

Ysgol Llanarmon Dyffryn Ceiriog
Llanarmon Dyffryn Ceiriog
Llangollen
LL20 7LB

16/03/2026

Dear leaders and staff

Interim Visit: March 2026

A team of inspectors visited Ysgol Llanarmon Dyffryn Ceiriog, which is in a federation with Ysgol Cynddelw, recently to consider progress in relation to recommendations from the previous core inspection. The team took advantage of the opportunity to observe teaching and learning, talk to pupils and staff, scrutinise documentation and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Ensure that self-evaluation processes identify areas for improvement in a timely manner to support pupils to make progress in their skills

- The headteacher has developed self-evaluation and school improvement processes appropriately. These processes now focus more purposefully on the impact of teaching on pupils' progress.
- The headteacher has established a suitable timetable for evaluating the quality of provision, which includes a useful range of robust monitoring activities. Leaders include the views of staff purposefully when discussing the provision's strengths and areas for improvement.
- Leaders are beginning to use information from these monitoring activities to set improvement priorities in a timely manner.
- Beneficial professional learning opportunities for staff align purposefully with the improvement priorities. This, in turn, has a positive effect on improving important skills over time.

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

- The headteacher arranges for governors to receive comprehensive information about provision. Governors visit the school occasionally and consider a good range of first-hand evidence. This helps to ensure that they have an appropriate understanding of the school's strengths and areas for development, and enables them to support and challenge leaders more effectively.

Provide activities that support pupils to extend their skills to the best of their ability by applying them in independent learning activities

- Leaders support staff to trial and test a range of arrangements to meet pupils' needs. Leaders recognise that there is further work to be done in relation to this aspect.
- Leaders organise a range of beneficial professional learning activities that develop staff's confidence and their ability to provide learning experiences that challenge pupils appropriately. Activities include working together to scrutinise books, conducting learning walks and holding professional discussions to share effective teaching practices.
- In general, learning experiences meet pupils' needs appropriately. Most pupils' attitudes to learning are good and they enjoy tasks that challenge them. However, activities do not always challenge a few pupils consistently enough.
- Provision for supporting pupils to develop their independent learning skills is inconsistent. In the strongest practices, pupils make meaningful and independent choices about how to present their work and complete tasks. Pupils support each other confidently and persevere with their peers to solve problems purposefully.
- In the best teaching practices, purposeful questioning by teachers recalls pupils' previous learning purposefully, challenges pupils to elaborate on their answers and supports them to identify the next steps in their learning purposefully.

The school's most recent 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/6652140>

Yours sincerely



Liz Miles

Assistant Director