

Ysgol Maes Y Mynydd
Pentredwr
Rhosllanerchrugog
Wrexham
LL14 1DD

18/12/2025

Dear leaders and staff

Interim visit: December 2025

A team of inspectors visited Ysgol Maes Y Mynydd 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

Ensure that the curriculum develops pupils' skills systematically and progressively

- Leaders articulate a clear vision for the progressive development of pupils' skills over time. They share this vision effectively. This helps to ensure that staff have a shared understanding of expectations which, in turn, supports a consistency in the provision.
- Leaders arrange beneficial professional learning activities that supports staff to develop their knowledge, skills and understanding effectively. Leaders ensure that good practice is shared purposefully across the school and nurture a culture where staff are confident to try out new approaches to teaching.
- Teachers employ a purposeful range of teaching methods that support most pupils to make good progress in developing their skills systematically over time. Teachers' questioning facilitates pupils to make effective links with prior learning and encourages critical and creative thinking appropriately.
- Teachers provide a wide range of enriching learning experiences that embrace the local context effectively and meets the needs of most pupils well.

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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.

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

- The school's curriculum encourages pupils to follow their natural curiosity and sparks their imaginations successfully. This supports pupils' enjoyment and engagement in their learning and helps develop their independent learning skills successfully.
- Overall, pupils apply their skills at an appropriate level across the curriculum.

Continue to improve attendance

- Leaders and designated staff monitor the effectiveness of the school's attendance processes regularly. They analyse attendance information and data robustly to identify trends, pinpoint areas for improvement and highlight opportunities to celebrate success.
- Across the school there are secure strategies in place for promoting pupils' punctuality and regular attendance. This includes the purposeful use of a school app and regular newsletters to reinforce key messages with parents and carers.
- Pupils value recognition for good attendance during regular assemblies and understand the importance of attending regularly and its relevance to their future aspirations.
- Dedicated and motivated staff work purposefully to build positive, nurturing relationships with families. Leaders and staff are highly visible and on hand to welcome pupils and talk to parents at the beginning and end of the school day. They consider individual family circumstances carefully and respond promptly to emerging attendance concerns.
- Leaders and staff work closely with a wide range of external support agencies, including the education welfare service, to ensure that families receive timely and tailored support to improve attendance. Despite leaders securing gradual improvements in overall attendance, attendance rates for pupils with additional learning needs (ALN) and for those at risk of underachievement due to socio-economic disadvantage remain too low.
- Recent actions, including allocating key workers to support targeted families, have led to some improvement. Leaders recognise that further work is needed to reduce the number of pupils who are persistently absent.
- Leaders collaborate effectively with the local secondary school to monitor and promote good attendance during transition. Their purposeful use of sports activities is helping to re-engage pupils, leading to improved attendance and engagement both in school and as they move on to the next stage of their learning.
- Through beneficial collaboration with external providers, leaders and the well-being manager facilitate purposeful parenting programmes that offer valuable opportunities for parents to develop their skills and gain worthwhile qualifications.

- This provision strengthens parental engagement with the school and reinforces the importance of regular attendance and punctuality in supporting their child's future aspirations.

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/6652273>

Yours sincerely



Liz Miles

Assistant Director