

This letter is also available in Welsh.



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

Ysgol Cae'r Nant
Mold Road
Connah's Quay
Deeside
Flintshire
CH5 4QL

13/12/2024

Dear Nicki Mead

Interim visit: December 2024

A team of inspectors recently visited Ysgol Cae'r Nant to consider how the school has made progress in addressing two of the recommendations from its core inspection in February 2023.

During the visit the team had the opportunity to:

- Visit classes
- Talk to pupils
- Meet with teachers and leaders
- Look at pupils' work
- Scrutinise documentation

Leaders and staff at the school have worked well to address these recommendations. They recognise that there are aspects that could improve further. Below is a summary of progress against those recommendations.

Focus of visit

Strengthen provision for the development of pupils' Welsh language skills

- Leaders have developed and implemented a highly effective vision for the development of Welsh across the whole school community.
- Leaders ensure that all staff work strategically to improve pupils' sense of Welsh identity and their ability to confidently use their Welsh language skills in everyday contexts. As a result, a strong Welsh ethos runs through the life and work of the whole school. For example, staff converse in Welsh with each other throughout the day, modelling the language well and taking every available opportunity to encourage pupils to ask and answer questions in Welsh.

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a
Saesneg. Bydd gohebiaeth a dderbynnir yn y naill
iaith neu'r llall yn cael yr un flaenoriaeth.

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and Welsh. Correspondence received in either
language will be given equal priority.

- Whole school assemblies provide the pupils who are members of the ‘Cryw Cymraeg’ with valuable opportunities to share weekly Welsh language patterns and songs with the whole school. They are good advocates for the language and work hard to encourage others to use and celebrate Welsh within the school.
- Leaders provide purposeful professional development opportunities for all staff. This includes working with colleagues from other schools to improve their own Welsh language skills and to consider how to apply these skills within their classrooms. This approach has been highly effective in developing the confidence of staff when using Welsh and when teaching language patterns to pupils within their classrooms.
- Staff make effective use of progressive language patterns to ensure pupils develop their Welsh language skills systematically as they move through the school. For example, pupils in Reception can identify their numbers and colours in Welsh, while pupils in Year 6 can explain their likes and dislikes, giving detailed reasons for their answers. Nealy all pupils have positive attitudes towards the Welsh language. They enjoy speaking Welsh and discuss and share what they know with enthusiasm. They pronounce words correctly, use appropriate language patterns and are willing to try even when they are unsure of the exact vocabulary.
- Across the school, staff provide a wide range of purposeful resources which effectively support the development of pupils’ Welsh language skills. For example, staff display key language words and patterns on learning walls which pupils use regularly as prompts when practising their Welsh skills.

Improve provision to support pupils’ application of their numeracy skills across the curriculum

- The school is working strategically to develop its provision to support pupils to apply their numeracy skills at an appropriate standard in their work across the curriculum. This work is gathering momentum and developing well.
- Leaders and staff collaborate well to evaluate the school’s current provision. For example, they consider relevant information from national test data, learning walks and book looks to identify strengths in teaching and learning and to plan improvements. For example, teachers ensure that sequences of lessons within topics focus on areas of learning where pupils need additional support to understand concepts, such as number.
- Leaders and staff take good account of pupils’ opinions about how they learn best and respond appropriately. For example, pupils now have regular opportunities to develop their knowledge of number facts through song and music.
- Teachers now take good advantage of opportunities to support and challenge pupils to apply their numeracy skills across the curriculum. Most younger pupils develop and use their numeracy skills well in focussed activities and during play. By Year 2, they show a good understanding of the properties of shapes and work well with number. As part of their topic work about rainforests, older pupils gather, present and analyse data to compare rainfall in Wales with other parts of the world. They apply their skills with appropriate independence, for instance when planning budgets and designing games for their classmates to play.

- Innovative projects with external partners provide valuable opportunities for pupils to use their numeracy skills in creative contexts, for example as part of their musical compositions. This work provides beneficial opportunities for pupils to share their learning with parents. Additional bespoke work with parents supports them to support the development of their child's numeracy skills at home.
- In a few instances, the work in independent tasks does not have a clear purpose that the pupils understand. On these occasions, teachers do not always ensure that pupils have the knowledge and understanding they need to complete independent tasks, for example when pupils use tablet devices and apps to explore the properties of numbers. Leaders are aware of this and have also identified the need to ensure that the level of challenge in numeracy activities consistently matches pupils' mathematical capability.

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/6642269>

Yours sincerely



Liz Miles
Assistant Director