

A report on
Eyton CIW Voluntary Controlled Primary School

**Bangor Road
Eyton
LL13 0YD**

Date of inspection: February 2025

by

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

About Eyton CIW Voluntary Controlled Primary School

Name of provider	Eyton CIW Voluntary Controlled Primary School
Local authority	Wrexham County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Estyn does not inspect denominational religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for denominational religious education and collective worship to be inspected separately.
Number of pupils on roll	52
Pupils of statutory school age	42
Number in nursery classes	*
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	7.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	*

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Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	30/11/2024
Date of previous Estyn inspection (if applicable)	01/10/2017
Start date of inspection	10/02/2025

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

The acting headteacher, governors and staff of Eyton Primary School have a clear vision for its future and work together effectively to improve pupils' learning and well-being. While leadership changes are still embedding, improvements to the quality of teaching and learning are already becoming evident. Governors actively support and challenge the work of the school. They understand its strengths and areas for development and have used their expertise and experience successfully to help stabilise leadership.

Teaching is generally strong, with frequent opportunities for pupils to develop their Welsh language skills. A revised approach to reading, including structured phonics teaching, is beginning to help younger pupils to develop their basic reading skills more quickly. Teachers use digital technology, including artificial intelligence, effectively to enhance learning. They track pupils' learning carefully and adapt their approaches to meet individual needs suitably, helping most pupils to make steady progress. Occasionally, pupils would benefit from more challenge and further opportunities to develop their independence. While teachers provide supportive feedback, its impact varies.

The curriculum develops pupils' moral, social, and cultural awareness well. Pupils take on leadership roles and influence their learning suitably. They learn in a welcoming and inclusive environment, developing confidence and respect for others. They enjoy learning and contribute well during lessons. Staff provide strong support for pupils' well-being and have clear expectations of behaviour that help to create a positive learning environment.

Recommendations

We have made three recommendations to help the school continue to improve:

- R1. Continue to strengthen and embed strategic leadership
- R2. Further develop pupils' independence and ensure more challenging learning opportunities for younger pupils
- R3. Improve the consistency and impact of feedback

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Following a period of turbulence, leaders and staff at Eyton Primary School have established a clear vision for its future, driven by effective self-evaluation, school improvement processes and engagement with stakeholders. The acting headteacher has fostered a culture of teamwork, where staff are keen to lead and take ownership of key aspects of school improvement. Support from the regional consortium improvement partner and an experienced local headteacher has helped leaders to rapidly develop their leadership skills. The current leadership arrangements are relatively new and still embedding, but they are already yielding positive improvements in the quality of the school's work and its impact on pupil progress. Staff work constructively with families to help ensure strong engagement with parents and to support pupils' well-being.

Governors play an active role in supporting and challenging leaders. They demonstrate a sound understanding of the school's strengths and areas for improvement and use their knowledge and expertise to effectively hold leaders to account. They have played an important role in stabilising leadership at the school and setting a clear path for future improvement. Their understanding of their safeguarding roles and responsibilities is strong.

Staff foster a positive and inclusive learning environment where pupils develop confidence and respect for others and have positive attitudes towards their learning. Regular pupil progress meetings help teachers to understand pupils' individual needs and enable them to adapt their teaching effectively. This supports most pupils, including those with additional learning needs (ALN) or those affected by poverty, to make steady progress from their starting points. Pupils show enthusiasm for learning, willingly contributing to discussions and supporting their peers.

Teachers are good English language role models and provide frequent opportunities for pupils to practice and enhance their oracy skills. This contributes well to ensuring that pupils develop strong communication skills. Similarly, the frequent use of the Welsh language by staff supports most pupils to make effective progress with their Welsh oracy skills. The school has reviewed and is refining its approach to the teaching of reading. The structured teaching of phonics is beginning to have a positive impact on younger pupils' ability to decode simple texts. As they progress through the school, many develop their reading skills well, including the ability to evaluate and interpret texts effectively. Most pupils' writing skills also improve successfully over time. Teachers plan well to develop pupils' understanding of the features of different types of writing and the accurate use of grammar, punctuation, and spelling. Pupils apply these skills appropriately for their age, and many refine their work successfully with support.

Most pupils' mathematical skills develop securely, with pupils using their understanding of number to solve problems with increasing accuracy. They make good progress in understanding shape, space, and measurement in real-life contexts. Teachers make purposeful use of digital technology to enhance pupils' learning, and they demonstrate confidence in using a range of devices and platforms. The school's innovative use of artificial intelligence further supports pupils' digital competence, helping to ensure that they develop a sound awareness of how to use this technology effectively and safely.

Opportunities for pupils to develop their moral, social, and cultural understanding are well embedded in the curriculum. These experiences help them to reflect on their values, collaborate effectively, and appreciate different perspectives. Pupils take on a range of leadership roles within the school, contributing to decision-making and fostering a strong sense of community. They influence their learning appropriately and confidently articulate how they have shaped aspects of their education.

While teachers frequently ask thoughtful questions to assess understanding, learning activities are often overly adult-led. This limits opportunities for pupils to develop their independence, resilience, and problem-solving skills. Younger pupils, in particular, do not always receive sufficient challenge to extend their learning. Written feedback, while generally helpful and supportive, varies in consistency and impact across the school. Structured approaches for pupils to assess their own work and that of others, are beginning to support pupils to make these evaluations effectively.

Robust monitoring systems ensure good rates of attendance for most pupils. The acting headteacher, supported by officers from the local authority, works well to reinforce the importance of regular attendance with pupils and families. Staff collaborate closely with each other to establish effective support strategies for pupils with ALN. These arrangements, alongside beneficial partnerships with external agencies, enable most pupils with ALN to make good progress. The school promotes a strong culture of well-being, and many pupils confidently discuss strategies for managing their emotions. A sensory room, developed in collaboration with pupils, provides valuable support for those who need help to manage their emotions, supporting them to re-engage with learning quickly when they become upset. Clear behaviour management expectations ensure that pupils treat each other with fairness and respect. These contribute well to creating a calm and purposeful learning environment.

School self-evaluation and improvement processes are structured appropriately, with leaders and staff working closely with governors to assess progress and identify next steps. Arrangements for monitoring, evaluating, and reviewing the impact of the school's work provide a useful framework for tracking the impact of improvement actions and refining these approaches where needed. The school has addressed national priorities well,

ensuring the progressive development of pupils' Welsh language skills and the successful implementation of ALN reforms. It is making strong progress in implementing Curriculum for Wales, with staff delivering engaging and interesting learning experiences that help support most pupils to develop good literacy, numeracy, and social skills over time.

The school deploys its budget and grant funding effectively to support its priorities. Professional learning opportunities align with staff development needs, and leaders are increasingly engaging with external expertise and research to refine teaching approaches. These strategies contribute positively to the school's ongoing improvement journey.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

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

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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