

Alun School Mold
Wrexham Road
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Flintshire
CH7 1EP

04/06/2026

Dear leaders and staff

Interim visit: May 2026

Thank you for the welcome the team received and for the helpful dialogue we exchanged during the interim visit to the school on the 12th and 13th of May 2026. We valued the opportunity to meet with you, your staff and pupils and discuss the improvement work that the school has carried out since the core inspection.

During our visit, we had the opportunity to:

- Talk with pupils and hear their feedback about the work of the school.
- Visit a sample of lessons across the curriculum to see pupils and staff undertaking their work.
- scrutinise a sample of pupils' work
- scrutinise a small sample of relevant school documentation
- Undertake lesson observations and work scrutiny activities alongside senior leaders.
- Speak with senior leaders about their improvement work and how they have adapted approaches in the two areas of focus
- Speak with middle leaders about their work and hear about the benefits and challenges they are experiencing.

Focus of visit

How well do self-evaluation processes focus on the impact of provision on pupils' learning?

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

During the visit, we heard how you have continued to focus on evaluating the school's work through regular review weeks. In our discussions, you explained how you are continuing to work on ensuring that evaluations of lessons and pupils' work have greater focus on the impact of the provision on the standard of pupils' learning. To support this, you have developed guidance for leaders on what they should look for on learning walks and when looking at books. You then summarise the evidence gathered and share findings with staff.

You shared your thoughts on the development of new schemes of work to ensure greater consistency and identify what pupils should know and be able to do by the end of a unit of work. We discussed how you are developing middle leaders' evaluation skills further to enhance and strengthen self-evaluation processes. These leaders told us they receive relevant professional learning to evaluate their work through collaboration with senior leaders and external partners.

It was also interesting to hear how middle leaders feel they are challenged and supported well through line management meetings which focus regularly on pupils' progress and modelling of good practice.

We think it might be helpful for you to consider:

- How well do leaders at all levels identify the proportion of pupils who can do 'what' and 'how well are they doing it'?
- Are leaders' evaluations sharp enough and do they give enough consideration to the guidance on evaluating learning standards? Is the guidance clear enough?

How well embedded is the provision for pupils to develop their writing and numeracy skills across the curriculum?

During the visit we heard how you have prioritised the development of pupils' skills across the curriculum, within a three-year cycle. It was interesting to hear you have provided professional learning to develop staff's awareness and understanding of progression frameworks and expectations for pupils' skills across areas of learning and experience. It was clear that you have recently increased the emphasis on developing pupils' numeracy skills.

In developing literacy, you shared with us how this work has focused on aspects such as developing pupils' subject specific vocabulary and supporting them to apply the 'High 5' strategy when reading. We also heard how you have piloted a new approach in Year 7

through 'review and spotlight' activities which provide opportunities for extended writing and more focused feedback from teachers.

It was interesting to hear how you have begun identifying the opportunities across subjects for pupils to practise and apply their numeracy skills in meaningful contexts. It appears that you have sensibly prioritised developing a foundation of common methods and teaching approaches in mathematics lessons. It was positive to hear you describe some early impact of the implementation of the 'Three Reads Protocol' to support pupils to access more complex contextual questions. In addition, you explained how you are working with other relevant departments to support staff when planning for numeracy using the 'I.M.P.A.C.T' strategy.

We saw how you are beginning to evaluate the effectiveness of these strategies on pupils' progress and outcomes, identifying broad aspects for improvement. We agree with your view that planning for the progressive development of pupils' literacy and numeracy skills, particularly in subjects across the curriculum, remains an area for improvement.

We think it may be helpful for you to consider:

- Are there sufficient and worthwhile opportunities for pupils to develop their advanced reading and writing skills in subjects across the curriculum?
- How will the school use the approach developed in Year 7 to improve writing to enhance the experiences for pupils in Years 8 and 9?
- How will leaders use the findings from evaluations to further improve the planning for the progressive development of pupils' skills across the curriculum?
- How will numeracy leaders be involved in first-hand evidence gathering to support their evaluations of the standards of pupils' numeracy skills and the quality of provision?

Thank you again for the interesting and beneficial discussions we engaged in and for all your help to plan and arrange our visit.

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/6644006>

Yours sincerely



Lowri Jones

Acting Assistant Director