



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Ysgol Owen Jones C.P.

**Ffordd Owen
Northop
Mold
Flintshire
CH7 6AU**

Date of inspection: September 2024

by

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

About Ysgol Owen Jones C.P.

Name of provider	Ysgol Owen Jones C.P.
Local authority	Flintshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	132
Pupils of statutory school age	97
Number in nursery classes	22
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	12.3%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	4.5%
Percentage of pupils who speak Welsh at home	1.7%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	September 2016
Date of previous Estyn inspection (if applicable)	28/03/2017
Start date of inspection	30/09/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Ysgol Owen Jones is a nurturing and community-focused school where most pupils, including those with additional learning needs (ALN), make effective progress. The staff create a calm, supportive environment that fosters trust and collaboration, enabling pupils to feel safe and valued. This positive ethos encourages nearly all pupils to engage eagerly in their learning, developing both independence and enthusiasm.

The school is inclusive, supporting pupils with ALN successfully through robust identification and monitoring systems. This support extends to families via initiatives like family maths sessions, which aids pupils' learning at home. The well-being of pupils is a notable strength, with staff establishing positive relationships with pupils and addressing barriers to learning through highly effective nurturing support.

The school's purposeful inquiry-based curriculum effectively supports the development of pupils' skills and allows them to contribute their ideas about what and how they learn. However, activities and resources do not always sufficiently challenge pupils, extend their learning or meet the needs of the more able. The school proudly promotes the Welsh language and local heritage, integrating it throughout the curriculum. This supports most pupils to develop effective Welsh speaking skills.

Provision for the teaching of literacy and numeracy skills is effective. Overall, most teachers provide suitable opportunities for pupils to improve their writing skills. However, opportunities for pupils to write creatively and at length are limited.

Most teachers ask an effective range of questions to check pupil understanding and move learning on. They provide effective feedback to pupils supporting them well to identify their next steps in learning.

The headteacher and senior leaders foster a vision for academic and social development and provide diverse learning opportunities beyond the classroom, such as clubs and educational trips. Governors play a worthwhile role and support the headteacher well to promote a positive culture of safeguarding.

Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Further develop provision to challenge and extend learning, particularly for the most able pupils
- R2 Improve pupils' ability to write creatively and at length

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Ysgol Owen Jones is a highly caring, nurturing school at the heart of its community. During their time at the school, most pupils including those with additional learning needs (ALN), make effective progress.

Staff foster a calm environment of trust and collaboration where pupils feel safe, valued and well supported. Most pupils attend school regularly and nearly all pupils have positive attitudes to learning. They behave well and participate eagerly in learning activities both in and outside the classroom.

Leaders promote an inclusive approach to teaching and learning, ensuring that all pupils are valued and cared for. This includes beneficial provision for pupils with ALN. There are effective systems in place to identify, monitor and review the progress of all pupils including those with ALN. This supports pupils well to make good progress in relation to their personal targets during their time at school. The school provides valuable guidance for parents about how to help their children with learning at home. For example, the family maths learning sessions help parents to understand how they can support their child with their learning at home.

Spotlight: A whole-school nurturing approach to support pupils' well-being

The school's provision for pupils' well-being is a strength of the school. Staff forge positive relationships with pupils and families and have a good understanding of any barriers to learning that pupils may have. This enables staff to adjust provision accordingly and supports pupils to make progress. For example, all classrooms have beneficial 'nurture' areas, which provide spaces for pupils to reflect and contemplate their emotions. Highly skilled support staff provide exceptional well-being support through targeted interventions. This supports all pupils, including those with more challenging needs, to regulate their feelings and manage their behaviour positively.

The school provides a purposeful inquiry-based curriculum where pupils contribute useful ideas about what and how they want to learn. This supports them to develop positive attitudes to learning. Well-planned inquiries and themes enable most pupils to develop their skills and knowledge effectively across the curriculum. For example, older pupils plan and write non-chronological reports competently and develop an understanding of conflict and diversity when learning about the life of a refugee. Whilst the curriculum supports the development of pupils' writing skills appropriately in general, there are limited opportunities for pupils to improve their ability to write creatively and at length.

Provision for the development of pupils' reading is effective. Due to teachers' use of purposeful questioning and a well-chosen range of texts, most pupils make strong

progress and enjoy reading. Younger pupils quickly develop their knowledge of letter sounds and build on this effectively, as they progress through the school, to read increasingly challenging passages. By Year 6, most pupils infer ideas from texts and develop good comprehension skills.

Teachers plan the progressive development of pupils' mathematical skills carefully. They provide a range of stimulating activities that support pupils effectively to build their understanding of number and other aspects of mathematics, such as shape and volume. Pupils apply these skills well across the curriculum. For example, younger pupils create their own bar charts of favourite rainforest animals whilst older pupils plot changes in temperature of different mixtures over time.

The school is a proud promotor of the Welsh language. Welsh is used consistently well in classrooms and around the school and most pupils develop effective Welsh speaking skills. The school's curriculum reflects its local community appropriately, giving pupils valuable opportunities to learn about their heritage, as well as that of Wales as a whole. For instance, older pupils compose detailed interpretations of their local area inspired by the work of Welsh photographer David Wilson. The school's arrangements to promote pupils' spiritual, moral and social skills are appropriate. Pupils show kindness and respect to those around them during lessons and throughout the day.

Most teachers provide pupils with good opportunities to reflect on their learning. They use a variety of purposeful school feedback systems, including 'the whole class strategy, 'Camau Llwyddo' (Steps to Success). This supports pupils well to discuss their strengths and to understand what they need to improve to make further progress.

Across the school, most pupils have access to a range of suitable resources to support their learning. For example, most teachers provide useful checkpoints and reminders for pupils that help pupils to make progress during lessons. However, the tasks and activities that teachers provide do not always sufficiently challenge and extend learning or meet the needs of more able pupils.

Spotlight: Vision into practice – enabling pupils to learn within and beyond the classroom

The headteacher provides compassionate leadership with a clear vision for pupils to develop academically, socially and to make a difference in the world. He works effectively with staff to ensure that the school provides a wide range of opportunities for pupils to learn and develop beyond daily lessons. This includes well-attended after-school clubs that develop pupils' sporting, musical and social skills exceptionally well. For example, pupils have good opportunities to participate and compete in sporting activities such as football and netball at county level. Pupils also benefit from participation in residential visits, trips to local areas and visitors to school. This enhances pupils' learning highly effectively and helps them to consider wider issues beyond the school. For example, recent work with an expert from Chester Zoo has supported pupils' study of endangered species such as orangutans. This is a notable feature of the school.

Governors provide effective support and challenge to leaders at the school. They use what they learn from attending training, and their wider knowledge and expertise, to carry out their roles diligently. Governors support the headteacher effectively to foster a positive culture of safeguarding and to promote healthy eating and drinking. They work with the headteacher successfully to monitor and evaluate the school budget including use of the Pupil Development Grant.

School systems for monitoring and evaluating the effectiveness of teaching and the progress of learning are collaborative and effective. Leaders encourage staff to take ownership and responsibility for monitoring school improvement. Along with an appropriate programme of professional learning, this has ensured greater consistency in approaches to teaching across the school. For instance, improvements made in teachers' questioning skills have had a positive impact on feedback to pupils. Leaders provide good opportunities for staff to collaborate, work with partner teachers and to share practice with each other. This provides teachers with beneficial feedback on aspects of their teaching as well supporting them to understand how they can further improve.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site security do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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