



*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**

**Christchurch C.P. School  
Ernest Street  
Rhyl  
Denbighshire  
LL18 2DS**

**Date of inspection: May 2015**

**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
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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**Publication date: 15/07/2015**

## Context

Christchurch Community Primary School is on the outskirts of Rhyl. The catchment area is an area of deprivation with high levels of unemployment and considerable seasonal employment. This affects the numbers of pupils entering and leaving the school over an academic year. The school has 442 pupils, including 57 pupils who attend the nursery on a part-time basis. There are 16 classes and a resource provision for Foundation Phase pupils with specific learning difficulties from beyond the school catchment area.

Around 60% of pupils are eligible for free school meals, which is notably above the local and national averages. The school identifies 41% of pupils as having additional learning needs, which is well above the national average. A very few pupils have statements of special education needs. No pupils speak Welsh as their first language at home and a very few pupils speak English as an additional language.

The headteacher and deputy headteacher took up their posts in September 2014. The school's last inspection was in March 2009.

The individual school budget per pupil for Christchurch Community Primary School in 2014-2015 means that the budget is £3,915 per pupil. The maximum per pupil in the primary schools in Denbighshire is £9,103 and the minimum is £2,902. Christchurch Community Primary School is 31st out of the 47 primary schools in Denbighshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Most pupils make good progress from their starting points on entry to the school and achieve good standards
- Nearly all pupils who have support for additional learning needs make good or very good progress in relation to their individual targets
- Most pupils apply their literacy and numeracy skills well across the curriculum
- Many pupils speak confidently, and they develop and extend their spoken vocabulary well
- Nearly all pupils behave well and have positive attitudes to learning
- The quality of teaching is consistently good or better across the school
- The strong working relationships between staff and pupils enable most pupils to be confident and independent learners
- The school provides exceptionally high levels of care, support and guidance for pupils and parents, and there is an extremely inclusive and welcoming environment
- The school implements a robust range of measures to improve pupils' attendance

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and deputy headteacher provide effective leadership
- All staff work purposefully together and share the school's values and aims
- Senior leaders share a strong vision and work well together to promote a culture of continuous improvement
- The school makes robust use of data to ensure that pupils are on track and, if they are falling behind, they receive appropriate support
- School self-evaluation processes make valuable use of first-hand evidence
- Partnership working is an exemplary feature of the school
- The school provides outstanding pastoral support for vulnerable families through innovative nurture support programmes
- The governing body supports the school effectively
- Leaders use the Pupil Deprivation Grant highly effectively to reduce the impact of poverty on pupils' attainment and wellbeing

## Recommendations

- R1 Improve the level of challenge for more able pupils
- R2 Ensure that marking makes clear what pupils do well and what they need to do to improve
- R3 Identify and measure the impact of actions more clearly in order to inform future school development planning more accurately

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

On entry to the school, many pupils have literacy and numeracy skills that are below those expected for their age. Most pupils who receive support to improve these skills make good progress in intervention and withdrawal groups. Nearly all pupils who have support for additional learning needs make good or very good progress in relation to their individual targets. Nearly all pupils in the Foundation Phase resource base make good progress, particularly in developing their communication and social skills, and they achieve well in line with their abilities. Pupils that are more able make sound progress, but teachers do not always give them work that challenges them enough.

Throughout the school, nearly all pupils listen well, sustain their levels of concentration for appropriate lengths of time, and engage purposefully in learning experiences. Many pupils speak confidently, and they develop and extend their spoken vocabulary well. Nearly all speak readily in response to teachers' questions and are keen to engage visitors in conversation about their learning and the life of the school.

Many pupils across the school enjoy reading and discuss their books with enthusiasm. Most pupils in the Foundation Phase read with a suitable understanding of letters and sounds. They develop increasing fluency and an appropriate awareness of simple punctuation. They show a good understanding of how to tackle unfamiliar words. In key stage 2, most pupils read a suitable range of fiction and non-fiction texts confidently. They are developing their ability to skim texts for information well. This supports their comprehension and research skills successfully.

In the Foundation Phase, most pupils' writing is developing well. Older Foundation Phase pupils write simple stories and produce short factual pieces of writing, for example about the festival of Diwali. Many use a suitable range of punctuation with increasing accuracy and spell common words using their phonic knowledge appropriately. However, the over-use of worksheets can on occasion inhibit pupils' extended writing. In key stage 2, most pupils achieve good standards in their writing, for example in their diary writing about the life of Anne Frank, and their leaflets promoting Rhyl as a place to visit. Many demonstrate a sound awareness of writing for different purposes across the curriculum. Many older pupils in key stage 2 use drafting and redrafting skills to improve the quality of their work successfully. They structure their writing well and pay suitable attention to punctuation, using paragraphs appropriately to present ideas coherently to engage the reader.

Most pupils in the Foundation Phase are developing good mathematical skills. Many count confidently forwards and backwards in twos, fives and tens and demonstrate appropriate mental skills to add and subtract numbers within ten and beyond. A majority of more able pupils can compare, order and subtract two digit numbers correctly, and understand the concept of half and a quarter. However, their problem

solving skills are less well developed. In key stage 2, many pupils have good skills in measuring volume and capacity and demonstrate a good grasp of 3D shapes and their properties. Many have a good understanding of place value and can round numbers accurately. Older key stage 2 pupils can read, write and order larger numbers, including those with decimal places accurately. Most pupils apply their mathematical skills well across the curriculum, for example when producing bar charts and line graphs when making temperature and rainfall comparisons between Rhyl and St. Lucia. Many pupils' problem-solving abilities are good. For example, they can work out profit and loss margins as part of a cookery class successfully.

Many pupils make good progress with their spoken Welsh. Most are able to use Welsh confidently as part of the school routine, for example in the role of Helpwr Heddiw. In the Foundation Phase, most pupils ask and respond to simple questions independently following basic patterns. Many pupils in key stage 2 use Welsh to ask and answer a range of questions about common themes, and pupils that are more able extend their answers appropriately. Many older pupils use patterns that are more complex in their writing and pupils' reading skills are well developed, with many reading with good pronunciation and understanding.

Performance in the Foundation Phase over the last three years, at the expected outcome 5 in literacy and mathematical development, has shown an improving trend, moving the school from the bottom 25% to the higher 50%, when compared to similar schools. At the higher-than-expected outcome 6, over the same period, performance in literacy and mathematical development has shown a variable trend.

In key stage 2, over the last four years, performance in English, mathematics and science at the expected level 4, shows an improving trend with the school performing in the higher 50% of similar schools. At the higher-than-expected level 5, performance in mathematics varies. Performance, in English generally places the school in the lower 50% and in the higher 50% for science, when compared to similar schools.

In the Foundation Phase, the pupils eligible for free school meals generally perform less well than other pupils at the expected outcome 5 and the higher-than-expected outcome 6, in literacy and mathematical development. However, in 2014 they outperformed other pupils in both areas of learning at the expected outcome 5. In key stage 2 over the last three years in English, mathematics and science, at the expected level 4 and the higher-than-expected level 5, the pupils eligible for free school meals generally perform less well than other pupils. This gap is narrowing and, in 2014, pupils eligible for free school meals outperformed other pupils at the expected level 4 in mathematics.

### **Wellbeing: Good**

Many pupils take good advantage of the range of sports activities available and know what they need to do to eat healthily. Nearly all feel safe and well cared for and most have a positive attitude to learning and participate enthusiastically in all aspects of school life. Many pupils show high levels of care and concern for others. For example, many older pupils care for younger pupils through an effective system of playground leaders. The 'reading buddies' scheme also provides valuable reading support to early years pupils by older pupils.

Most pupils demonstrate politeness and good behaviour in classes and at break times. They concentrate well during lessons; work effectively in pairs and in groups and take turns appropriately. Many show pride and confidence in their work and are motivated to learn.

Members of the school and eco council take their roles seriously. They raise funds for playground resources and for charities, and they sell healthy snacks each day and take responsibility for recycling and saving energy. However, their role in the development of school policies and decision-making is at an early stage of development.

Pupils work closely with the local community. The 'world of work' events provide pupils with valuable opportunities to understand about the jobs people do. The restaurant opened during the event allows pupils the opportunity to apply for and to take on roles, to prepare and serve food and to share the experience with parents and the community. These events enhance pupils' social and life skills, while securing positive relationships with the local community.

Most pupils attend regularly and on time. When attendance is compared to that of similar schools, the school's performance is usually in the top 25%.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Pupils benefit from a curriculum that is broad, balanced and often creative. Effective use of the outdoor environment, especially the Forest School and gardening areas, supports the development of pupils' numeracy and social skills well. However, teachers' planning does not always contain high enough challenge for pupils that are more able. A range of highly-effective intervention strategies supports pupils with additional learning needs successfully, for example through the 'Sunflower group', which is beneficial in supporting pupils with specific and sometimes complex emotional and behavioural needs.

The school uses the Literacy and Numeracy Framework to inform planning well. Teachers develop pupils' skills in reading and spelling through a structured reading and phonics programme effectively. This has had a notable impact on improvements in the standards of pupils' writing in key stage 2 and in developing pupils' higher-order reading skills, such as reading for information. Planning for the development of pupils' speaking and listening skills is thorough and results in many pupils being confident speakers. Throughout the school, the planning for mathematics and for the development of pupils' numeracy skills across the curriculum is good.

Most staff use Welsh on a regular basis and this has a positive impact on the ability of pupils to speak, read and write in Welsh across the school. Pupils have many worthwhile opportunities to learn about their Welsh heritage and culture through visits to local sites and studies of famous Welsh people.

An extensive variety of valuable educational visits enriches the curriculum. Residential visits by older pupils to Pentrellyncymer develop pupils' social and life skills very effectively.

Members of the eco committee are enthusiastic supporters of sustainable development within the school. Many participate in the gardening club, growing fruit and vegetables, which the school then uses in the canteen. This enables pupils to gain valuable knowledge, understanding and awareness of healthy eating and sustainability. Through the study of other countries during 'International Week', pupils develop their knowledge of global citizenship appropriately and gain a beneficial insight into different cultures.

### **Teaching: Good**

In most classes across the school, teachers engage and motivate pupils successfully. They use a variety of resources, including the outdoor environment, to enhance pupils' learning experiences and to build on their prior learning effectively. However, in a very few classes there is not always sufficient challenge for pupils that are more able. Most teachers have high expectations about what pupils can achieve, and the quality of pupils' work reflects this, particularly in relation to the application of numeracy skills and in writing in upper key stage 2. In most lessons, classroom management is effective and promotes very good behaviour by pupils and sustained concentration on their tasks. The strong working relationships between teachers and pupils create mutual respect and, as a result, most pupils have confidence to undertake new learning experiences independently.

Teaching assistants support pupils' work well in lessons and withdrawal sessions and make a significant contribution to the good standards that pupils achieve and to pupils' high levels of self-worth.

Most teachers use questioning successfully to support and challenge pupils to achieve their best. They help pupils to improve and extend their use of interesting vocabulary very well, particularly in their written work.

All teachers mark pupils' work regularly. However, their comments do not always make clear what pupils do well and what they need to do to improve. In most classes, pupils are beginning to assess their own work with increasing confidence. The school has a comprehensive tracking system to monitor pupil progress and wellbeing. This, allied to teachers' thorough knowledge of pupils' individual needs, enables them to track individual progress well and to inform future planning effectively. The tracking and assessment profiles for pupils with additional learning needs are very detailed and informative.

Parents and carers receive good information about their child's progress and attainment through regular parents' meetings and informative annual reports.

### **Care, support and guidance: Excellent**

The school provides exceptionally high levels of care, support and guidance for pupils and parents. There is a clear focus on developing pupils' wellbeing across the school. Nearly all pupils are happy and confident learners, who attend school regularly. There are strong working relationships between staff and parents, built on mutual trust, and these are of notable benefit to pupils and their families and help to raise their future aspirations successfully.

Pupils have extensive opportunities to develop their understanding of moral and social issues, particularly the importance of co-operation and tolerance. There are a series of outstanding and innovative intervention programmes, for example the 'Sunflower group' and the imaginative use of 'learning mentors'. These programmes engage parents, pupils and the wider community well and improve their life-skills beneficially. They provide pupils with very purposeful opportunities to reflect on their own emotions and to understand how these can affect their behaviour. This creates a caring ethos and most pupils' behaviour is exemplary as a result. The school promotes pupils' cultural development well through an extensive range of visits. This supports their understanding of the heritage of the area successfully. Daily acts of collective worship provide purposeful opportunities for pupils to reflect on spiritual matters, and develop their sense of awe and wonder appropriately.

The school makes appropriate arrangements for promoting healthy eating and drinking through regular cookery classes with pupils and parents.

The school welcomes pupils with diverse and sometimes complex additional learning needs. Timely and well-targeted support from knowledgeable and experienced staff results in significant improvements for pupils with additional learning needs within mainstream classes and in the resource provision class. This is highly beneficial in developing their personal, social and communication skills in particular. Strong links with specialist services, such as Families First, provide highly effective support for vulnerable pupils and their families. The care, support and guidance for pupils with additional learning needs are an outstanding feature of the school and individual learning plans are exemplary. The school keeps parents very well informed about their child's progress and offers a range of excellent support programmes. Examples include regular drop-in sessions, workshops and informative pamphlets to help parents with parenting skills. Parents of pupils with additional learning needs receive support of high quality. The provision of home visits and advice on accessing external support is outstanding.

A broad range of measures to improve pupils' attendance, such as full attendance certificates and regular reminders through newsletters, help to maintain high rates of attendance year-on-year and reduce persistent absenteeism greatly.

The school's arrangements for safeguarding meet requirements and give no cause for concern. Pupils have a good understanding of how to keep themselves safe when using the internet.

## **Learning environment: Good**

The school provides a very inclusive and welcoming environment for all pupils. All members of staff work closely together to celebrate pupils' talents and differences and to raise pupils' aspirations, self-esteem and self-confidence very successfully.

The school treats all pupils equally and with respect. Pupils have access to all aspects of the curriculum and to the extensive range of engaging extra-curricular activities, trips and visits. The wellbeing of staff is a high priority for the school and contributes to the strong ethos of team working at all levels.

The school site is safe and secure and staff make highly effective use of all available space, both indoors and outdoors, to support and enrich pupils' learning. There is an ample range of resources of good quality, which support teaching and learning well and enrich the curriculum effectively. Extensive and vibrant displays in classrooms, corridors and communal areas celebrate pupils' achievements and provide a good focus for learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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## **Leadership: Good**

The headteacher and deputy headteacher lead the school well and have a strong vision for the future development of the school. The members of the senior leadership team work well together. They communicate high expectations to staff on securing improvement and they challenge underachievement successfully. All staff share the school's vision and work purposefully together to provide a good quality of education in a calm, happy and welcoming environment. All members of staff have clearly-defined responsibilities, which they carry out purposefully and effectively.

The performance management system is thorough and effective and it includes all teaching and support staff. Staff have agreed, measurable targets for improvement based on whole-school and individual priorities. As a result, standards in reading, oracy and the application of pupils' numeracy skills have improved significantly. Leaders use regular senior management team meetings and staff meetings to discuss the progress of agreed priorities for improvement appropriately. However, these do not always concentrate on reviewing the impact of agreed actions on standards well enough.

The school responds well to national and local priorities, particularly in raising standards for those pupils eligible for free school meals and who are at risk of underperformance.

The governing body is enthusiastic, fully aware of its responsibilities and is supportive of the school's work. Governors have a good understanding of the school's performance data and how well the school is performing in comparison with similar schools. They influence the school's main priorities for improvement appropriately. They attend relevant training regularly. A minority of governors visit the school regularly to work with the pupils and to visit classes, but this is at an early stage of development.

### **Improving quality: Good**

The school has a systematic process and timetable for self-evaluation. The self-evaluation process makes valuable use of first-hand evidence, such as regular scrutiny of pupils' work, lesson observations and data analysis, to identify school priorities successfully. All staff are aware of the self-evaluation process and their roles within it. However, leaders do not always fully measure the impact of actions clearly enough. Senior leaders and staff make beneficial use of the robust tracking of performance data to focus specifically on raising pupils' standards and improving the quality of the provision. As a result, teaching across the school is consistently good or better and learning experiences meet the needs of nearly all pupils well.

The senior leadership team draws on the views of staff, governors, pupils and parents successfully. For example, teachers make presentations to governing body meetings regularly, and the school has ensured that all newsletters are available on the school website in response to comments from parents through parental questionnaires.

There is a clear link between the self-evaluation report and the priorities in the school development plan. The plan contains an appropriate range of relevant actions and identifies the members of staff who are responsible for completing them. It also contains expected outcomes, specific deadlines for the completion of tasks and the arrangements for monitoring their implementation. The school has a clear focus on implementing national priorities, such as the Literacy and Numeracy Framework and reducing the impact of poverty on standards of pupils' attainment.

### **Partnership working: Excellent**

Partnership working at every level is exemplary. The high quality of partnerships improves pupils' wellbeing and their personal and social development very effectively. The school provides outstanding pastoral support for vulnerable families through innovative nurture support programmes. The morning cooking club, run by a member of the governing body, encourages parents and pupils to work together to cook and to prepare healthy meals. A series of family workshops promotes the development of the literacy and numeracy skills of parents and pupils successfully and provides parents with worthwhile ideas on how to support their child's learning at home.

The school values the opinion of parents highly and encourages them to express their views through regular questionnaires and its 'open door' policy. Regular drop-in sessions give parents highly beneficial advice on a range of medical and wellbeing issues. The school keeps parents well informed about its work through leaflets, newsletters and its website.

The school has very good links with Communities First through a highly beneficial joint programme that gives parents the chance to find out more about higher education opportunities. This raises aspirations for lifelong learning successfully for both pupils and parents.

The school is a key driver in engaging outside agencies to support pupils with additional learning needs. They make excellent use of the valuable advice and guidance from a range of specialist outside agencies. This allows targeted pupils to make worthwhile progress from their starting points and has a notable impact on their attitudes to learning and their feelings of self-worth. Parents greatly appreciate the way the school involves them and supports them in this process.

There are strong links with a local pre-school playgroup, and a teacher from the school provides extensive support for children at the playgroup through regular visits and close liaison with parents. This gives them access to useful advice and specialist support prior to their child starting school. This early support continues well as pupils transfer to school. 'The Pyramid Project' is highly creative and provides Year 2 pupils with worthwhile opportunities to interact with teachers and pupils in key stage 2 and to familiarise themselves with the classroom environment and routines prior to their move into juniors. This is beneficial in supporting vulnerable pupils and reduces the risk of their disengagement from learning as they progress through the school. Year 6 pupils benefit from good links with the local comprehensive school, which support their smooth transition onto the next stage of their education.

The school works closely with the local cluster of schools and the regional consortium to share joint planning and best practice ideas. The recent cluster 'speed sharing' event allowed teachers and support staff to share their highly successful learning and wellbeing mentor programme. This provides exceptional support for vulnerable pupils and has a notable impact on raising their outcomes and levels of wellbeing. The school shares this practice across the local authority along with its highly effective assessment tracker.

The Parent Teacher Association is successful in developing worthwhile partnerships with the wider community and local businesses. For example, the 'World of Work Week' raises the profile of the school and increases pupils' knowledge of the different jobs in the locality, raising their expectations and aspirations for the future successfully

### **Resource management: Good**

All staff are suitably qualified and many readily take on additional qualifications to improve their knowledge, understanding and skills. The headteacher deploys all staff very effectively to make best use of their talents. For example, support staff run valuable workshops to promote high levels of pupil wellbeing and to improve behaviour and attendance for targeted pupils. There are appropriate arrangements for teachers' planning, preparation and assessment time and senior managers receive appropriate additional non-contact time for leadership duties.

Teachers and support staff have worthwhile opportunities to keep their skills up to date through a wide range of training opportunities. Performance management processes for all staff are effective in identifying training needs and development targets link closely to priorities in the school improvement plan. The school takes an active part in developing networks of professional practice. For example, the cluster mathematics professional learning community is successful in promoting the development of pupils' numeracy skills.

Leaders use the Pupil Deprivation Grant highly effectively to support vulnerable pupils. The employment of learning and wellbeing mentors has a significant impact on the outcomes of pupils eligible for free school meals and has a notable effect on promoting good attendance and high levels of wellbeing.

The headteacher, with the support of the governing body and finance officer, manages the school budget efficiently to meet the priorities in the school development plan.

In view of the good progress that nearly all pupils make from often low starting points, and the good quality of many aspects of its provision and leadership, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6632038 - Christ Church Primary School

Number of pupils on roll	427
Pupils eligible for free school meals (FSM) - 3 year average	59.3
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	61	52	59
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	67.2	65.4	83.1
Benchmark quartile	3	4	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	61	52	59
Achieving outcome 5+ (%)	68.9	71.2	83.1
Benchmark quartile	4	3	2
Achieving outcome 6+ (%)	13.1	7.7	28.8
Benchmark quartile	3	4	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	61	52	59
Achieving outcome 5+ (%)	68.9	69.2	84.7
Benchmark quartile	4	4	2
Achieving outcome 6+ (%)	9.8	7.7	18.6
Benchmark quartile	3	4	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	61	52	59
Achieving outcome 5+ (%)	73.8	76.9	91.5
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	8.2	0.0	35.6
Benchmark quartile	4	4	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

## 6632038 - Christ Church Primary School

Number of pupils on roll	427
Pupils eligible for free school meals (FSM) - 3 year average	59.3
FSM band	5 (32%<FSM)

### Key stage 2

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	54	45	49	42
<b>Achieving the core subject indicator (CSI) (%)</b>	72.2	71.1	83.7	85.7
Benchmark quartile	2	3	2	1
<b>English</b>				
Number of pupils in cohort	54	45	49	42
Achieving level 4+ (%)	75.9	73.3	83.7	85.7
Benchmark quartile	2	3	2	2
Achieving level 5+ (%)	18.5	15.6	18.4	26.2
Benchmark quartile	3	3	3	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	54	45	49	42
Achieving level 4+ (%)	75.9	75.6	85.7	85.7
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	24.1	15.6	22.4	19.0
Benchmark quartile	2	3	3	4
<b>Science</b>				
Number of pupils in cohort	54	45	49	42
Achieving level 4+ (%)	77.8	77.8	85.7	85.7
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	24.1	26.7	28.6	26.2
Benchmark quartile	2	2	2	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## 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.	100		91 91%	9 9%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	101		97 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	101		97 96%	4 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	101		100 99%	1 1%	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.	101		99 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	101		99 98%	2 2%	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.	101		98 97%	3 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	101		97 96%	4 4%	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.	100		92 92%	8 8%	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.	101		92 91%	9 9%	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.	97		55 57%	42 43%	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	99		83 84%	16 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	26	13 50%	11 42%	1 4%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	26	20 77%	6 23%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	27	20 74%	7 26%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	27	20 74%	6 22%	0 0%	1 4%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	27	6 22%	15 56%	3 11%	2 7%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	25	15 60%	9 36%	1 4%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	14 52%	12 44%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	8 30%	17 63%	2 7%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	25	12 48%	10 40%	1 4%	2 8%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	12 44%	13 48%	1 4%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	27	14 52%	12 44%	1 4%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	26	14 54%	10 38%	1 4%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	27	13 48%	10 37%	4 15%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	27	16 59%	8 30%	3 11%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	26	11 42%	8 31%	3 12%	2 8%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	25	12 48%	11 44%	1 4%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddog yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	23	9 39%	8 35%	2 9%	0 0%	4	Mae fy mhentyn wedi'i barato'i'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	27	9 33%	13 48%	3 11%	1 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	27	11 41%	13 48%	1 4%	2 7%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

### Appendix 3

#### The inspection team

Susan Davies	Reporting Inspector
Janet Elizabeth Rowlands	Team Inspector
James Kerry George Jones	Lay Inspector
David Stephen Lloyd	Peer Inspector
Alan Edwards	Peer Inspector
Matthew Bennett	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.