



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Eyton CIW Voluntary Controlled Primary School
Bangor Road
Eyton
Wrexham
LL13 0YD**

Date of inspection: July 2012

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

| Judgement | What the judgement means |
|-----------------------|---|
| Excellent | Many strengths, including significant examples of sector-leading practice |
| Good | Many strengths and no important areas requiring significant improvement |
| Adequate | Strengths outweigh areas for improvement |
| Unsatisfactory | Important areas for improvement outweigh strengths |

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

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Context

Eyton Church in Wales Voluntary Controlled School is in the village of Eyton, near Wrexham. It caters for pupils aged between three and eleven years and currently there are 74 pupils on role including four nursery pupils. The majority of pupils come from the immediate locality, with the remainder travelling to school from surrounding villages or beyond the school's catchment area.

The area surrounding the school is neither prosperous nor economically disadvantaged with only 1.5% of pupils entitled to receive free school meals. This is a significant decrease from the time of the previous inspection. Twenty per cent of pupils have additional learning needs, but no pupil has a statement of special educational needs.

Ninety-seven per cent of pupils come from homes where English is the first language and 3% are from homes where parents are Welsh speakers. English is the main medium for teaching and learning and all pupils are taught Welsh as a second language.

The school was last inspected in May 2006 and the current headteacher was appointed in September 2011.

The individual school budget per pupil for Eyton Church-in-Wales Voluntary Controlled Primary School in 2011-2012 means that the budget is £4,079 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,569 and the minimum is £2,903. Eyton Church-in-Wales Voluntary Controlled Primary School is 10th out of 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

| | |
|---|-------------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The school's current performance is good because:

- by the end of key stage 2, pupils have well developed skills, which they apply effectively across the curriculum;
- all pupils make good progress in lessons;
- teachers use a wide range of teaching strategies and regularly mark pupil work;
- all pupils respect one another and behave well; and
- relationships between all staff and pupils are very good.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides effective leadership and is committed to raising standards;
- effective systems are now in place to monitor and evaluate pupil progress;
- staff work well as a team to implement new initiatives for raising standards;
- the school has developed a strong range of partnerships, which enhance learning experiences; and
- the governing body is beginning to develop its role as a 'critical' friend to challenge the school's performance more effectively.

Recommendations

In order to continue to improve, the school needs to:

- R1 improve standards in writing across the curriculum in the Foundation Phase and Year 3;
- R2 ensure that work in lessons is appropriately adapted to meet the needs of all pupils;
- R3 review curriculum provision in key stage 2 to ensure full coverage of national curriculum requirements;
- R4 establish a manageable, clearly prioritised school improvement plan and monitor and evaluate formally the progress against targets; and
- R5 address the health and safety issue brought to the attention of the governing body at the time of the inspection.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils make good progress in most lessons. They listen well to their teachers and respect the views of their peers. Many ask questions confidently and respond well to teachers' questioning. They apply their skills, knowledge and understanding from previous lessons well in their work. Many pupils in key stage 2 are developing good independent learning skills.

In both key stages, a majority of pupils read well. Many pupils in the Foundation Phase and Year 3 have a good awareness of phonics and are developing their fluency. Most pupils in key stage 2 read with fluency and expression. A few are developing higher-order reading skills, such as summarising and scanning. Across the school, many pupils say they enjoy reading at home and can explain their reading choices.

Pupils' progress in writing is more variable. Most pupils in the Foundation Phase do not have a secure grasp of correct letter formation and basic punctuation. Their ability to write independently and at length across the curriculum is underdeveloped.

Most older pupils in key stage 2 spell accurately. They use paragraphs and a range of punctuation marks correctly in their work. They plan, draft and redraft their writing effectively in order to improve the finished piece of work which is neat and well presented. Most pupils also write independently and to a good standard in subjects across the curriculum.

Most pupils' numeracy skills are developing well across the curriculum. Most pupils are also making good progress in developing their information and communication technology skills. However, older pupils do not always present their research findings using their own words.

Pupils respond well to the use of the Welsh language by teachers in all classes. In the Foundation Phase and Year 3, most pupils use a range of basic patterns with increasing confidence when speaking. In key stage 2, many pupils use Welsh words confidently in the classroom and read and write at an appropriate level.

Teacher assessment at the end of key stage 1, over the last four years, shows that the proportion of pupils achieving the expected level (level 2) in English and mathematics is significantly below the average when compared to that of similar schools. Although there has been a trend of improvement over the four years, the school is still performing slightly lower than the family average. The results achieved by the more able pupils have also improved over the last three years.

Teacher assessment at the end of key stage 2, in the three core subjects, improved significantly from 2008 to 2010, although there was a dip in performance in 2011. The results of the more able pupils in English and science show an overall upward trend for the last four years. However, results in mathematics are more variable.

At both key stages the girls perform significantly better than the boys across most subjects.

Wellbeing: Good

All pupils feel safe in school and nearly all know whom to talk to if they have any problems. They know what they need to do to be healthy and they participate enthusiastically in a range of physical activities.

Pupil attendance in 2010-2011 was just over 95%. This is slightly higher than both the family and the national average. Unauthorised absences are low. Pupils are punctual for lessons and nearly all engage enthusiastically in learning activities. Most are able to work independently as well as in groups and show care and concern for each other. All pupils behave well in lessons and around the school and they are polite and courteous to visitors.

Pupils value the opportunities, through the school council and eco group, to contribute towards improving learning resources and the school environment. These groups have made constructive contributions towards the development of the wildlife garden and also the introduction of the traffic calming measures outside the school. However, pupils do not have a say in what and how they learn.

Through their developing awareness of sustainable development and participation in sporting and cultural activities, many pupils work closely the local community.

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| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Adequate

The curriculum provides meaningful and engaging tasks that build systematically on existing knowledge, understanding and skills as pupils move through the school. There is good evidence of the use of skills across the curriculum and these are often developed through investigative approaches, particularly in the latter part of key stage 2. However, across key stage 2 as a whole, teachers' planning does not ensure that pupils cover all national curriculum requirements and teaching time does not meet Welsh Government recommendations.

There are numerous educational visits throughout the year and these enhance the curriculum. The school reflects and celebrates Welsh culture and heritage and this is a strength of the school.

The eco committee is well established. Pupils are well informed about green issues. The nature garden provides a good opportunity for pupils to learn about wildlife and the environment, but it is not used to its full potential.

The school's links with Nepal provide pupils with good opportunities to understand the lives and cultures of people in different countries.

Teaching: Good

All teachers provide a calm and purposeful learning environment. Most use a wide range of effective teaching approaches and strategies to engage and motivate pupils.

However, teachers do not adapt the work appropriately in all lessons to extend the more able pupils. Teachers give pupils regular opportunities to undertake independent work and all pupils have access to stimulating and interesting resources. Teaching assistants work hard to support pupils but they are not always sufficiently effective in moving pupils' learning forward.

Assessment for learning is developing well. Teachers often encourage pupils to reflect on the quality of their own work and the work of their peers. All teachers mark written work regularly, but comments do not always show what pupils have achieved and what they need to do to improve.

The tracking of pupil progress within the school is developing well and this is leading to earlier identification of pupils with additional learning needs and better strategies to support them. However, teachers do not use information on pupil progress well enough to group pupils suitably and extend their learning. End-of-year reports to parents give a good indication of progress made and also set targets for future improvement.

Care, support and guidance: Good

The school effectively promotes the importance of healthy eating and regular exercise.

Staff ensure a happy, well ordered and caring environment where pupils feel valued. Parents are very supportive of the school and are proud of its achievements. Pupils' moral, social and cultural development is promoted very effectively in numerous ways, but the link with Nepal is especially significant. This link has a positive impact on pupils' knowledge and understanding of a different culture.

The school works very effectively with a range of external agencies to provide help, support and guidance to staff, pupils and parents. The internet safety talk to the parents by the police liaison officer is a good example of this.

There are good systems in place to support the early identification of pupils requiring extra support. Individual education plans are well written and meet the needs of the pupils. The additional learning needs teacher provides good support for pupils in withdrawal sessions. She ensures communication logs are used effectively between staff to ensure continuity of learning in the withdrawal groups and in main stream lessons.

The school has an appropriate policy and has procedures for safeguarding.

Learning environment: Adequate

The school is an inclusive community and welcomes all pupils irrespective of backgrounds. It aims to ensure equal opportunities for all but the building poses significant challenges for people with disabilities.

Externally, the modern part of the building is in an adequate state of repair, but the school has very limited space for teaching and learning. However, best use is made

of all internal areas and the grounds provide interesting opportunities for pupils' formal and informal learning. Pupils' work and other displays create a stimulating learning environment.

A health and safety issue was brought to the attention of the governing body at the time of the inspection.

| | |
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| Key Question 3: How good are leadership and management? | Good |
|--|-------------|

Leadership: Good

The headteacher is committed to raising standards. In the short time since her appointment, she has built successfully on the existing good teamwork among all staff. This has brought a sharper focus to the work of school. The leadership team is working effectively and all teachers meet regularly to share ideas and to develop aspects of current improvement priorities.

Suitable performance management arrangements are in place for teachers. This has led, in particular, to better identification and support for pupils with additional learning needs. In addition, a review of the work of most teaching assistants has resulted in a greater focus on improving reading through, for example, the introduction of reading intervention programmes. This is having a positive impact on targeted pupils' reading skills. Although performance management arrangements have begun to establish roles and responsibilities for all staff, these are not yet formalised through specific, agreed job descriptions.

The governing body is beginning to develop its role as a critical friend to the school. It has a sound awareness of the school's performance and the areas it needs to develop to raise standards. The governing body is also focussing more closely on improving the school environment and access to resources.

The school is working effectively to address national priorities, for example in relation to healthy schools. Provision for the Foundation Phase is developing well. An initiative to develop pupils' thinking skills is also having a positive impact on older pupils' learning.

Improving quality: Adequate

Senior managers have begun to monitor the work of the school through observing lessons and looking at pupils' work. Evidence collected, as a result, of this first hand monitoring, feeds into the school's self-evaluation procedures. The current self-evaluation report identifies strengths and areas for development, but it is too descriptive and offers little evidence of the impact of initiatives undertaken. In addition, not all stakeholders are involved in the process. However, a more recent document gives a much clearer, succinct picture of what the school has achieved over the last year.

Areas for development in the self-evaluation report feed into the school development plan. The plan contains a useful three-year overview of the school's priorities, but not all staff are aware of these. There are a large number of un-prioritised targets,

many of which do not have clear, measurable success criteria. This makes it difficult to assess accurately the progress made.

The school is involved in two professional learning communities to develop older, more able pupils', thinking skills in mathematics and science. This is having a positive impact on the quality of pupils' work.

Partnership working: Good

The school has close links with parents and they are very positive about all aspects of the school's life and work. The recently introduced homework learning logs in the Year 2 and Year 3 class are well supported by parents and are having a positive impact on developing pupils' independent thinking and writing skills in home-based tasks. The parents' association has recently improved library and class reading resources. This is helping to improve boys' attitudes to books, for example through the use of electronic reading devices.

Close working with the on-site weekly playgroup ensures pupils' smooth transition into nursery. Good links with local secondary schools help prepare pupils well for the move to Year 7.

A strong partnership with the local authority has led to improved provision and resources for Foundation Phase and Year 3 pupils.

The well-established partnership with a school in Nepal helps to raise effectively pupils' awareness of the geography, life and culture of a different society.

Resource management: Good

The school ensures that all teaching and support staff are deployed appropriately. Arrangements for teachers' planning, preparation and assessment time are managed well to make use of the particular talents of staff, for example in music. A wide range of targeted training, and visits to and from other schools, help staff develop their practice in line with identified priorities.

Spending links closely to priorities identified in the school development plan and the governing body monitors all spending carefully.

As standards achieved by pupils at the end of key stage 2 are good, the school provides good value for money.

Appendix 1

Commentary on performance data

Results in key stage 1, over the last four years, show that the number of pupils achieving level 2 (the expected level for pupils of seven years of age) in English and mathematics is significantly below the average when compared to schools with a similar proportion of pupils entitled to free school meals. Although there has been a trend of improvement over the four years, the school is still performing slightly lower than the family average. The results for science are much better with all pupils achieving level 2 or above for the last two years. This is better than the family comparison and well above the national average. Nevertheless, when compared to similar schools, the core subject indicator for 2011 shows the school to be performing in the bottom 25%.

The percentage of pupils performing at the higher level (level 3+) in English, and science has been below the family and Wales averages for three years.

At key stage 2, there was an overall upward trend from 2008 to 2010 in level 4 results (the expected level for pupils of 11 years of age) in English, mathematics and science. In 2010 the school was in the top 25% of similar schools. However, there was a significant dip in the 2011 results with the school's performance for English, mathematics and science being in the bottom 25% when compared to that of similar schools, and also significantly below the family average. The results were also below the family, local authority and national averages in all three subjects.

In key stage 1, the performance of more able pupils achieving level 3 in English has improved since 2009 although it was still below the family average in 2011. Performance in mathematics was not as good and was below the family, having been above the family average in 2010. Performance in science has been significantly below the family for the last four years. The percentage of more able pupils achieving level 5 in key stage 2 in English has increased considerably since 2009. The trend for mathematics shows a significant dip in performance. The results for level 5 in science have been at or above the family average since 2009.

At level 2, the girls perform significantly better than the boys in English and mathematics. However, the boys performed as well as the girls in science, where all pupils attained at least level 2 in 2011. The trends show that more girls than boys achieve the higher level 3 in English, science and mathematics. There is also a significant difference in the relative performance of boys and girls at level 4 when compared with that of other schools in the same family. At the higher level 5, boys' performance is also significantly below that of the girls in English and science.

The school's results at the end of both key stages show there has been no significant difference for the last two years in outcomes for pupils who are entitled to free school meals and those who are not.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 34 pupils in key stage 2. All pupils state that they feel safe in school and nearly all state that they know whom to talk to if they have any concerns. All pupils think the school deals well with any bullying.

Most pupils say they are doing well at school and that staff help them to learn and make progress. Most pupils believe that they have enough books, equipment and computers to do their work. Most feel that homework is useful and helps them to understand and improve their work. All pupils agree that the school teaches them to be healthy and they have plenty of opportunities for regular exercise. Many pupils think that other pupils behave well in class and most say that this is also the case at playtime and lunchtime.

The views of pupils are broadly in line with those of pupils in other primary schools throughout Wales.

Responses to parent questionnaires

Estyn received 17 responses to the parent questionnaire. These are slightly more positive than the responses of parents with pupils in primary schools across Wales.

All parents state that they are satisfied with the school and that their child likes the school. All parents feel that their child settled quickly into school life and that teaching is good with staff having high expectations of pupils. All parents say that their child is making good progress, that behaviour is good and that staff treat pupils fairly and with respect. Most parents agree that homework is useful and all confirm that they are kept well informed about their child's progress. Also, all parents agree that pupils are provided with appropriate individual support if needed. All parents say that children are helped to mature and take on responsibility and that they are well prepared for the next stage of their education.

All state that their child feels safe in school and that pupils are encouraged to be healthy and to take regular exercise. They all agree that the school provides a good range of activities.

All parents think that the school is well run and they all say that they are comfortable in approaching staff with questions, suggestions or a problem. Many parents say that they understand how to make a complaint should the need arise.

Appendix 3

The inspection team

| | |
|----------------|---------------------|
| Ray Owen | Reporting Inspector |
| Rhona Edwards | Team Inspector |
| Andrew Brazier | Lay Inspector |
| Alison Mathias | Peer Inspector |
| Susan Caldwell | School Nominee |

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

| | | | | | | | |
|------|-----|------|------|-----|-----|------|-------|
| Year | FPR | FPY1 | FPY2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The four key stages cover the following year groups:

| | |
|------------------|------------------------------|
| Foundation Phase | Reception, Year 1 and Year 2 |
| Key stage 2 | Year 3 to Year 6 |
| Key stage 3 | Year 7 to Year 9 |
| Key stage 4 | Year 10 and Year 11 |

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.