

Queensferry CP School
Queensferry Campus
Queensferry
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04/11/2025

Dear leaders and staff

Interim visit: October 2025

A team of inspectors visited Queensferry Community Primary School recently to consider how the school has progressed in addressing recommendations from the most recent 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 opportunities for pupils to develop independence in their learning including when responding to feedback and understanding their next steps

- Leaders and staff have established a consistent approach to providing feedback to pupils. This is beginning to enable pupils to take increasing responsibility for correcting aspects of their work.
- The youngest pupils benefit from suitable verbal and written feedback as they work and this helps them to develop their early literacy skills successfully. Most of the oldest pupils are beginning to use feedback successfully and with increasing independence to reflect on their written work and to make minor editorial improvements.
- There is a structured approach to providing independent learning opportunities for pupils through a series of challenges. These cover a wide range of areas of learning and experience. However, whilst nearly all pupils engage with these activities enthusiastically, activities do not always provide the right level of challenge, build on prior learning well enough or have a clear purpose.

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

- Where they have opportunities to learn through play and independent exploration, particularly outdoors, younger pupils develop a broad range of skills appropriately.
- With the exception of the class for oldest pupils, there is a tendency for teachers to use too many worksheets. Often, this limits opportunities for pupils to choose how to present their work and limits the length and quality of pupils' writing.
- As an organisation, the school is working to develop a shared understanding of what independent learning means and looks like. Overall, this work is at an early stage of development.

Provide regular opportunities for pupils to write at length, improve their writing and apply their numeracy skills across the curriculum

- The teaching of writing for the oldest pupils is effective. Pupils are introduced new vocabulary in purposeful contexts that they use successfully. Teaching supports these pupils to develop a suitable understanding of the characteristics of different text types and of the process of developing a piece of writing over a sequence of lessons.
- Most of the oldest pupils write well for a range of purposes. They generally write with suitable grammatical accuracy. Many older pupils are beginning to extend their writing and apply their skills successfully in their work across the curriculum.
- Opportunities for other pupils in the 7-11 age range to develop as effective writers are more variable in their effectiveness. Here, teaching does not develop pupils' skills progressively, for example through a sequence of lessons, or ensure that pupils apply their learning in relevant contexts.
- Most younger pupils make appropriate progress in developing their early writing skills.
- In mathematics lessons, teachers support younger pupils to use range of practical methods and resources, such as the use of manipulatives, to help them to solve problems successfully. This supports their early understanding of key mathematical principles appropriately.
- In the class for the oldest pupils, staff ensure that pupils have ready access to a range of resources that support the development of their mathematical skills well.
- Teachers provide pupils with a few beneficial opportunities to apply their numeracy skills across the curriculum, for instance in science investigations. However, in many learning activities there is a tendency for the numeracy work to not be sufficiently challenging when compared with the work that pupils complete in mathematics lessons.
- Leaders recognise the need to develop a long-term plan that provide pupils with the opportunities to use a broad range of numeracy skills across the curriculum to the standards of which they are capable.

The school's/PRU'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/6642061>

Yours sincerely



Liz Miles

Assistant Director