

Northop Hall C.P. School
Llys Ben
Northop Hall
Nr.Mold
Flintshire
CH7 6HS

11/12/2024

Dear Lynne Harrison

Interim visit: December 2024

A team of inspectors recently visited Northop Hall County Primary School to consider how the school has made progress in addressing two of the recommendations from its core inspection in May 2022.

During the visit the team had the opportunity to:

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

Leaders and staff at the school have worked appropriately 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

Ensure that all teachers provide high-quality verbal feedback to pupils to support them to understand their next steps in learning

- Since the core inspection, leaders have developed a sound strategy for improving the quality of feedback teachers provide to pupils to support their learning.
- Staff are provided with good quality professional development opportunities that are effective in supporting their teaching practice. This includes working with colleagues in other schools to develop a consistent approach to improving the quality of the questioning during lessons. Teachers now ask purposeful and open-ended questions and give pupils time to discuss and

share their ideas with their peers. This approach is effective in ensuring that pupils have time to use their thinking skills when developing their knowledge and understanding of different topics.

- Leaders evaluate the standard of teaching regularly through engaging in learning walks, listening to learners and participating in book looks. They have identified some clear areas for improvement, including providing pupils with regular opportunities to assess the quality of their own work.
- This has led to teachers to provide pupils with purposeful opportunities to regularly reflect on their work and what they have learnt. For example, teachers ensure that pupils have valuable time to read over and check their work and assess their progress against success criteria. During these sessions, teachers provide effective verbal feedback that supports pupils to identify the next steps in their learning.
- Where practice is strongest, pupils' take time to improve important aspects of their work. They use thesauruses to check spelling, correct grammatical mistakes and make their work more interesting by including more adventurous adjectives. However, a minority of pupils in the older classes do not respond carefully enough to feedback and do not pay enough attention to the presentation of their work. In these instances, they do not take enough pride in their work and address common mistakes. As a result, these pupils do not make as much progress in their writing as they could.

Improve provision for the development of pupils' Welsh language skills and numeracy across the curriculum

- Since the last core inspection, the school has worked well to ensure that the provision to develop pupils' Welsh and numeracy skills meets the needs of most pupils.
- Leaders provide staff with purposeful professional development opportunities that successfully link their needs to the school's development priorities. For example, staff attended valuable sabbatical courses to further develop their Welsh speaking skills. These have been highly effective in developing their ability to use Welsh confidently as part of their teaching.
- Staff have beneficial opportunities to collaborate with other schools. For example, they work proactively with colleagues to share ideas to ensure the progressive development of pupils' numeracy and Welsh skills across the areas of learning.
- All staff are strong advocates for the Welsh language. They model the language consistently well. They embrace, promote and celebrate the use of Welsh in school and create a climate where pupils feel comfortable to speak Welsh without worrying about making mistakes. Teachers provide pupils with purposeful Welsh language sessions that develop their speaking skills and confidence successfully.
They use resources well to support pupils' language development. For example, they display key words and language patterns on class learning walls. Pupils use these prompts effectively when making vocabulary choices or choosing patterns to use when asking and answering questions.
- Pupils who are members of the 'Ciw laith' take an active role in developing Welsh and promoting a sense of Welshness across the school. For instance,

they confidently lead whole-school assemblies, rewarding pupils with certificates for their use of everyday Welsh.

- Staff across the school have a sound understand how to plan for the progressive development of pupils' numeracy skills in a variety of authentic learning contexts.
- Overall, most pupils make good progress in developing their numeracy skills and use them purposefully across the areas of learning. Year 2 pupils develop their data handling skills effectively, for example when constructing a tally chart to show which planet they think the alien lives. By Year 4, pupils apply their knowledge of budgeting to cost class resources with the profit generated in the Christmas Fayre. Older pupils apply their number skills well, for example when calculating and comparing the mass of different space rocks.
- Leaders have identified the need to continually assess and review the quality of the numeracy provision to ensure that learning activities effectively meet the needs of all learners.

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/6642032>

Yours sincerely



Liz Miles
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