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

A report on

Drury C.P. School
Beech Road
Drury
Buckley
Flintshire
CH7 3EG

Date of inspection: November 2018

by

Estyn, Her Majesty's Inspectorate for Education and Training in Wales

About Drury C.P. School

Drury Primary School is in Drury on the outskirts of Buckley, about six miles from Chester in Flintshire local authority. There are 163 pupils on roll, including 22 part-time nursery pupils. There are four single-year classes and three mixed-year classes.

The average proportion of pupils eligible for free school meals over the last three years is around 5%. This is well below the average for Wales, which is 18%. The school identifies 20% of pupils as having additional learning needs, which is similar to the national average of 21%. No pupils have a statement of special educational needs. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. Very few pupils speak Welsh at home.

The headteacher took up his post in April 2005. The school's previous Estyn inspection was in March 2012.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en

Summary

Drury Primary School is a happy and caring community where pupils feel safe and valued. All staff plan stimulating and engaging indoor and outdoor learning activities, taking good account of pupils' ideas of what they would like to learn. This helps most pupils become independent and confident learners. Nearly all pupils behave well and have positive attitudes to learning. As they move through the school, most pupils make good progress in mathematics, information and communication technology (ICT) and Welsh. However, many pupils' writing is underdeveloped and pupils who are more able do not achieve as well as they could.

Leaders and staff work together effectively to secure ongoing improvements in many aspects of the school's provision. However, leaders and governors do not always focus well enough on the most important issues requiring improvement or provide clear enough strategic direction for improving teaching and pupils' standards.

Inspection area	Judgement
Standards	**Adequate and needs improvement**
Wellbeing and attitudes to learning	**Good**
Teaching and learning experiences	**Good**
Care, support and guidance	**Good**
Leadership and management	**Adequate and needs improvement**

Recommendations

R1 Raise standards in writing

R2 Ensure that teaching consistently challenges all pupils, especially the more able

R3 Ensure that leaders and governors focus strategically on improving outcomes for all pupils

R4 Ensure that self-evaluation and improvement planning identify and address areas for improvement robustly

What happens next

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

Many pupils enter the school with literacy and numeracy skills that are at or above those expected for their age, but a few pupils have weak speech and language skills. As they move through the school, most pupils make suitable progress and, by the end of key stage 2, they achieve appropriate standards. Pupils who have additional learning needs make effective progress towards their individual targets. However, pupils who are more able do not always achieve as well as they could.

In the foundation phase, most pupils speak clearly and confidently to each other and adults. For example, in the nursery class, pupils play together happily in the kitchen role play area. They speak in extended sentences to explain how they work hard to keep the kitchen tidy and how they use the appliances to cook pasta. They express their exhaustion convincingly, 'Now I really need a sit down with a coffee (sits and wipes brow). I'm really sweating!' In Year 2, most pupils listen well and provide useful feedback to each other, for instance when they review their diary entries about The Great Fire of London. By the end of key stage 2, most pupils adapt their language appropriately to more formal situations. They use a range of persuasive techniques effectively to argue a point of view, for example to convince others that playing outside is better than playing on a computer game.

Pupils make steady progress in developing their reading skills. By Year 2, most pupils read age-appropriate texts with suitable fluency and accuracy. Many use suitable strategies independently to tackle unfamiliar words, such as sounding out and chunking. In key stage 2, many pupils enjoy books by well-known authors and share their preferences successfully. A few pupils use lively expression when reading aloud, for example adopting a Cockney accent to convey a character. Many Year 6 pupils compare and contrast information in texts well, for example an eyewitness account of the 1969 moon landing and a recount in a history book. However, overall, more able pupils do not develop higher-order reading skills to the level of which they are capable.

Many younger pupils in the foundation phase make solid progress in developing their early writing skills. In reception, most pupils form recognisable letters and use their knowledge of sounds to attempt words independently. By Year 2, most pupils spell common words correctly and they begin to punctuate their sentences with capital letters and full stops. They use simple adjectives to enhance their writing, for example when describing 'Traction man', a superhero. Across the school, pupils write in a suitable range of forms. Many older pupils plan their work appropriately. They structure their writing using paragraphs and redraft it to make improvements to its content. However, pupils in Years 2, 3 and 4 do not write independently and at length well enough in their English lessons or in their work across the curriculum. Too few older pupils, especially those who are more able, use ambitious vocabulary in their writing or use a wide enough variety of sentence structures. In general, the quality of pupils' handwriting and the presentation of their work is poor.

Across the school, most pupils enjoy learning Welsh. In the reception class, most pupils ask and answer simple questions confidently. In Years 3 and 4, many pupils

sustain a dialogue successfully, talking about themselves, their families and what they like to do. A few more able pupils provide extended responses to questions and use the past tense competently. By the end of key stage 2, many pupils apply their knowledge of a range of language patterns successfully to their writing, for example when writing a fact-file about a footballer or emailing a friend.

In the foundation phase, most pupils develop a strong understanding of number concepts, shape, measure and data handling. They apply their mathematical skills regularly in practical contexts and develop good problem-solving skills. For example, reception pupils sort through a large pile of muddled wellington boots to find matching pairs, which they count in 'twos' successfully. In key stage 2, most pupils build upon these strong foundations well and enjoy mathematical challenges. By Year 6, most pupils use a range of efficient written and mental methods of calculation to solve multi-step problems. They use estimation and the inverse operation independently to check their answers. They apply their reasoning skills effectively in real-life contexts, for example to identify which toilet rolls on offer at a supermarket are the best value for money. In their science work, most pupils in Years 5 and 6 draw and interpret line graphs accurately, for instance to show the relationship between the length of wire and the brightness of a bulb in an electrical circuit. However, a majority of pupils in key stage 2 do not apply their numeracy skills well enough in other subjects.

Most pupils develop a range of skills in information and communication technology (ICT) well and they apply these successfully in their work across the curriculum. In the nursery class, many pupils use an application on a tablet computer independently to record their learning. By Year 2, most pupils log on to their personal accounts through an online learning platform and access a range of programs successfully. As they move through key stage 2, pupils use presentation tools competently to display their work, for example when designing a healthy smoothie. By Year 6, most pupils use email successfully. They create a spreadsheet and use formulas suitably to show weekly sales for the school's healthy tuck shop and to calculate the total profit. However, pupils' ability to create and interrogate databases is underdeveloped.

Wellbeing and attitudes to learning: Good

Nearly all pupils behave well in school. They show care and consideration for each other and most speak with pride about their school. Nearly all pupils feel safe and happy. They are confident that all staff and other pupils will help them if they have a problem. Most pupils know how to be safe when using the internet. For example, most key stage 2 pupils have a strong awareness of which websites are safe to use and the e-safety 'warriors' create valuable posters to remind pupils in all classes of how to keep themselves safe online.

Most pupils recognise the importance of making healthy choices in their diet, for example by eating five portions of fruit and vegetables a day. However, many pupils do not make healthy eating choices during playtimes and often bring in unhealthy snacks to eat. Nearly all pupils participate in the weekly mile activity and pupil sports leaders organise and deliver valuable physical activities for younger pupils at lunch times. Many pupils enjoy the range of beneficial extra-curricular clubs, such as netball and football.   As a result, pupils understand the importance of exercise as part of a healthy lifestyle.

Through a wide range of pupil-led groups, including the school council, eco council, sports council, digital champions and 'Criw Cymraeg', pupils influence the life and work of the school successfully. Pupils make suggestions for how to improve the school regularly, for example through the pupil voice boxes in their classrooms. School council members discuss these ideas in their meetings with teachers and parents from the 'Home-School Association'. As a result, they have improved the learning environment successfully with the building of an outdoor classroom and the purchase of a range of playground resources for playtimes. Across the school, pupils often make purposeful choices about what and how they learn, for example, when contributing their ideas to the planning of curriculum topics, such as 'Super me!' In key stage 2, pupils use 'Your voice. Your choice' boards to help teachers plan creative and problem-solving tasks, which they access independently within areas of learning in the classroom and outdoors.

Nearly all pupils enjoy school and are proud of their achievements. Most pupils display positive attitudes to learning and engage well in their activities for sustained periods. Most pupils work well collaboratively, in pairs and in small groups, and they support one another effectively. Most develop good levels of independence and resilience. For example, in key stage 2, pupils use the 'SNOT' (Self-help, Neighbour, Other, Teacher) strategy successfully, when they face challenges in their work.

Most pupils are well-informed global citizens, who display a strong awareness of how human activity affects the environment. For instance, they recognise it is an individual's responsibility to act sustainably, by reducing the amount of plastic they use.

Teaching and learning experiences: Good

All staff establish very good working relationships with pupils. They manage pupils' behaviour effectively and create a positive climate for learning in their classrooms. Teachers deploy teaching assistants effectively and they provide good support for individuals and groups of pupils, such as those with specific learning needs.

A strong feature of teaching is the value staff place on involving pupils in planning their own learning experiences and identifying real-life contexts for learning. For example, staff in the reception class use the 'tiny teacher' board effectively to collect younger pupils' ideas about what they would like to learn. In key stage 2, teachers plan high-quality 'immersion' days. They offer exciting activities, such as a virtual reality experience of travelling down a zip-wire in Snowdonia National Park, to generate pupils' ideas for a topic focused on the history, geography and culture of Wales. A wide range of educational visits enrich pupils' learning experiences. As a result, nearly all pupils show a desire and enthusiasm to learn and take the initiative in many projects, such as developing fundraising activities through a 'movie night', following a visit to the local cinema as part of their study of how businesses work.

In the foundation phase, all teachers plan and provide a good balance between adult-led and child-initiated learning within a stimulating and well-structured environment. Teachers plan carefully for the imaginative use of these areas to develop pupils' literacy, numeracy, creative and physical skills effectively. Most staff know when to stand back to enable pupils to try out new activities and to take risks in their learning. As a result, most pupils develop valuable independent learning and problem-solving

skills. In key stage 2, 'working walls' provide useful prompts, scaffolds and examples of their prior learning, which pupils refer to regularly, to help them in their tasks. This supports most pupils to work independently and to persevere when they face challenges.

Most staff use a wide range of teaching approaches, including providing extensive and effective opportunities for pupils to learn in the outdoors. In the foundation phase, teachers plan scenarios carefully to meet pupils' stages of development flexibly from nursery to Year 2. For example, when they discover a letter from a fairy in the woodland area, older pupils use standard measures to design and craft fairy furniture and younger pupils tell their own fairy stories from the storyteller's chair. In key stage 2, pupils use 'real' tools, experience cooking on an open fire and develop wider life skills, such as communication and problem-solving successfully in their outdoor classroom and forest school site. A useful scheme of work to support the development of ICT helps staff to identify relevant contexts for pupils to apply their skills in many lessons. Opportunities for pupils to develop their Welsh language skills in lessons and throughout the school day, such as during assembly, are good.

Most staff build on pupils' prior learning successfully. They have good subject knowledge and use questioning effectively to progress pupils' understanding. In a very few classes, teachers engage in extended dialogues with individual pupils to probe and explore concepts in depth. This helps to develop their thinking and speaking skills successfully. Most staff have high expectations of pupils in many aspects of their learning, for example in mathematics and science. In these lessons, they provide good challenge for pupils of different abilities. However, teachers do not always have sufficiently high expectations for all pupils' achievements in all aspects of their learning, for example in reading and writing. In particular, the frequent use of worksheets in pupils' topic work, limits more able pupils' ability to apply their literacy and numeracy skills well enough in their work across the curriculum. Recently, teachers have taken steps to improve this.

Most teachers share learning objectives and discuss success criteria with pupils, so they know what they need to do to be successful in their tasks. They provide purposeful opportunities for older foundation phase and key stage 2 pupils to reflect on their learning. As a result, many pupils review their own and others' work competently. In English and mathematics, most teachers provide useful verbal and written feedback to pupils, identifying what they have done well and what they need to improve in their work. However, in their topic work, a majority do not provide feedback that focuses clearly enough on identifying next steps for pupils' learning.

Care, support and guidance: Good

The school is a caring environment, where the wellbeing of all pupils is central to its ethos. Mutual respect exists between pupils and adults in all classes.

Teachers analyse a wide range of information about individual pupils' achievements and they use this well to identify those who are not on track to achieve their targets and require additional support. In the foundation phase, there are effective systems in place for monitoring pupils' progress and assessing their skills. However, in key stage 2, procedures for tracking how well pupils acquire and apply their literacy and numeracy skills, are less well developed. This means that teachers do not always identify when pupils are not making as much progress as they could, particularly the more able.

Provision for pupils with additional learning needs is good. The additional needs co-ordinator and teaching assistants provide a range of valuable programmes, which support pupils' literacy, numeracy and emotional needs well. They monitor the progress of pupils receiving interventions closely and check to see if pupils apply the targeted skills successfully in their classroom work. They remove them from this additional support, when they have reached their individual targets, using clear 'exit' criteria. Good partnerships exist between the school and outside agencies to support the progress of pupils with identified needs, for example in speech and language. Staff use specialist advice well to identify focused actions for pupils' individual education plans. These plans include relevant and specific targets for improvement. Staff, parents and pupils review the progress that individuals make against their targets regularly. As a result, most pupils make good progress from their starting points.

The school provides many opportunities for pupils to make decisions about the life and work of the school and to influence their daily learning experiences. For example, Year 2 pupils contribute useful ideas to the school's improvement plan, such as providing opportunities for all pupils to read Welsh magazines and creating classroom posters to remind them of words and sentence patterns. The school uses a range of appropriate tools to communicate with parents, including social media, emails, text messages and the school website. This helps to inform parents of day-to-day matters suitably and provides them with valuable opportunities to see what and how their children learn.

Overall, the school has appropriate arrangements to promote healthy eating and drinking, which pupils understand well. For example, pupils in the foundation phase plan a healthy lunchbox and make fruit kebabs. However, key stage 2 pupils bring 'treats' to school from home regularly, which undermines the school's positive focus on healthy eating and drinking. The school provides a good range of opportunities for pupils to participate in a variety of after-school clubs and sports festivals with other schools, such as gymnastics, cricket, basketball and cheerleading. These help to promote strong team work and the importance of regular exercise for a healthy lifestyle successfully.

Good links exist between the school and the local community and these help to support pupils' creative development well. For example, pupils take part in African dance and music workshops and the school choir sings at the local care home. Visits to an education activity centre supports pupils to develop a good understanding of how to keep themselves safe in everyday life, as part of the school's well-planned personal and social education programme. The school's successful partnership with a number of businesses, for example the local aeronautical factory, provides pupils with meaningful opportunities to reflect on their future career choices as part of their 'Roads, railways and runways' topic. Projects, such as setting up their own businesses, help to develop pupils' numeracy and social skills and their ability to work as part of a team effectively.

The school promotes pupils' spiritual and moral understanding and development well through classroom activities, such as circle time, whole school assemblies and charity events. These help pupils to reflect thoughtfully on how they should treat others and to respect the diversity of the wider world.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Adequate and needs improvement

The headteacher has established his vision securely to create a happy and welcoming school, where staff and pupils respect each other. Senior leaders work closely with staff and promote professional values and behaviours successfully. Staff work well together to provide rich and stimulating learning opportunities for pupils. They are a committed and supportive team.

The deputy headteacher and foundation phase manager support the headteacher ably. They take a lead in driving forward whole-school and departmental initiatives linked to national priorities. For example, they develop high-quality provision for learning in the outdoors and involve pupils effectively in planning a stimulating curriculum. As a result, their work has contributed successfully to improving pupils' independent learning skills and fostering their positive attitudes to learning. However, overall, senior leaders and the governing body do not focus well enough on raising standards for all pupils, or provide effective strategic direction for the school's work.

The governing body carries out its statutory duties appropriately and is supportive of the school. Members of the governing body visit the school regularly, for example to meet with the school council to talk about its activities. They take part in 'book looks' of pupils' work and discuss these with teachers. They report back their findings informally in meetings and this helps all governors to have an appropriate awareness of the school's day-to-day work. However, governors do not draw on a wide range of first-hand evidence well enough to hold leaders to account for pupils' progress. In general, they rely too heavily on a narrow range of performance information provided in the headteacher's reports.

Department leaders analyse data and scrutinise a range of evidence from monitoring activities purposefully, such as lesson observations, learning walks and reviews of teachers' planning. However, not all of the school's senior leaders take part in monitoring activities, and this lack of first-hand knowledge makes it difficult for the school to ensure its evaluations are sufficiently robust. Senior leaders do not always draw together the range of evidence they collect well enough to identify the most important areas of the school's work that need to be improved, for example the quality of pupils' writing. Overall, leaders do not seek the views of parents often enough in their self-evaluation processes.

There is an appropriate link between outcomes of self-evaluation and the areas the school identifies as school improvement priorities. Teachers and pupils share their ideas about the actions they can take to address these aspects of the school's provision successfully. In most instances, staff plan relevant actions to address these priorities and work conscientiously to implement them. However, the success criteria identified in these action plans are not sufficiently specific or measurable to help staff or leaders to evaluate progress against the priorities effectively. In addition, senior leaders' meetings and staff meetings do not always generate clear action points or procedures for reviewing progress. As a result, leaders do not always have a good enough understanding of how well the school is addressing its priorities until they carry out their end-of-year reviews.

The school has enough suitably qualified staff, all of which are clear about their roles. They carry out their responsibilities diligently. Leaders make appropriate use of performance management to identify areas for staff development. The headteacher facilitates the professional learning of teachers and support staff well, for example by supporting them to undertake higher-level qualifications and sabbaticals. This contributes strongly to the continuous development of their professional knowledge and skills and has had a positive impact on improving teaching across the school, for example in mathematics and Welsh.

The headteacher and governors manage the budget appropriately and have adopted a suitable plan to reduce the current deficit budget. They monitor expenditure regularly in the governors' finance committee. Parents support the school very well through a wide variety of fundraising activities, which raise large sums. These have contributed significantly to improving the school's resources. For example, the purchase of laptops and tablet computers has had a positive effect on developing pupils' ICT skills throughout the school.

Leaders and governors make good use of donations from businesses and seek grants from outside agencies to make effective improvements to the school environment. For example, the newly constructed 'Beech Lodge' building provides an attractive space for pupils to learn throughout the school day and enables the school to offer a 'before and after-school' care service for pupils, which parents value highly. The school uses the pupil development grant suitably to support the very few pupils eligible for free school meals.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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