

Ysgol Croes Atti
Chester Road
Flint
CH6 5DU

26/05/2026

Dear leaders and staff

Interim Visit: April 2026

A team of inspectors visited Ysgol Croes Atti recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took advantage of the opportunity to observe teaching and learning, talk to 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

Sharpen teaching and planning to build on best practice in terms of developing pupils' independent learning skills

- Across the provision, there is a clear reduction in the use of worksheets and closed tasks. This, in turn, equips pupils to make meaningful choices about how to complete and present their work with increasing independence.
- Leaders and staff have developed an appropriate range of arrangements, including the 'Hafan Heriau', learning areas and big questions, which support pupils to work more independently and take more ownership of their learning.
- In the strongest practices, staff model purposefully, question pupils skilfully and then step back at appropriate times to enable them to think for themselves and reflect on their learning.
- Provision in the youngest pupils' classes is sound. Pupils in the nursery and reception classes use the areas purposefully, choose resources confidently and persevere appropriately while playing and learning.

- Many of the oldest pupils understand the purpose of their learning activities clearly. They choose an appropriate level of challenge with increasing independence and explain sensibly how and why they undertake their learning.
- Joint planning by staff, departmental discussions and scrutiny of work across provision are beginning to strengthen consistency in teaching gradually, by supporting staff to refine provision to foster pupils' independence over time.

Increase opportunities for pupils to master their extended writing skills

- Leaders and staff plan creative and relevant learning activities jointly to support pupils' writing skills. Regular writing experiences, which are woven skilfully across the areas of learning, offer an appropriate level of challenge and support most pupils to make sound progress in their skills in both languages over time.
- Across the provision, staff provide useful resources, such as purposeful language mats, which support pupils to develop their skills and contribute beneficially to enriching their written work.
- Provision within the indoor and outdoor learning areas provides purposeful opportunities for pupils to foster their writing skills with increasing independence from an early age.
- Most of the youngest pupils build on their skills by using short sentences and simple punctuation with increasing accuracy to convey meaning. As they mature, most pupils write more extensively with increasing confidence in both languages, demonstrating a sound grasp of an appropriate range of genres. They show a sound understanding of the features of language, such as personification and similes, and use them skilfully to enrich their work.
- Most pupils have positive attitudes towards writing. They discuss their work confidently and thoughtfully. They treat their work with obvious respect by presenting it neatly.
- Recent professional learning on strengthening pupils' writing skills has begun to equip staff with a clearer understanding of how to plan more systematically to support pupils' learning. They use purposeful 'cold' tasks to assess pupils' initial skills and plan meaningful learning activities that build on these methodically. This, along with timely opportunities to respond to regular feedback from staff, supports most pupils to refine their written work purposefully and move their learning forward.

The school's most recent 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/6642257>

Yours sincerely



Liz Miles

Assistant Director