

**Report following monitoring**

**Level of follow-up: Significant improvement**

**Ysgol Clawdd Offa**

**Ffordd Clawdd Offa  
Prestatyn  
LL19 8AZ**

**Date of visit: July 2025**

**by**

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

## Outcome of visit

Ysgol Clawdd Offa is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

## Progress since the last inspection

### **R1. Ensure that all pupils have equitable access to inclusive learning experiences that take full account of their individual learning needs and support them to make the best possible progress**

Leaders and staff have collaborated to create an inclusive approach to teaching, based on high expectations that meet the differing needs of all pupils in most classes. Leaders have worked closely with local authority officers and specialist teachers to develop high quality approaches to support pupils with additional learning needs (ALN). Through a series of worthwhile professional learning opportunities, teachers and teaching assistants have developed a secure understanding of ALN reform, the school's processes for supporting pupils with ALN, and their roles and responsibilities.

Staff identify pupils with ALN effectively and generally provide support that meets their individual needs. Skilled teaching assistants support pupils through targeted interventions. These short, sharp sessions engage pupils well and enable them to return to lessons swiftly. The support continues in lessons, where most teachers and teaching assistants adapt learning effectively to meet pupils' learning and well-being needs. Leaders and teachers monitor the progress of pupils with ALN regularly to ensure that the additional support provided is beneficial to pupils. Most pupils with ALN make good progress towards their individual learning goals.

Leaders evaluate the impact of the school's support for pupils with ALN regularly. They build valuable relationships with families to strengthen processes and to identify what is working and what can be improved.

The school's nurture provision supports pupils' emotional needs well. Highly skilled staff create a calm and supportive environment that helps pupils regulate, communicate and develop their skills at an appropriate level. Pupils interact well with staff and enjoy exploring the environment, following their interests and curiosities. This effective

provision enables pupils to integrate more comfortably into their mainstream class, where staff are available to support them.

However, the quality of teaching and learning remains variable. This is because in a few lessons the pace of learning is slow, and teachers do not challenge pupils to extend their learning and thinking. Teachers generally take responsibility for all pupils' learning, and, in many lessons, they use individual feedback appropriately to support pupils' progress. Over time, many pupils reflect on the feedback they receive to make suitable improvements to their work.

Most younger pupils engage well with their learning. Staff create highly effective learning environments and provide a wide range of worthwhile learning experiences that enable pupils to become curious and creative learners. They enthusiastically explore learning independently, show resilience and solve problems effectively in their play-based learning. Staff support pupils well and adapt their teaching approaches to meet all pupils' needs.

As they move through the school, many pupils engage effectively in learning experiences. They often demonstrate high levels of creativity, knowledge and understanding. A few pupils are less sure about the purpose of their work and find it difficult to explain what they are learning and why. They do not have a secure enough understanding of the learning intention to ensure that they make the progress they should.

## **R2. Ensure self-evaluation processes and professional learning for all staff focus on securing improvements in pupils' learning through high-quality teaching**

Leaders work with the local authority and other schools to develop beneficial approaches to monitoring and evaluating the quality of teaching and learning. Leaders are confident when evaluating the quality of teaching in classes and use this information to refine plans that support improving provision. For example, they focus well on improving approaches to the teaching of mathematics to ensure that teachers meet pupils' needs. Leaders work with staff to ensure that there is a clear understanding of what effective teaching looks like. This ensures that staff know what is expected of them. As a result, in many classes teaching is engaging and effective and helps nearly all pupils to make at least suitable progress in their learning.

Leaders ensure that teachers plan together to ensure greater consistency across classes. Teachers assess pupils' progress regularly to inform the next steps in learning. Teachers and leaders hold termly progress meetings where they discuss individual pupil progress and any additional support needed. Senior and middle leaders take responsibility for a

range of monitoring activities that involve all staff. This work helps to identify the school's strengths and areas for development and is increasing staff's accountability at all levels across the school.

Teachers work with local schools to review their practice and implement approaches successfully in many classes. Teaching assistants benefit from opportunities to develop higher-level teaching skills to support pupils. Performance management processes for all staff are robust, and leaders work with staff to address shortcomings in teaching. Staff have appropriate targets to improve their performance and enhance their personal development. They receive clear and personalised feedback on the progress they are making towards achieving these targets. Leaders have developed a more consistent approach to supporting professional development, which benefits staff and has a positive impact on many pupils' learning.

### **R3. Improve provision for the systematic development of pupils' literacy, numeracy and digital skills**

The school has developed a clear strategy for supporting pupils' progress in literacy, numeracy, and digital competence. Many teachers create sequences of lessons that enable pupils to make progress in, and across, areas of learning and experience (AoLE). Many teachers monitor pupils' individual progress in skills and use this information to plan their next steps in learning effectively. In a few lessons, learning experiences do not meet pupils' individual learning needs well enough to ensure that all pupils make consistently good progress in developing and applying their skills.

The school has focused appropriately on improving pupils' knowledge of mathematical concepts. Many teachers have appropriate expectations, and many pupils make good progress in developing their mathematical understanding. They develop secure number skills, and, across the school, they apply their numeracy skills effectively in an increasing range of purposeful contexts. Pupils in Year 3 and 4, for example, calculate the cumulative journey of fruit when investigating the impact of transporting food from other countries. Where learning is most effective, teachers enable pupils to explore concepts in depth, and understand the purpose of their learning. The oldest pupils, for example, calculate profit and loss when exploring the financial issues facing farming communities.

Many teachers provide worthwhile opportunities for pupils to apply their literacy skills in meaningful contexts. Across the school, most pupils, including those with ALN and those from low-income households, make at least expected progress in developing their oracy, reading and writing skills.

The youngest pupils develop early language and communication skills well during play-based learning. They benefit from opportunities to explore learning in a thoughtfully planned environment and develop imaginative and descriptive vocabulary. By the time they leave school, many pupils are highly articulate and confident speakers. Older pupils develop and practise extended speaking skills in formal and informal situations. They have a secure understanding of how to improve their speaking skills and how to adapt their talk for a range of audiences, and know how strong oracy skills will help them in their chosen careers.

Teachers create engaging learning experiences that enable younger pupils to apply their reading skills during role-play. For example, pupils in Years 1 and 2 play enthusiastically at being beekeepers, dramatising the processes involved in looking after bees. They use a range of simple books to help them discover more about bees, read confidently from the texts and use a contents page to help them find the information they need. As they move through the school, many pupils understand increasingly complex texts well. They often transfer the techniques they learn from their reading to their writing to engage the reader.

Over time, many pupils make good progress in writing and apply their skills effectively in their work across the curriculum. By Year 2, pupils develop a sense of audience and purpose. They write clear instructions for staying safe at the beach and include alliteration in their animal poetry. Most older pupils make good progress in developing their writing skills. They write successfully for a wide range of purposes and develop a good grasp of punctuation and spelling. They choose language thoughtfully, for example, to provoke an emotional response from readers in their story writing.

Across the school, pupils are beginning to develop a range of digital skills that enhance their learning experiences. Younger pupils incorporate technology-based toys in their learning and play. They enjoy opportunities to explore graphics and begin to use artificial intelligence carefully, when appropriate. As they build on these skills, pupils in Years 3 and 4 create films based on their own interests using online applications. By the time they leave the school, most pupils, including those with ALN, apply a range of digital skills in authentic contexts. The oldest pupils, for example, combine their literacy, numeracy and digital skills effectively to plan a trip to the local beach. They use online maps to plot a route and add recorded voice to the final route to ensure accessibility for all.

Pupils of all ages are beginning to consider their effectiveness as digital citizens, for example by questioning the reliability of sources of information. They develop a good understanding of the risks associated with social media, and older pupils know how to keep themselves and others safe.

#### **R4. Improve attendance for all groups of pupils**

Leaders have established clear and robust approaches to improve pupils' attendance. Senior leaders and the school's attendance officer work closely to identify trends and work with pupils and their families to address barriers to attendance. The school works effectively with a range of partners to help pupils to attend school more frequently. For example, collaboration with local schools ensures that there is a consistent approach to encouraging and managing attendance. Leaders and staff work with the local authority staff and school nurses to help ensure that families have access to the support they need. As a result, leaders and staff know their families well. Following targeted work, persistent absenteeism is beginning to decrease, and pupils eligible for free school meals, and those from low-income households, are attending school more regularly.

Leaders encourage pupils to understand the importance of good attendance through raising their aspirations. They work with pupils to devise and promote a range of incentives that encourages and rewards good attendance as a positive habit for life. Classes enjoy the challenge of becoming the best attenders for the week, while those with consistently higher rates of attendance are entered into a prize draw. Pupils who find the start of the school day an anxious time have opportunities to attend a nurturing space with staff who help them to prepare for learning.

Overall, the school's actions are becoming increasingly effective in encouraging and supporting pupils to attend school regularly and on time.

#### **R5. Strengthen arrangements to promote pupils' healthy eating and drinking**

Leaders, governors and staff have worked with pupils to create sustainable strategies for promoting positive attitudes to healthy eating and drinking across the school. The Senedd yr Ysgol devised questionnaires and analysed them carefully to gauge the opinions of their peers. They used this information effectively to create exciting activities that would encourage healthy decision-making. For example, taster sessions enable pupils from all classes to sample a wide range of fruit and vegetables, which supports them to make better informed choices. Pupils promote healthy foods by holding informative poster competitions to make healthy choices more appealing. They use their entrepreneurial skills well to make colourful and tasty fruit kebabs to sell and the creative 'Watermelon Wednesdays' strategy helps to develop positive attitudes for life.

The Senydd yr Ysgol works with the local authority's catering department to host school meal taster sessions where pupils sample small dishes from the canteen menu. This innovative approach has had a positive impact on increasing the uptake of school meals,

particularly hot dishes. To encourage pupils to make good choices from the start, pupils hold taster sessions for parents when bring their children to transition days into the nursery class.

At breaktimes, pupils monitor the choices of their peers and encourage them to drink water and eat fruit and vegetables instead of unhealthy snacks. Healthy foods are available at the school's healthy tuck trolley. Pupils work with parents to share their finding from projects focusing on the costs and benefits of eating healthily. As a result of this extensive work, most parents are supportive of the school's approaches to supporting healthy eating and drinking.

The Senedd yr Ysgol carefully monitors the progress of their work and shares their results with the school's governing body to help them fulfil their statutory duties.

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