

A report on

Ysgol Ty Ffynnon

**Ysgol Ty Ffynnon
King George Street
Shotton
Deeside
Flintshire
CH5 1HX**

Date of inspection: January 2025

by

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

About Ysgol Ty Ffynnon

Name of provider	Ysgol Ty Ffynnon
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	261
Pupils of statutory school age	211
Number in nursery classes	23
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%)	21.1%
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%)	15.6%
Percentage of pupils who speak Welsh at home	5.7%
Percentage of pupils with English as an additional language	26.5%
Date of headteacher appointment	01/09/2015

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Date of previous Estyn inspection (if applicable)	05/03/2018
Start date of inspection	20/01/2025

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 Ty Ffynnon is a nurturing and caring school with a strong community feel. Staff know the pupils well and place a high importance on pupils' well-being. Leaders and staff at Ysgol Ty Ffynnon create an inclusive and community focussed school where pupils feel a strong sense of belonging. Staff understand the importance of securing pupils' well-being and provide the nurture and care that pupils need to feel safe, secure and happy in a respectful and trusting culture.

Most pupils' behaviour is exemplary. They value opportunities to take on responsibility through leadership roles and to respond to teachers' feedback on their work. Nearly all pupils engage well in their learning. They benefit from the school's stimulating learning environment and demonstrate positive attitudes to their work. Overall teachers provide appropriate opportunities for most pupils to make suitable progress in their literacy, Welsh language and digital skills. However, occasionally, teachers do not provide enough challenge for pupils to make the progress they could, particularly in applying their numeracy skills.

Leaders and staff have created a strong inclusive culture. The provision for pupils with additional learning needs (ALN) is a strength of the school. Leaders, teachers and teaching assistants ensure that pupils in the school's specialist resources bases (SRBs) integrate and contribute effectively to the life and work of the school. Across the school, pupils with ALN make good progress towards their individual targets.

Governors are supportive of the work of the school and are kept well informed by the headteacher. They have a good understanding of the school's context and the community they serve, ensuring that the school's resources are used effectively to support pupils' learning and well-being. Leaders identify a few of the school's strengths and areas for improvement through their monitoring activities. However, they do not evaluate the school's work well enough to identify important aspects in need of improvement.

Recommendations

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

- R1 Strengthen self-evaluation processes to focus more clearly on the impact of teaching on learning
- R2 Ensure that teaching challenges pupils, enables them to apply their skills effectively across the curriculum and develops their independence as learners

What happens next

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

Main evaluation

The headteacher and governors have worked well with the community to develop an inclusive vision for the school focused on providing a nurturing and caring environment where pupils thrive. Provision for pupils' well-being is a strength of Ysgol Ty Ffynnon. Staff know pupils well and establish worthwhile working relationships with them. Pupils develop a strong sense of belonging and benefit from a sound culture of inclusivity and safeguarding. Nearly all pupils feel safe, secure and happy, and show high levels of trust and respect for each other.

The provision for pupils with additional learning needs (ALN) is a strength of the school. Leaders, teachers and teaching assistants ensure that pupils in the school's specialist resources bases (SRBs) integrate and contribute effectively to the life and work of the school, and, across the school, pupils with ALN make good progress towards their individual targets.

Staff provide purposeful opportunities for pupils to take on leadership roles and pupils feel they are valued members of the school community. They engage positively in all aspects of school life and enjoy learning. Most pupils display excellent behaviour in class and around the school and develop sound friendships that contribute to their well-being.

The headteacher links performance management suitably to school priorities and provides opportunities for staff, including those in the SRBs, to take part in a useful range of professional learning. Leaders identify a few of the school's strengths and some of the main areas for improvement accurately. However, the school's monitoring activities do not always focus sharply enough on identifying important improvements needed in teaching and learning.

During their time in the school, most pupils, including those experiencing poverty and those whose first language is not English, make good progress in their learning. Provision for pupils with additional learning needs (ALN), including those in the specialist provision, is well developed and pupils' needs are fully met. The school deploys teaching assistants appropriately to provide sensitive and targeted support for pupils with ALN. The school works effectively to engage parents and outside agencies. For example, parents of pupils

with ALN attend family engagement activities such as cookery and life skills workshops, which impacts positively on home school life and pupils being supported at home with their learning.

A recent focus on improving pupils' oracy skills has been successful and most pupils talk confidently about their work, answering questions and expressing their ideas. Most pupils make good progress in improving their reading skills. Most pupils make steady progress in developing their writing skills and know the conventions of writing for different audiences. Over time, most pupils develop a secure understanding of number and use this when solving mathematical problems. However, opportunities for pupils to apply their numeracy skills across the curriculum are underdeveloped.

Staff provide effective support for pupils' Welsh language skills. Most pupils are enthusiastic and confident when conversing in Welsh. They enjoy participating in Welsh traditions such as the recent Urdd Eisteddfod. Across the school, most pupils use a suitable range of digital technology confidently and develop their digital skills well and with growing complexity.

Leaders and staff are developing a curriculum that reflects their local area and heritage, national and global issues. The school has a holistic approach to developing pupils' understanding of values and relationships and their spiritual awareness. Through regular assemblies, pupils have worthwhile opportunities to reflect on values, such as empathy and respect. Staff plan a suitable range of interesting learning experiences that capture pupils' imagination and include pupils' ideas when planning topics. However, teachers do not plan effectively for pupils to learn about the diverse culture of modern Wales.

Teachers provide useful feedback during lesson 'pit stops' that help to reinforce learning or address misconceptions. They also allow pupils to reflect on their learning, what has gone well and what they need to do to improve through verbal feedback. However, this is at an early stage of development and overall, it does not meet the pupils' needs well enough. On occasion, staff tend to direct younger pupils' learning too much, and this limits the opportunities for them to learn independently. In older classes, where tasks are not sufficiently challenging, a few pupils lose focus and make limited progress.

Governors are supportive of the work of the school and are kept well informed by the headteacher. They have a good understanding of the school's context and the community they serve. Leaders and governors deploy the school's resources appropriately to supporting pupils' learning and well-being. Governors monitor expenditure of the pupil development grant closely to ensure that pupils eligible for free school meals benefit from the targeted support the school provides. In addition, leaders ensure that grant funding enriches pupils' lives and develops a broad range of skills, through equitable learning experiences such as residential visits and music lessons.

Additional information

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

The school's arrangements for site management 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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