



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

**Froncysyllte C.P. School
Woodlands Road
Froncysyllte
Llangollen
Wrexham
LL20 7RS**

Date of inspection: July 2014

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

Froncysyllte Primary School is in the village of Froncysyllte, which is approximately 10 miles from Wrexham. In January 2014, it became part of the Dee Valley Federation of three schools under one headteacher with an assistant headteacher in each school. There are currently 53 pupils on roll, including six children who attend part-time in the nursery. Nearly all pupils are of white ethnic background. No pupils speak Welsh as a first language.

There are currently two full-time teachers and one part-time teacher at the school. Approximately 21% of pupils are eligible for free school meals, which is about average for Wales.

The school has identified about 9% of its pupils as having additional learning needs, which is lower than the average for the local authority. A very few pupils have a statement of special educational needs.

The headteacher was appointed on a temporary basis in January 2013 and became permanent in January 2014 with the setting up of the Dee Valley Federation. A single governing body for the Federation was appointed in October 2013.

The school was last inspected in April 2008.

The individual school budget per pupil for Froncysyllte Primary School in 2013-2014 is £5,304. The maximum per pupil in primary schools in Wrexham is £9,653 and the minimum is £2,876. Froncysyllte Primary School is fifth out of the 60 primary schools in Wrexham.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Good

Current performance

The school's current performance is adequate because:

- most pupils in the Foundation Phase and many pupils in key stage 2 make suitable progress in relation to their age and ability;
- pupils' attitudes to learning are good;
- levels of care and support for pupils are high;
- there is effective provision to promote wellbeing and an inclusive, welcoming ethos in which pupils feel happy and safe; and
- there is effective provision for pupils who have additional learning needs.

However:

- standards in Welsh are limited;
- there is a lack of progression in pupils' use of literacy, numeracy and ICT skills across the curriculum as they move through the school;
- in key stage 2, learning activities do not always meet the needs and abilities of all pupils well enough, particularly the more able; and
- pupils in key stage 2 do not have enough opportunities to take responsibility for their own learning.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides effective and purposeful leadership for the school;
- there is a strong sense of purpose throughout the school allied to a shared vision and caring ethos;
- there is a strategic system of leadership, which focuses clearly on raising standards and improving pupils' wellbeing;
- the senior management team monitors the school's progress against its priorities effectively; and
- the governing body has a sound understanding of the school's strengths and the areas that need to improve.

Recommendations

- R1 Raise standards in Welsh across the school
- R2 Ensure that pupils develop their literacy, numeracy and information and communication technology (ICT) skills progressively as they move through the school
- R3 In key stage 2, provide learning experiences that challenge all pupils consistently, particularly the more able
- R4 Provide more opportunities for pupils in key stage 2 to make decisions and take responsibility for their own learning

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils across the school make suitable progress during their time at the school. They work co-operatively together and respond well to tasks set by their teacher.

Most pupils across the school recall previous learning well and show good knowledge and understanding of what they have learnt. Almost all pupils who have additional learning needs make good progress in relation to the targets in their individual education plans.

Most pupils in the Foundation Phase develop their speaking and listening skills well. Most are keen to talk to adults about their work and they express their opinions confidently. Many listen well to the ideas of their friends and sustain concentration for appropriate periods.

Most pupils in the Foundation Phase read with increasing fluency, accuracy and understanding. Nearly all use a range of strategies to read familiar and unfamiliar words well. They talk readily about books they have read and have a good awareness of favourite authors.

Nearly all pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, most use their literacy skills effectively across the curriculum. They sequence short pieces of writing effectively to describe events and to write simple stories and reports.

In key stage 2, most pupils listen carefully to adults and to each other and contribute sensibly in lessons. For example, they are enthusiastic and talk well about their work on rivers and demonstrate good knowledge and understanding.

By the end of key stage 2, the majority of pupils respond to a range of texts, show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They are beginning to use their reading skills effectively to access information in other areas of learning.

In key stage 2, the majority of pupils' writing is varied and interesting and they use punctuation effectively. However, too many pupils, particularly the more able, do not produce enough pieces of extended writing of good quality across the curriculum. Spelling is generally accurate, but pupils' presentation of their work is not always of a good standard.

Pupils' numeracy skills are developing well in the Foundation Phase. Most pupils understand place value well and can count forwards and backwards confidently. They have a sound understanding of odd and even numbers and explore simple numerical problems with growing confidence. By the end of the Foundation Phase, most carry out calculations accurately and have developed suitable halving, doubling

and subtraction strategies. Most Foundation Phase pupils use their numeracy skills at an appropriate level across other areas of the curriculum.

In key stage 2, many pupils achieve good standards in mathematics lessons. Many pupils understand place value and develop a range of mental techniques to solve problems. Many have a good understanding of the relationship between fractions, decimals and percentages. By the end of key stage 2, most pupils present and interpret a range of graphs and diagrams and draw sensible conclusions from this data. Most pupils are able to use and interpret co-ordinates in the first quadrant and a minority use co-ordinates well in all four quadrants. Many pupils are demonstrating that they have a sound understanding of calculation methods. However, pupils are not developing their numeracy skills progressively in other areas of learning.

Pupils do not develop their ICT skills well enough as they move through the school.

Pupils do not make enough progress in Welsh. The majority of pupils across the school have an understanding of, or respond to, a limited range of simple questions and instructions. A minority show a positive attitude towards using Welsh during lessons, but pupils' oral, reading and writing skills overall are underdeveloped.

There are a small number of pupils in each year group which can significantly affect the school's overall performance in the end of key stage assessments in comparison with national benchmarks from one year to the next. Therefore, there is no data report on pupils in the Foundation Phase or key stage 2 in 2013 as the number of pupils who were assessed is too small to report without revealing the identity of individual pupils.

Over the past four years, the percentage of 11-year-old pupils who attain the expected level (level 4) at the end of key stage 2 has varied. Pupils' performance in English and mathematics in 2012 and 2013 placed the school in the top 25% of similar schools and, for the last three years, the school has been in the top 25% of similar schools for performance in science. Pupil performance in English for 2010 and 2011 placed the school in the lower 50%. Performance in mathematics placed the school in the lower 50% in 2011 and in the bottom 25% in 2010. Science performance placed the school in the lower 50% in 2010.

The percentage of pupils attaining the higher level (level 5) in all subjects has fluctuated considerably over the past four years, moving the school from the top 25% of similar schools in 2012 to the bottom 25% in 2013. In 2011, performance in science placed the school in the top 25% of similar schools, English performance placed it in the higher 50% and mathematics placed it in the bottom 25%. In 2010, the school was in the lower 50% of similar schools for performance in all subjects.

Wellbeing: Good

Nearly all pupils behave well and are polite and courteous. They enjoy learning and are well motivated during lessons.

Most pupils have a sound understanding of healthy living. They know about the importance of making balanced food choices, taking regular exercise and maintaining good dental hygiene. Nearly all pupils feel safe in school and know that they can turn to teachers and support staff if they have any worries. Pupils are confident that staff will deal with any incidents of bullying promptly and effectively.

Older pupils take on valuable responsibilities, such as 'e-cadets' and 'super ambassadors'. The school council have contributed well to developing the school grounds. Many pupils take part in worthwhile community activities, for example the canal and river project, Woodland Trust survey and links with the community café. These have a positive impact on pupils' social skills.

Most pupils show a good understanding of what they need to do in order to improve their work. All Foundation Phase pupils make effective choices about what they would like to learn and decide what they would like to find out about a topic, but this is underdeveloped in key stage 2.

Overall attendance rates have fluctuated over recent years, but in 2013 the attendance rates placed the school in the higher 50% of similar schools. Nearly all pupils are punctual.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides pupils with many engaging and interesting learning experiences. Pupils receive a broad and balanced curriculum which covers the requirements of the Foundation Phase, the National Curriculum and religious education.

Teachers have produced detailed plans for the development of pupils' literacy, numeracy and ICT skills, but the planning of learning activities does not currently build effectively on pupils' previous skills as they move through the school. In key stage 2, teachers tend to use too many worksheets, particularly in topic work, and this limits opportunities for pupils to develop their own ideas in an imaginative and creative manner.

There is good provision for children to learn through play-based activities in the outside area. Staff enhance learning experiences with a range of interesting visits and visitors to the school. These improve pupils' knowledge and understanding, particularly in relation to their local area.

The school promotes pupils' understanding of Welsh culture and traditions appropriately, for example through an annual eisteddfod, the study of Welsh myths and legends and the history of the locality. However, pupils do not have enough opportunities to develop their Welsh language skills regularly and consistently throughout the school.

The school promotes pupils' awareness of sustainable development well through recycling and the conservation of energy. As a result, pupils have a good understanding of why we need to conserve the world's resources. The school

provides pupils with relevant opportunities to learn about global awareness and citizenship.

Teaching: Adequate

Across the school, successful co-operation between teachers and teaching assistants provides suitable support to specific pupils and groups of pupils. Members of staff across the school manage pupils' behaviour well in classrooms and around the school.

Where teaching is at its best, most teachers share the lesson objectives clearly and use useful resources to support learning and teaching. Presentations to the class are lively and lessons progress at a good pace with effective questioning by the teacher. In lessons observed during the inspection, teachers match tasks appropriately to pupils' different abilities, but, in key stage 2, this was not always the case in pupils' books. As a result, there is not enough challenge in order to ensure that more able pupils achieve as well as they should. In key stage 2, there is a tendency for pupils to have limited opportunities to take responsibility for their own learning.

All teachers give useful feedback to pupils orally and through marking. Comments in pupils' books help them to understand how well they are doing and what they need to do to improve their work. Pupils are beginning to have opportunities to respond to this feedback. There are now regular opportunities for pupils to assess their own work and that of others. The school's tracking system is very detailed in identifying pupils' progress, but there is not enough evidence at present to judge how effective the process is for setting challenging targets for pupils.

Annual reports to parents contain clear information about the progress of each individual child and fulfil statutory requirements.

Care, support and guidance: Good

The school has the appropriate arrangements to promote healthy eating and drinking. Learning experiences and collective worship promote pupils' social, moral, spiritual and cultural development well. As a result, pupils have a good attitude to learning and display politeness and consideration for others in school.

The school has strong and supportive links with a number of specialist services and outside agencies that ensure support and guidance to pupils of good quality. It engages proactively with parents to ensure that they are well informed and fully involved in decisions that affect their children.

Arrangements for the identification and monitoring of pupils with additional learning needs are clear and comprehensive. Teachers identify any issues early and monitor pupil progress consistently and to good effect. Teachers include pupils' views appropriately into detailed individual education plans and teachers review the targets regularly. Teaching assistants provide support of good quality for these pupils and this has a positive impact on pupils' progress.

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

Learning environment: Good

The school is a welcoming and supportive environment that values all pupils and their achievements. Staff treat all pupils equally and fairly. Pupils have equal access to all aspects of the curriculum and school life. There are effective activities to promote pupils' understanding of equality and diversity.

Most classes are spacious and generally well maintained. Although limited, the school has developed the outdoor environment successfully to provide a number of stimulating areas in which pupils can learn.

Colourful displays in classrooms and around the school reflect pupils' work and the school's wider activities. They celebrate pupils' learning and achievements appropriately.

There are generally enough resources of good quality to meet the needs of pupils. In particular, the recent developments in the school library are a good resource for pupils to develop their reading and research skills. Although limited, the school has developed the outdoor environment successfully to provide a number of stimulating areas in which pupils can learn.

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

The recently-appointed headteacher provides the school with a clear sense of direction. She has identified key priorities for improvement and is effective in communicating these priorities to staff, governors, parents and pupils.

Staff members at all levels are clear about their roles and responsibilities, and they carry them out appropriately. The headteacher has created a strategic system of leadership, which focuses clearly on raising standards and improving pupils' wellbeing. There is a shared sense of common purpose and a commitment to school improvement among all staff, who are embracing new opportunities and are becoming more accountable.

Governors are very supportive and they are closely involved in the life and work of the school. They visit the school regularly and report on their experiences. The headteacher provides governors with detailed, relevant information about standards reached by pupils and the progress they make. Although many governors are new to the role, they hold the school to account well and act effectively as critical friends.

The school is responding well to national priorities. Good examples of this are the improved planning for literacy and numeracy, the development of assessment practices and the arrangements to ensure pupils' wellbeing. These are beginning to have a positive impact on standards, particularly in the Foundation Phase.

Improving quality: Good

The headteacher has guided the school well towards developing an accurate view of its strengths and shortcomings. The process of self-evaluation has not been a regular part of school life until recently, but the school is now beginning to draw more effectively on a suitable range of first-hand evidence. This includes detailed analyses of performance data, lesson observations and scrutiny of pupils' work. There are now regular opportunities for pupils, parents and governors to express their opinions about the life and work of the school.

The school's self-evaluation report covers most areas appropriately. The links between the outcomes of self-evaluation and the priorities in the school improvement plan are clear. The plan contains an appropriate range of relevant actions and identifies the members of staff who are responsible for completing them. It also contains clear success criteria, specific deadlines for completing tasks and the arrangements for monitoring their completion.

Partnership working: Good

The school works effectively with a wide range of partners that have a beneficial effect on pupils' wellbeing and attainment. Partnerships with parents are strong. They feel very welcome in school and their views and opinions are valued. Parents support activities well by raising significant funds for resources and equipment.

The school works well with various agencies, to promote pupils' wellbeing and specific support has had a positive impact in responding to individual pupils' needs. The school has an important and active role within the local community with close links to businesses, churches and charities.

Strong links have been forged with the pre-school group to ensure effective transfer to the nursery class. There is a strong partnership with the secondary school, which ensures successful transition experiences for pupils and has also helped to develop areas of learning, such as literacy and numeracy. Co-operative planning between teachers in the local cluster of primary schools provides good opportunities for exchanges of good practices.

The school has initiated strong strategic partnerships, which are having a positive impact on pupil standards. These include effective links with the Federation for the planning of the literacy and numeracy framework. This collaboration has also developed new opportunities for moderation and standardisation of work in the core subjects. This has ensured better quality and consistency in teacher assessments at the end of the key stages.

Resource management: Adequate

There is a suitable range of experience and expertise among staff. Teachers have good knowledge of the subjects and areas of learning that they teach, apart from Welsh as a second language.

The schools in the Federation are developing well as an effective learning community and share expertise regularly. This has led to improvements in the Foundation Phase and in assessment of and for learning across the school.

Teachers make appropriate use of their time for planning, preparation and assessment. The school has an appropriate system for performance management, which offers consistent opportunities for staff to receive professional development and training.

The school manages its resources and accommodation well. The use of shared resources through effective co-operation between the Federation schools supports teaching and learning well. The school's decisions on expenditure link appropriately with priorities for improving standards and pupils' wellbeing. The headteacher and governors monitor the budget effectively.

Due to the standards achieved by pupils and the overall quality of provision, the school provides adequate value for money.

Appendix 1

Commentary on performance data

The trends in the school's performance data should be considered carefully as the numbers of pupils at the end of the Foundation Phase and key stage 2 are small.

There is no data report on pupils in the Foundation Phase or key stage 2 in 2013 as the number of pupils who were assessed is too small to report upon without revealing the identity of individual pupils.

Over the past four years, the percentage of 11-year-old pupils who attain the expected level (level 4) at the end of key stage 2 has varied. Pupils' performance in English and mathematics in 2012 and 2013 placed the school in the top 25% of similar schools and in the top 25% for the last three years in science. Pupil performance in English for 2010 and 2011 placed it in the lower 50%. In mathematics, performance placed the school in the lower 50% of similar schools in 2011 and in the bottom 25% in 2010; performance in science placed it in the lower 50% in 2010.

The percentage of pupils attaining the higher level (level 5) in all subjects has fluctuated considerably over the past four years, moving the school from being in the top 25% of similar schools in 2012 to the bottom 25% in 2013. In 2011, performance in science placed it in the top 25%, English performance placed it in the higher 50%, and mathematics performance placed it in the bottom 25%. In 2010, the school in the lower 50% of similar schools for performance in all subjects.

There are too few pupils eligible for free schools meals at the end of each key stage to comment upon their progress. There is also no comment on the relative performance of boys and girls as cohorts are small and the numbers of boy and girls vary greatly each year.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	19	17 89%	2 11%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	18	16 89%	2 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	20	19 95%	1 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy.	20	19 95%	1 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	17	17 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school.	17	15 88%	2 12%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	19	19 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	21	21 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	20	15 75%	5 25%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	15	15 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	17	15 88%	2 12%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time.	19	18 95%	1 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Hazel Hughes	Team Inspector
Peter Haworth	Lay Inspector
Richard Collett	Peer Inspector
Alison Heale	Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.