

St Winefrides Catholic Primary School
Whitford Street
Holywell
Flintshire
CH8 7NJ

14/07/2026

Dear leaders and staff

Interim visit: July 2026

A team of inspectors visited St Winefrides Catholic Primary School recently to consider progress in relation to its recommendation from the previous core inspection and a priority from its current school improvement plan. 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

Ensure that pupils have regular opportunities to make decisions about and be creative in their learning

- Leaders recognise the importance of enabling pupils to make decisions about their learning. A few staff have visited a local school to observe different approaches to improving pupils' independence. This has supported staff to review and improve opportunities for pupils to be more creative and independent.
- Teachers value pupils' views and are beginning to consult them about what they would like to learn. Nearly all teachers use questioning effectively to prompt pupils to think deeply and develop their ideas. Pupils have begun to influence the content of their learning. This engages them successfully and ensures learning is meaningful.
- Teachers provide pupils with purposeful choices about how to present their learning. This approach is particularly successful in religion, values and ethics (RVE) lessons. Pupils across the school respond well, and from a young age, they represent a range of stories and concepts in unique and imaginative ways.
- Staff ensure that pupils' learning reflects the school's values and ethos successfully. Pupils frequently select causes or charities they would like to support

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and make thoughtful decisions about how they can offer help within the local community and beyond.

- Across the school, staff consider the importance of providing pupils with opportunities to make personal decisions about their creative work. Staff now provide pupils with more choices which results in their artwork becoming more expressive and unique.
- In younger classes, there is a commitment to providing practical activities for pupils indoors and outside. On occasions, these are too prescriptive or overly directed by adults. Opportunities for younger pupils to lead their learning through open-ended play are underdeveloped.

Further embed strategies to improve the teaching and learning of mathematics in order to develop numeracy

- Through self-evaluation activities, leaders have identified that the school's curriculum for the teaching of mathematics did not provide pupils with a broad enough range of mathematical skills. They have implemented a new approach and will monitor its effectiveness.
- Leaders and staff are beginning to plan for pupils to develop their mathematical skills progressively. They have a clear vision for pupils to have a secure understanding of mathematical concepts that they can apply across the curriculum.
- Most teachers demonstrate sound subject knowledge and use correct mathematical vocabulary throughout learning activities. This supports pupils' confidence and develops their mathematical language well.
- Pupils across the school have regular opportunities to apply their mathematical skills in their class topics or themes. These tend to focus on a few aspects of mathematics including handling data, measuring and properties of shapes.
- Teachers plan a range of worthwhile learning activities that enable pupils to use their numeracy skills across the curriculum. Many of these activities are matched well to pupils' mathematical development.

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/6643307>

Yours sincerely



Liz Miles

Assistant Director