

Lisa Roberts  
Alexandra School  
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Wrexham  
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15/07/2025

Dear Lisa Roberts

**Interim visit:** July 2025

A team of inspectors visited Alexandra 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**

**Strengthen the links between areas of learning to provide purposeful opportunities for pupils to deepen their understanding and further develop their independent learning skills**

- Leaders take a strategic approach to planning and monitoring a curriculum that meets pupils' needs well and develops their independent skills effectively. They ensure that the school's curriculum contains clear links between areas of learning and track the progress of pupils' skills effectively, including those in the resource provision classes. Staff plan engaging learning activities that reflect the local area and the interests of the pupils.
- Leaders provide a broad range of professional learning opportunities related to this recommendation. The development of the digital skills of staff has been particularly beneficial and has had a positive impact on pupils' digital skills across the school.
- Staff have improved their understanding of how to develop pupils' independent learning skills. They provide well organised learning environments that supports the development of pupils' independent learning skills well.

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- Staff use meaningful feedback that supports many pupils to understand what they have done well in their work and where it can be improved. Generally, pupils use this feedback well to support their future learning and independent learning skills.
- Teachers provide meaningful opportunities for pupils to develop their digital and literacy skills in a broad range of authentic contexts. There are fewer opportunities for pupils to use their numeracy skills across the curriculum.
- Most pupils across the school show positive attitudes towards their learning and discuss their work enthusiastically. They demonstrate perseverance and resilience when they undertake independent learning activities. Older pupils recognise that they now have more opportunities to make decisions about how and what they learn.
- Leaders monitor provision across the school well through book looks and lesson observations. They focus effectively on provision to develop pupils' independent learning skills and opportunities to develop their literacy, numeracy and digital skills across the curriculum. They provide useful feedback to staff and members of the governing body and identify their next steps effectively.

### **Improve pupils' skills in speaking Welsh**

- Leaders set a clear vision for developing pupils' use of Welsh and monitor the progress diligently. The very few Welsh-speaking staff are positive role models, supporting pupils and staff to strengthen their language skills well. This supports the school's aim to embed Welsh as a daily, progressive feature of school life successfully.
- Leaders and staff plan a curriculum that ensures pupils develop their Welsh language skills progressively over time. Leaders have established a clear skills development overview to support this, which is beginning to improve pupils' Welsh oracy skills and their confidence to use the language.
- Staff use regular short sessions to help develop pupils' fluency in Welsh language patterns and provide fun and engaging opportunities for them to practice these skills consistently.
- Leaders and staff make purposeful use of trips and residential opportunities in the local and wider area through to support pupils' Welsh speaking skills. This is beginning to support pupils to develop greater confidence and enthusiasm in using Welsh in real-life contexts.
- Staff, including those in the resource provision classes, use resources purposefully to support pupils' Welsh language development. They display key vocabulary and a range of language patterns consistently, which pupils use appropriately to support their learning.

- Leaders provide valuable professional learning opportunities to develop the Welsh language skills of staff, including effective collaboration with external partners such as the Welsh Immersion Team. This is beginning to increase the confidence of staff when modelling language patterns and helps them to use Welsh consistently in their daily classroom routines.

The school'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/6652173>

Yours sincerely



**Liz Miles**

Assistant Director