

A report on

St Anne's R.C. Primary School

**Prince Charles Road
Wrexham
Wrexham
LL13 8TH**

Date of inspection: December 2025

by

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

About St Anne's R.C. Primary School

Name of provider	St Anne's R.C. Primary School
Local authority	Wrexham County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	English medium
Type of school	Primary
Religious character	Roman Catholic
Number of pupils on roll	169
Pupils of statutory school age	136
Number in nursery classes	15
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 21.7%)	35.9%
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 9.2%)	5.9%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	26.5%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2015

Date of previous Estyn inspection (if applicable)	18/02/2019
Start date of inspection	01/12/2025

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

St. Anne's R.C. Primary is a welcoming and caring school where the well-being of its pupils has the highest priority. Nearly all pupils feel safe, secure, and confident that their views are listened to and acted upon. The headteacher has a clear vision, which is shared by all staff and governors, for ensuring that the school is an inclusive, safe and happy place where nearly all pupils enjoy school. Throughout the school, adults work closely with families and external agencies to support all pupils. This ensures that most pupils make good progress, including those with ALN and those from low-income households.

Whilst the school has robust procedures for monitoring attendance and works effectively with the Education Welfare Officer and families to improve attendance absentee rates remain well below the county average and national expectations.

The school provides a broad, balanced curriculum that nurtures curiosity and a sense of community. Older pupils learn about global issues such as climate change, and community events encourage care for the local environment. Nearly all teachers promote pupils' moral, social and cultural development effectively. Most pupils develop pride in Welsh heritage through authentic experiences and take on purposeful leadership roles in learner voice groups. Their initiatives have a positive impact on school life.

Teaching is generally effective. In the most successful classes, teachers plan carefully to build on what pupils know and understand. They maintain a good pace in lessons and use questioning and feedback well to deepen pupils' thinking. Most pupils make good progress in reading, writing, Welsh, and digital skills. They enjoy reading and use expression confidently when reading aloud. Teachers challenge vocabulary choices and provide purposeful opportunities to develop Welsh language skills. Pupils show enthusiasm and apply digital skills effectively across contexts. However, over-reliance on worksheets limits presentation quality, and maths teaching is inconsistent. Opportunities for pupils to apply numeracy skills across the curriculum remain limited and require improvement.

Leaders have the capacity to implement improvement successfully but, monitoring work does not focus sharply enough on evaluating the effectiveness of teaching. Governors support the school well and provide appropriate levels of accountability.

Recommendations

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

- R1 Improve pupils' mathematical skills
- R2 Improve attendance, particularly for vulnerable pupils
- R3 Improve self-evaluation processes

What happens next

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

Main evaluation

At St. Anne's Roman Catholic School, the headteacher and deputy headteacher provide strong and effective leadership. They lead by example and set high expectations for staff and pupils. They model positive behaviours consistently and foster a culture of teamwork with a clear focus on the well-being of pupils and staff. Relationships between staff, pupils and their families are positive and contribute well to the inclusive ethos of the school. This is a notable strength. Staff and governors know the school and its community very well. They are committed to ensuring that every pupil receives high-quality care and support to achieve their full potential.

Nearly all pupils develop confidence, self-esteem and positive attitudes towards learning and school life. They behave well and show respect for others in lessons and around the school. This creates a calm, supportive and nurturing learning environment. Most pupils, including those in the learning resource provision, feel safe and cared for. They feel respected, treated fairly and valued. This contributes to a strong sense of belonging throughout the school. They work well with their peers, offering support and encouragement when faced with challenges. Throughout the school, pupils talk about what they are learning confidently and enthusiastically and sustain their learning when on task.

Spotlight: Establishing early relationships with families new to the school

Leaders and staff St. Anne's Roman Catholic School ensure that transition from home to school is positive and nurturing. They focus on understanding and meeting individual needs and work closely with parents, families and professionals to provide clear guidance and strong support. This collaborative approach helps children settle quickly, feel confident and thrive within a welcoming learning environment.

Provision for pupils with additional learning needs (ALN) is well led and effective. Skilled support staff carefully plan targeted support to ensure that pupils benefit from an individual approach to their learning. This ensures that nearly all achieve their full potential. Adults work together successfully to make sure pupils with ALN, including those in the learning resource provision, make positive progress from their starting points. The school provides effective support for nearly all pupils during transitions, whether moving from preschool settings to a new class or progressing to secondary school.

Whilst the school has robust procedures for monitoring attendance and works effectively with the Education Welfare Officer and families to improve attendance, absentee rates remain well below the county average and national expectations.

Overall, the quality of teaching is effective. In the most successful classes, teachers plan carefully to ensure clear progression in skills development. They maintain an appropriate pace of learning and use questioning effectively to assess pupils' understanding, adapting lessons to meet learners' needs. Teachers provide useful feedback during lessons and, where this is most effective, pupils are challenged to extend their thinking. Throughout the school the over-reliance on worksheets limits the quality of pupils' presentation. In the few classes where worksheets are not used, pupils develop accurate letter and number formation and present their work neatly.

Most pupils make good progress in reading. They develop early phonic understanding in the lower year groups. Older pupils use expression and inference effectively and enjoy reading. Many teachers have high expectations of pupils' writing. They plan carefully to provide a clear writing journey and expose pupils to a wide range of genre. Teachers challenge pupils' vocabulary choices effectively to further enhance their writing skills. This supports many pupils make at least age-appropriate progress in writing. Teachers and support staff provide purposeful opportunities for pupils to develop their Welsh language skills, and most pupils make good progress in using Welsh appropriate to their age and development. They show enthusiasm for the language and use it confidently.

Most pupils across the school apply their digital skills effectively in a range of contexts. Younger pupils experiment with distances and angles using programmable toys and older pupils design and program their own games linked to historical Welsh figures.

Across the school, the teaching of mathematics is inconsistent and opportunities for pupils to apply their numeracy skills across other areas of the curriculum are limited. Too often, teachers do not plan well enough to teach the understanding of mathematical concepts. They do not focus closely enough on what they want pupils to learn but instead plan tasks and activities that keep pupils busy.

The school offers a broad and balanced curriculum that nurtures curiosity about the world around them and fosters a sense of community belonging. Older pupils learn about important global issues such as climate change and community events inspire pupils to take care of their local environment through litter picks that involve parents and community groups. Nearly all teachers promote pupils' moral, social and cultural development effectively through reflective time and forest school sessions. Most pupils develop pride in their Welsh heritage through authentic experiences, such as learning about Owain Glyndŵr and local, contemporary artists. Many pupils take opportunities to develop leadership skills successfully and take on purposeful responsibilities within learner voice groups. They understand their roles clearly and lead new initiatives with pride and determination. Their work has a positive impact on school life. Members of the

Eco Council contribute to community-focused activities such as making bird feeders to attract local wildlife to the school grounds.

Governors know the school well and use their skills effectively to support leaders, particularly in financial planning and matters relating to health and safety. They engage appropriately in self-evaluation activities and have a sound understanding of current school development priorities. Headteacher reports provide useful information about aspects such as school visits. However, governors receive less detailed information about progress against school development plan priorities, which limits their ability to challenge and hold leaders fully to account.

Leaders have established a comprehensive approach to monitoring, evaluation and review. However, planned activities do not link closely enough to school development priorities and leaders do not always use evidence precisely enough to identify aspects of teaching that require improvement. As a result, areas that require improvement, such as the teaching of mathematics, persist over time.

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.

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/carer 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.

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