



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

**St Chad's Church in Wales Voluntary Aided Primary School
Whitchurch
Wrexham
SY13 3DG**

Date of inspection: June 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.

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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 19/08/2014

Context

Saint Chad's School, Hanmer is a voluntary-aided Church-in-Wales primary school in the village of Hanmer, approximately nine miles south-east of Wrexham. Although some pupils attending the school come from the village and the surrounding area, many children are from outside the school's catchment area.

The school caters for pupils aged three to 11 years. There are 69 pupils on roll, plus 12 part-time nursery children who attend school for the morning session only. Both nursery and reception children are taught in the same classroom. The school also provides early education for three-year-old children in partnership with the local playgroup for five sessions each week.

About 3% of pupils are eligible for free school meals, which is well below the average for Wales and the local authority.

The ethnicity of nearly all pupils is white British. A very few pupils speak Welsh at home. The school has identified about 11% of pupils as having additional learning needs. This percentage is below the national average. A very few pupils are currently looked after by the local authority.

The headteacher was appointed in 2012. At the time of the inspection, there were two temporary teachers in key stage 2. The school was last inspected in June 2008. The individual school budget per pupil for St Chad's Church in Wales Voluntary-Aided Primary School in 2013-2014 means that the budget is £3,646 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,653 and the minimum is £2,876. St Chad's Church in Wales Voluntary-Aided Primary School is 24th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- standards in the Foundation Phase are good;
- the school provides good support for pupils' wellbeing;
- the school offers a wide range of varied and interesting experiences;
- most teaching is effective;
- the quality of care support and guidance that pupils receive is good; and
- provision for pupils with additional learning needs is effective.

However:

- tasks do not always offer an appropriate challenge for pupils;
- the standards in writing are weak in key stage 2 and pupils do not present their work well enough; and
- learning activities do not always extend pupils' numeracy skills fully.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision, which she has conveyed successfully to staff, pupils, parents and governors;
- all members of staff are clear about their roles, support each other and work well as a team;
- staff understand the school's relative strengths and weaknesses and convey this successfully to the governing body;
- the findings of the school's self-evaluation processes feed directly into the school improvement plan; and
- partnerships with parents are strong and they are beginning to have a positive impact on improving pupils' attitudes to learning.

Recommendations

- R1 Improve the performance of boys in key stage 2
- R2 Improve the quality of pupils' writing and the presentation of their work in key stage 2
- R3 Provide more opportunities for pupils to use and to improve their skills in numeracy across the curriculum
- R4 Improve the quality and consistency of teaching

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

Most pupils enter the school with skills that are above those expected of pupils of a similar age. By the end of key stage 2, many pupils have made appropriate progress in line with their ability.

Across the school, nearly all pupils have high standards of speaking and listening. They talk confidently to adults, and speak clearly and articulately using a good range vocabulary.

In the Foundation Phase, pupils acquire a good understanding of the relationship between letters and sounds. Many younger pupils make good use of their knowledge of the sounds that letters make in order to help them decode unfamiliar words. Through key stage 2, many pupils develop their reading skills appropriately, and by Year 6 most pupils read fluently and with suitable expression. A few of the more able pupils develop their research skills well. For example, they skim and scan reference books and the internet to locate information appropriately.

Most pupils in the Foundation Phase make good progress in their writing. They use increasing vocabulary and phrases and they begin to vary sentences and use basic punctuation well. By the end of key stage 2, many pupils achieve appropriate standards in their writing. However, only a few pupils produce extended pieces of writing with sufficient evidence of drafting and redrafting across a range of different forms of writing. The quality of spelling, punctuation, presentation and the content of written work seen in books is not always of a high enough standard. Most pupils use literacy skills effectively in other areas of the curriculum.

By the end of the Foundation Phase, most pupils develop good mathematical skills, and deal with numbers, methods of measurement, shape, money and using data appropriately. They are able to use these skills well to solve simple mathematical problems. In key stage 2, most pupils work at an appropriate level and achieve in line with their age and ability. They work effectively on a range of mathematical investigations, for example on their topic on India, and use a good range of suitable mathematical skills. However, the majority of pupils do not use their numeracy skills well enough in different subjects and learning areas.

Most pupils in the Foundation Phase enjoy Welsh and make good progress. Their speaking and listening skills are developing well and their pronunciation is good. Older pupils in key stage 2 read appropriate Welsh texts with a good degree of fluency and clear pronunciation. Pupils' writing skills are developing well and are of a suitable standard overall.

Pupils with additional learning needs generally make good progress against targets in their individual educational plans. Most pupils who receive intervention support also make appropriate progress in reading, with a minority making particularly good

progress over a relatively short period of time.

Teachers' assessments at the end of Foundation Phase and at the end of Year 6 in key stage 2 must be treated with care. The small numbers of children in a year group can have a significant effect on a school's performance from one year to the next.

In 2013, pupils' performance at the end of the Foundation Phase at the expected outcome 5 for pupils' personal and social skills is good. The children's performance in this area of learning places the school in the top 25% when compared with similar schools. The school is in the lower 50% for literacy, language and communication skills and mathematical development. At the higher-than-expected outcome (outcome 6), the school is in the top 25% when compared with similar schools for literacy, language and communication skills and mathematical development. However, performance in personal and social development places the school in the upper 50%.

In 2013, the pupils' performance places the school in the bottom 25% for English, mathematics and science when compared with similar schools. At the higher-than-expected level (level 5), the school's performance in 2013 also places it in the bottom 25% for English and science. However, the school's performance in mathematics places it in the lower 50%.

Wellbeing: Good

Most pupils demonstrate a secure understanding of a healthy lifestyle and engage in a suitable range of extra-curricular activities to support this. Most pupils feel safe in school and report that staff deal well with any issues that arise. Most pupils' behaviour in the playground is consistently good. Many pupils demonstrate high levels of self-confidence and respect for others and they have positive attitudes to their learning. Nearly all pupils participate actively and enthusiastically in local community and church-based activities.

The eco committee and the recently-established school council endeavour to make improvements to school life for all pupils. However, the impact of these committees on the school is yet to be fully realised. Many pupils willingly take on roles of responsibility and make decisions on behalf of their fellow pupils.

In class, most pupils are able to work co-operatively with others and enjoy finding answers to questions they wonder about. They enjoy opportunities to undertake their own independent research and to share their learning with others. Many pupils behave well in class and make good progress as a result. However, a very few pupils find it difficult to remain on task and this has a negative impact on their learning.

The school's average attendance rates have improved steadily over the last four years. Attendance last year placed the school in the top 25% when compared with similar schools. The punctuality of nearly all pupils is good.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a suitable range of stimulating learning experiences to engage learners within the indoor and outdoor learning environments. Planned learning experiences meet the needs of specific groups and individual pupils effectively and enable them to make appropriate progress. Curriculum enrichment provision, such as music lessons and Forest School, ensures that the pupils access a broad and stimulating curriculum. The school's links with the church and pupils' involvement with local and national charities have added a wider perspective to pupils' experiences, knowledge and understanding of the wider world.

Teachers' short-term and medium-term plans identify regular opportunities for pupils to develop their skills in reading, writing, information and communication technology (ICT) skills well. However, planning for numeracy across the curriculum is limited.

The school provides well for pupils who attend specialist intervention sessions.

Pupils have appropriate opportunities to develop their understanding of global citizenship through a range of different topics, for example when learning about India. The provision for the development of pupils' knowledge and understanding of sustainability is good.

The provision for the development of pupils' skills in Welsh second language is good. Careful planning ensures that pupils build on their previous learning as they progress through the school. The more recent use of a specialist Welsh teacher within key stage 2 has led to a significant improvement in standards in Welsh. There are good opportunities for pupils to develop their understanding of the history and culture of Wales.

Teaching: Adequate

Most teachers have good subject knowledge and develop good working relationships with pupils. This has a positive impact on pupils' sense of wellbeing and enthusiasm for learning. At the start of lessons, teachers communicate lesson objectives and success criteria clearly to all pupils. Many teachers' classroom management is generally effective and they manage and work well with additional adults in the classroom.

In the majority of lessons where teaching is most effective, staff motivate, challenge and engage pupils well, using both open and closed questioning effectively. The lessons have good pace and teachers use a wide range of strategies to maintain pupils' interest and secure good behaviour. However, this good practice is not consistent. In a minority of weaker lessons, the pace of learning for older key stage 2 pupils is too slow and teachers' expectations of what pupils can achieve are not high enough.

In the best practice, marking is thorough and identifies clearly the next steps to help pupils to improve. However, pupils do not always respond to this feedback.

Teachers track the progress of individuals and groups of pupils effectively to ensure that pupils who are underachieving receive appropriate support and guidance. However, the impact of this recent initiative in improving outcomes for pupils is at an early stage of development.

The school keeps parents and carers well informed of their child's progress through termly discussions of their targets with the class teachers and detailed annual reports.

Care, support and guidance: Good

Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. There are good arrangements in place to promote the health and wellbeing of pupils and nearly all pupils feel that the school's provision encourages them to lead a healthy lifestyle. The school has the appropriate arrangements to promote healthy eating and drinking. The level of care, support and guidance provided for pupils is effective. All staff ensure that there is a warm, caring and welcoming atmosphere, which meets pupils' needs well.

The school is inclusive and there are effective arrangements in place to ensure that pupils with additional learning needs are able to access the support and guidance they need to succeed. Provision for pupils with additional learning needs is good. The school has appropriate procedures in place to identify pupils' specific learning needs and offers a range of suitable intervention programmes. This targeted support enables pupils to make suitable progress and teachers monitor the impact of interventions effectively. Individual education plans identify clear and appropriate targets for improvement and teachers review them regularly. The school liaises effectively with many outside agencies. It has strong links with a range of health and educational professionals in order to secure the best outcomes for all learners.

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

Learning environment: Good

The school has a Christian ethos and provides a welcoming, caring and supportive environment for learning. Staff place a strong emphasis on recognising, respecting and celebrating diversity. Nearly all pupils feel that the school deals effectively with any bullying and they know whom to go to if they need support.

The school buildings are well maintained and are in good condition considering that the school hall dates back to the 17th century. The classroom accommodation is sufficient for the number of pupils on roll and provides a colourful and stimulating environment for learning. The wall displays are attractive and provide a useful learning resource. The extensive outside playing areas are well equipped. All areas of the school, including the toilets, are clean and well maintained.

The school has plentiful, resources of good quality that fully meet the needs of teachers and pupils. The good range of computing resources includes up-to-date laptop computers and tablets, which have a positive impact on learning.

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

Leadership: Good

The headteacher knows the school well and provides thoughtful and purposeful leadership. This ensures that the school has a clear sense of direction and staff focus well on trying to improve standards and the quality of provision in the school. The headteacher has achieved much since her appointment in 2012 and many aspects of the life and work of the school have improved over the last two years. However, the impact of the many improvements has yet to come through fully in terms of raised standards at the end of key stage 2. All members of staff work closely together to create a whole-school ethos that encourages and supports teamwork. They have clearly defined roles and responsibilities. They use meetings and training opportunities purposefully to support their professional development and to move the school forward.

Members of the school's governing body visit the school on a regular basis. This includes volunteering to support the school and visits to classrooms to observe teaching and learning. They also undertake leaning walks and write reports on their findings, which have a positive impact on standards. These activities provide the governing body with a good range of first-hand information on standards achieved by the pupils. Governors receive detailed monitoring reports on school performance, book scrutiny and lesson observations from the headteacher and other staff. They take a full part in making major decisions regarding expenditure and staff appointments. Governors are beginning to develop a clearer understanding of how well the school is performing relative to similar schools and as a result are in a better position to challenge the school in relation to any underperformance.

The school responds well to national and local priorities, and this is having a positive effect on standards and the quality of provision at the school, particularly in relation to the development of pupils' literacy and numeracy skills in the Foundation Phase.

Improving quality: Good

All staff and governors play an appropriate part in an effective cycle of self-evaluation. The procedures draw on a wide range of first-hand evidence and identify suitable priorities for improvement clearly. Most teachers undertake lesson observations, scrutiny of pupils' work and analysis of performance data. The school makes good use of the views of parents, pupils, external agencies and governors to assess how well it is doing.

Outcomes from the self-evaluation process determine appropriate targets for school improvement. The use of continuous assessments for pupils has enabled staff to set challenging, but appropriate, targets for improvement. The areas for development identified through self-evaluation link closely to the priorities within the school improvement plan, which sets out sound strategies for improvement. However, in a very few instances, the strategies are not robust enough and actions do not link directly enough to pupil outcomes.

Staff contribute enthusiastically to the sharing of good practice with other schools and learning organisations. This improves their professional knowledge and has a positive impact on their teaching practices.

The school has a positive track record of improvement. For example, since the last inspection, there has been a significant improvement in the use of Welsh throughout the school. As a result, standards in oracy and writing in Welsh are good. The recent introduction of a Welsh speaker on the teaching staff to teach Welsh in key stage 2 has had a positive impact on pupils' attitude and learning.

Partnership working: Good

The partnerships with parents, the community and other schools widen the choices for pupils. This has produced significant benefits in terms of improved standards and wellbeing for many pupils. Parents are very supportive of the school and appreciate the regular information that they receive about the school's activities and their children's progress.

The strong links between the playgroup and the school ensure that the children settle into school life quickly and build well on their previous learning. The school also collaborates closely with the cluster of local primary schools and with the local secondary school in order to moderate teachers' assessments. The comprehensive transition arrangements with the local secondary school prepare the older pupils well for the next stage of their education. The links with Year 6 classes in other small, local schools enables pupils to form friendships with one another in preparation for high school. This secures high levels of emotional wellbeing for these pupils and is a positive feature of the provision.

An appropriate range of external agencies and organisations, such as health and social services, contribute their expertise well in order to support the school's work.

The school fosters strong links with the local community and there are many positive contributions to school life from residents in the area. For example, the involvement of pupils in making pancakes and puddings before Lent and in a harvest supper during the autumn term serves to strengthen links with the local church.

Resource management: Adequate

The school's staffing and financial resources are well managed and used effectively to support improvements in pupils' achievements. There are sufficient members of teaching and support staff to meet the needs of all pupils. The school identifies and meets the professional development needs of teachers through suitable performance management procedures. Managers ensure that all staff undertake an effective range of training opportunities linked to school improvement priorities. The arrangements for teachers' planning, preparation and assessment time are appropriate.

The school buildings and grounds provide a rich and stimulating environment for pupils. Outdoor classrooms are of particularly high quality and staff use them

extensively and imaginatively. The Forest school provides pupils in the Foundation Phase with good opportunities to learn outside.

The school works effectively within professional learning communities with other schools in the local cluster, and this contributes significantly to enriching the school's provision.

The school makes good use of its budget and any additional income to improve facilities, the quality of its provision and pupil outcomes. The allocation of funding matches identified priorities for improvement well.

Considering pupils' outcomes, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2013, pupils' performance at the end of the Foundation Phase at the expected outcome 5 for pupils' personal and social skills is good. The children's performance in this area of learning places the school in the top 25% when compared with similar schools. The school is in the lower 50% for literacy, language and communication skills and mathematical development. At the higher-than-expected outcome (outcome 6), the school is in the top 25% when compared with similar schools for literacy, language and communication skills and mathematical development. However, performance in personal and social development places the school in the upper 50%. The school's performance in nearly all of these assessed learning areas was above average for its family of schools at outcomes 5 and 6. However, the school's performance in language, literacy and communication at the expected level 5 was below the family average.

In 2013, the pupils' performance places the school in the bottom 25% of similar schools for English, mathematics and science. At the higher-than-expected level (level 5), the school's performance in 2013 also places it in the bottom 25% for English and science. However, the school's performance in mathematics places it in the lower 50%. Its performance in all three subjects was below the average for its family of schools at level 4 and level 5.

In 2013 there was considerable difference in performance in favour of girls at the expected levels in Foundation Phase. However, boys as a group tend to perform better than girls at the higher outcomes. In key stage 2, girls as a group performed better than boys in English, mathematics and science at the expected level 4 and the higher than expected level 5. Small cohorts at the end of key stage 2 make analysis of trends over time difficult.

The number of children in receipt of free school meals is too small to make an effective comparison.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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.	46	44 96%	2 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	44	34 77%	10 23%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	46	43 93%	3 7%	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	46	45 98%	1 2%	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.	46	45 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	46	41 89%	5 11%	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.	46	41 89%	5 11%	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.	46	45 98%	1 2%	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.	46	44 96%	2 4%	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.	46	38 83%	8 17%	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.	46	35 76%	11 24%	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	46	44 96%	2 4%	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

Mr Peter Anthony Roach	Reporting Inspector
Ms Lowri Haf Evans	Team Inspector
Mr James Kerry Jones	Lay Inspector
Jane Jenkins	Peer Inspector
Gaynor Purcell (Headteacher)	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.