupils well. Teachers ensure the curriculum provides pupils with a range of interesting and worthwhile experiences to learn about their local community, Wales and the wider world. For example, pupils investigate the Tudors to learn about how they influenced the Wales we know today. Teachers make good use of educational visits to extend pupils' experiences, such as supporting pupils to develop an awareness of the world beyond the community and build the confidence to learn new skills during residential visits. Overall, most pupils develop their knowledge and understanding well across all areas of the curriculum. However, staff do not always support pupils to develop their skills progressively over time.

Teachers know their pupils well and have a good understanding of their needs and interests. Most plan activities that are purposeful, build on prior learning, and provide an appropriate level of challenge to support pupils to make progress in skills. Most teachers use thought provoking questions to address pupils' misconceptions and deepen their learning. They provide effective feedback that helps many pupils improve their work. Overall, teachers ensure that classes are well organised and provide worthwhile

opportunities for pupils to develop independence and curiosity through their learning and play. They provide frequent opportunities for pupils to use outdoor areas purposefully to develop their physical skills or learn about them when they identify plants they have been reading about. Teachers use forest school particularly well to provide beneficial opportunities for all pupils to enrich their learning, including those with emotional needs.

Many pupils start the school with literacy skills levels below the expected level. However, by the time pupils leave the school, most are confident and articulate speakers. Teachers provide a well-structured and comprehensive approach to the teaching of writing for different purposes. This ensures most pupils develop effective writing skills which they successfully apply to a range of contexts. Staff promote a strong culture of reading throughout the school. As a result, nearly all pupils develop a love of reading during their time in the school, and most older pupils read a range of texts with fluency, intonation and enjoyment.

Most pupils make good progress in developing their mathematical knowledge and understanding. Nearly all pupils use a range of digital devices confidently and older pupils develop a range of skills, such as coding, well. Where this is most effective, pupils have worthwhile opportunities to apply these skills in real life contexts.

The schools' provision for pupils with ALN is well established and effectively implemented across the school. Teachers and skilled support staff deliver targeted interventions that are carefully matched to pupils' individual needs. The additional learning needs co-ordinator and staff have established positive and supportive relationships with parents and carers. They meet regularly to review interventions and monitor progress to ensure they are successful in enabling pupils to achieve to the best at their stage of development.

Staff support most pupils to embrace the opportunity to take on leadership roles in the pupil voice groups in the school. Pupils take their role very seriously and lead initiatives with confidence and determination. Pupil groups meet regularly to plan a range of activities to secure improvements in areas identified by their peers, for example suggesting a reward system to encourage pupils to improve their attendance. Through this work, they develop important skills such as co-operation, respect and teamwork.

Leaders use a wide range of first-hand evidence, to review the school's work. Whilst they identify many of the school's strengths and areas for development accurately, the school's self-evaluation and improvement processes are overly complex, and identify too many priorities. This makes it difficult for leaders to focus on driving forward the most important aspects of its work. However, where leaders have identified and prioritised a specific area, beneficial improvements have been made to secure sustained improvements. For example, the implementation of a new approach to writing has secured a consistent

approach across the school and, as a result, most pupils make strong progress in writing as they move through the school.

Leaders have made a strong commitment to raising the profile of Welsh across the school. Most staff provide good Welsh language role models for pupils. They use Welsh frequently during the day and take every opportunity to engage pupils in conversations to practise their skills. The Criw Cymraeg raise awareness of Welsh culture through assemblies and encourage the use of Welsh around the school by rewarding pupils for using the Welsh language and organising Welsh games at breaktimes. As a result, nearly all pupils have a positive attitude towards the Welsh language and culture and make suitable progress in developing their Welsh language skills.

Members of the governing body are very supportive of the school and bring a wide range of experience to the role. However, they do not monitor how well the school targets resources specifically to support those pupils who are eligible well enough. Whilst governors are aware of the school's priorities, their direct contribution to school self-evaluation is limited.

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)

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:

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