

Ysgol Llywelyn
Trellewelyn Road
Rhyl
Denbighshire
LL18 4EU

05/01/2026

Dear leaders and staff

Interim visit: December 2025

A team of inspectors visited Ysgol Llywelyn 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

Improve opportunities for pupils to develop and apply their digital skills

- Leaders have reviewed and improved the school's provision to develop pupils' digital skills progressively. They have surveyed staff skills, provided professional learning to address gaps and begun to build staff confidence in areas such as coding and the use of Hwb's online tools. They recognise that there is still some variability in the knowledge and skills of staff and continue to offer professional learning to address this.
- Teachers ensure that pupils have purposeful opportunities to use a wide range of digital tools across the curriculum, including the use of animation, presentation tools and programmable devices. Most pupils explore and apply these tools independently for a range of purposes.
- Teachers use the school's progression document successfully to plan activities that build pupils' digital skills well through the year groups.
This supports pupils to use age-appropriate digital tools confidently to aid their learning across the curriculum.

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

- Most pupils begin to show a secure understanding of how to match digital tools to purpose. By Year 6, most pupils adapt their digital work thoughtfully to meet the needs of different users, such as ensuring that they use a clear font to meet the needs of a person with impaired vision.
- Extra-curricular activities support pupils to apply their skills at a higher level and in engaging contexts, including participating in national competitions.

Provide pupils with more frequent opportunities to improve their work in light of feedback

- Leaders have considered a range of approaches to enable pupils to have more opportunities to reflect on their work following feedback from adults. Overall, the impact of approaches to providing feedback to pupils is too variable.
- In most classes from Year 3 upwards, teachers ensure that pupils have time to review and respond appropriately to written feedback during learning activities or on 'Feedback Fridays'. Most pupils understand that they are expected to respond to the feedback provided by staff.
- In the best examples, written feedback from teachers identifies what pupils have done successfully in their work and what they need to improve. This clear guidance supports pupils to bring about notable improvements, for example to the content and organisation of their written work.
- Where marking and feedback is less effective, the focus and purpose of it is often unclear. This means that pupils often repeat previous errors in basic aspects of their writing including their use of capital letters, full stops and the structure of sentences. In many older classes, standards of a minority of pupils' handwriting and presentation are weak. Overall, staff do not use feedback to emphasise the importance of standards in pupils' presentation.
- In a few instances, older pupils develop good self-reflection skills. They are learning to identify opportunities for improvement independently.
- In a few classes, additional questions from teachers provide pupils with appropriate opportunities to develop their thinking skills or extend their knowledge and understanding of their topic work.

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/6632039>

Yours sincerely



Liz Miles
Assistant Director