

Michael Fryer
Sandycroft C.P. School
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25/06/2025

Dear Michael Fryer

Interim visit: June 2025

A team of inspectors visited Sandycroft C.P. School 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 teachers' understanding of curriculum design and progression in learning so they can better plan to meet pupils' individual needs across the breadth of the curriculum

- Leaders demonstrate a clear strategic vision and have established a comprehensive plan aimed at enhancing teachers' understanding of effective curriculum planning and delivery. This plan is designed to ensure the curriculum remains meaningful, coherent, and responsive to the diverse needs of learners across the school.
- Leaders have provided staff with targeted and purposeful professional learning opportunities. This has included visits to other schools and collaborative activities designed to strengthen teachers' understanding of how to plan effectively for the progression of pupils' skills across the areas of learning.

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- During meetings, staff work collaboratively to share their ideas to further develop their practice. This has been particularly effective in developing their understanding of the progress pupils' make in their skills as they move through the school.
- The school's curriculum is now underpinned by a well-defined framework of themes and topics that are engaging and successfully capture and ignite pupils' imagination.
- Teachers plan purposeful learning opportunities for pupils to develop a broad range of cross-curricular skills across the areas of learning. They make effective use of a variety of resources to ensure the progressive development of pupils' skills as they learn and develop.
- Leaders regularly evaluate teachers' planning and the progress pupils make in developing their skills. They involve teachers in purposeful self-evaluation activity which enables the team of staff to develop a shared understanding of the quality of teaching and the progress pupils make over time.

Develop pupils' Welsh language skills and improve provision for numeracy across the curriculum

- Leaders and staff have successfully developed a comprehensive and progressive approach to the teaching of numeracy and Welsh, ensuring increased consistency in provision and effective progression in pupils' skills over time.
- Leaders and staff provide engaging and meaningful opportunities for pupils to immerse themselves in the Welsh language and culture, particularly through active participation in the school's Eisteddfod. This provision makes a valuable contribution to fostering pupils' positive attitudes towards learning Welsh.
- Purposeful Welsh language displays effectively encourage pupils to use of the language during the school day. These displays successfully reinforce key vocabulary linked to current themes and topics, supporting pupils to develop appropriate Welsh language skills as they progress through the school.
- Members of the 'Criw Cymraeg' play an active and influential role in promoting the use of the language and fostering a strong sense of Welsh identity across the school. They lead regular assemblies celebrating pupils' incidental use of Welsh and actively champion the value of speaking Welsh confidently.
- Leaders make effective use of fluent Welsh-speaking staff, who act as positive language role models for both pupils and colleagues. Staff provide valuable opportunities for pupils to hear and practise their Welsh language skills, fostering a supportive environment where pupils feel confident to speak Welsh without fear of making mistakes.

- Staff provide meaningful and regular opportunities for pupils to develop their numeracy skills across the areas of learning. By Year 6, most pupils use and apply a wide range of methods competently within engaging and authentic learning contexts.
- As they move through the school, pupils co-operate and discuss their mathematical thinking effectively to support each other to apply their numeracy successfully to solve real-life problems.
- Leaders, including through the effective use of expertise within the governing body, regularly monitor and evaluate the quality of numeracy and Welsh teaching, along with its impact on pupils' skills. They accurately identify strengths and work collaboratively to address areas requiring further improvement.

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/6642053>

Yours sincerely



Liz Miles

Assistant Director