



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Christchurch (C.I.W.) Voluntary Aided Primary School

**Rodney Street
Swansea
SA1 3UA**

Date of inspection: October 2022

by

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

About Christchurch (C.I.W.) Voluntary Aided Primary School

Name of provider	Christchurch (C.I.W.) Voluntary Aided Primary School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	Church In Wales Voluntary Aided
Number of pupils on roll	161
Pupils of statutory school age	120
Number in nursery classes	19
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.0%)	23.0%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	25.9%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	40.7%
Date of headteacher appointment	01/05/2012
Date of previous Estyn inspection (if applicable)	17/03/2014
Start date of inspection	24/10/2022

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection. Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

The headteacher, supported by the governing body, provides strong leadership and promotes a clear vision for all learners and staff. Leaders have created a positive learning environment that promotes inclusion, well-being, and an ethos of mutual respect. Staff are supported well through professional development, to set high expectations for learners' progress and to develop practices that meet the needs of nearly all learners. Robust self-evaluation activities allow leaders to accurately identify strengths and plan for areas for development. The headteacher seeks the views of all stakeholders and monitors the progress and impact of all improvement strategies well. One example of effective practice is how the head teacher has successfully engaged staff and parents in the process of creating a vision for the Relationships and Sex Education (RSE) curriculum. Parents appreciate that their views and opinions matter and value the contributions they make to improving the school's provision.

The school has made effective progress in developing a broad and inclusive curriculum. 'Curriculum for Christchurch' provides many opportunities for pupils to engage in a range of stimulating learning experiences that enable pupils to enjoy their learning and develop their skills. The school curriculum reflects the diverse nature of the school. Teachers provide many opportunities for pupils to develop an understanding of different cultures, and this a strength of the school. The relationships between all members of the school community reflect the kind, caring and positive ethos of the school.

Nearly all pupils enjoy being at Christchurch Church in Wales school. They behave exceptionally well and show respect for each other, staff, and visitors. From low starting points when they join the school, nearly all pupils make strong progress in nearly all areas of learning. As they move through the school, their language and digital skills develop well and they apply these successfully to other areas of the curriculum. However, pupils are not always given purposeful opportunities to apply their numeracy skills in real life contexts, especially in the older year groups. Nearly all pupils have positive attitudes and enjoy learning Welsh. They make strong progress in developing their Welsh skills and are increasingly confident communicating in Welsh.

Recommendations

- R1 Address the site health and safety issue identified during the inspection
- R2 Develop pupils' numeracy skills across the curriculum, especially in the older year groups

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to 'One for All', for dissemination on Estyn's website.

Main evaluation

Learning

On entry to the school, most pupils' skills in language and mathematical development are below the expected level for their age. As they move through the school, nearly all pupils, including disadvantaged pupils and those with additional learning needs, make strong progress from their starting points and achieve good standards in nearly all aspects of their learning.

Nearly all pupils listen attentively to adults and to each other and show respect when discussing their work or listening to one another's viewpoints. Their speaking skills develop well, and they express their opinions clearly from an early age. For example, pupils in reception match print patterns to different creatures as part of their work as animal detectives, while many pupils in Year 2 speak confidently when discussing the story of Rama and Sita as part of their Diwali celebrations. As they move through the school, pupils' communication and oracy skills continue to develop well. By Year 5 and Year 6, nearly all pupils articulate their ideas and views on a variety of topics using a range of vocabulary, for example, when discussing the cost-of-living crisis and whether people should donate to charities.

The development of all pupils' Welsh language skills are progressing well. Younger pupils respond appropriately to a range of instructions given in Welsh and are beginning to show confidence when replying, using simple Welsh phrases and terminology. As they move through the school, nearly all pupils build well on these skills. By Year 3, pupils greet each other in Welsh using simple phrases and share what they like and dislike, giving simple explanations to explain their reasons why. By Years 5 and Year 6, pupils' confidence when speaking Welsh develops well and they discuss more complex subjects, such as what they did at the weekend. Nearly all these pupils pronounce Welsh words correctly and can read simple phrases with increasing accuracy.

Most pupils' reading skills develop well. Younger pupils have a good understanding of the relationship between letters and sounds and make sound progress in their early reading skills. Older pupils read a wide range of texts fluently and accurately. However, the ability of a minority of pupils to apply their higher order skills is limited, for example, they do not always know how to skim and scan texts to glean the key messages and themes.

Nearly all pupils develop sound writing skills in line with their stage of development. The youngest pupils practise their mark making skills in a variety of ways and forms. By Year 2, nearly all pupils form letters correctly and construct simple coherent sentences, for example when writing a diary entry pretending to be a character from a story. By Year 3, pupils write confidently using full sentences which include a range of punctuation and descriptive words, for example when describing their best holiday ever. Most older pupils write effectively for a range of purposes and audiences, for example, when writing a persuasive speech about peace, equality and justice or a fact file describing the locality. They organise their work into paragraphs and edit their writing, looking for ways to improve style and content. Nearly all pupils apply their language skills successfully in cross curricular writing activities.

Nursery pupils have a sound grasp of number and can count objects up to 20. They use a variety of learning resources to find number bonds to 10 and enjoy working in the learning areas to sequence and order objects. By Year 1, nearly all pupils know their number bonds to 20 and can count confidently to a 100. They know the names and properties of simple shapes and can recognise symmetrical patterns. Older pupils build on their mathematical skills well. By Year 6 they can represent their data in a variety of graphs and charts and have a sound understanding of fractions, decimals and percentages. However, pupils are not always given sufficient opportunities to develop their mathematical skills in cross curricular numeracy activities. This limits their ability to use their skills in real-life situations.

Most pupils make purposeful use of their digital skills to support their work across the curriculum. Younger pupils use a range of software confidently, for example, when sequencing shape patterns using a digital device as part of their numeracy challenge. Nearly all the older pupils develop their digital skills effectively. They use formulae within spreadsheets to calculate the cost of items, which they will sell for charity and programme animated fictional characters to move and dance.

Nearly all pupils thoroughly enjoy the wealth of creative experiences the school offers them. Younger pupils participate with enthusiasm, for example when designing soap shapes and decorating wrapping paper, as part of their project selling honey soap to parents. Older pupils take pride in their creative work and show a great deal of care and attention, for example when drawing self-portraits or painting landscapes of the local area. They participate with enthusiasm in the music lessons and enjoy opportunities to compose their own songs.

Well-being and attitudes to learning

Nearly all pupils talk confidently about their school and take pride in their multi-cultural and diverse community. They feel safe and know whom to approach for advice if they are worried about anything. Through the effective use of staff mentors, pupils are confident that the school responds promptly to any concerns they may have. One of the notable features is that nearly all pupils behave consistently well in lessons and around the school. They treat adults and visitors with respect and courtesy. In nearly all cases, pupils love school and are very happy.

Most pupils show positive attitudes to learning and become hardworking and enthusiastic learners. They work together in harmony and stay diligently on task over extended periods. Younger pupils use and share resources effectively and show consideration to each other, for example, when taking turns completing a matching game or when role playing in the learning areas. Nearly all older pupils engage in independent learning activities effectively, for example when engaging with recordings and responding to aide memoires from teachers to support their learning. They listen attentively to presentations and work consistently well individually, in pairs or in mixed age groups. Nearly all pupils are motivated and show a great deal of interest in their work. They know what they need to do to improve their work further. They use oral and written feedback given by staff effectively to improve the quality and style of their written work. As a result, pupils make good progress in nearly all aspects of their learning.

Pupils take pride in the excellent opportunities they are given to express their opinion and play an important part in their community, for example when taking part in

services and contributing to the arrangements to celebrate the school's 150th anniversary. Pupils on the various committees and groups carry out their work diligently. By doing so, they contribute appropriately to the school's life and work and develop their leadership skills effectively. For example, pupils who are in the 'Agents for Change' committee organise eco activities, which improve all pupils' understanding of the need to care for nature. They attend litter picks on the beach and invite members of the governing body to share in their work. The 'Cryw Cymraeg' hold weekly whole school assemblies through the medium of Welsh, sharing key language patterns and encouraging all to use Welsh around the school.

Nearly all pupils' understanding of moral values and equality is developing well. They deal with topics such as racism sensitively and maturely and express their views clearly, while treating other pupils' contributions with respect. As a result, they develop as knowledgeable and tolerant citizens who know that difference is something to be celebrated in society.

Nearly all pupils have a sound understanding of the importance of eating and drinking healthily. They know it is important to look after their mental and physical health. Nearly all pupils participate enthusiastically in physical education lessons and many pupils attend the wide range of extra-curricular clubs. These include the reading club, where pupils share and review the books they read, a coding club and a sports club. They show a great deal of enthusiasm and enjoyment during these activities and appreciate opportunities to socialise with each other.

Attendance across the school is very good. Nearly all pupils, including those who are eligible for free school meals, are aware of the importance of attending school regularly and punctually.

Teaching and learning experiences

Over recent years, the school has continued to develop its vision for and approaches to delivering the Curriculum for Wales. Leaders effectively ensure that all staff work together to keep practices under constant review and that, when necessary, refinements are made. As a result, teachers and leaders provide a broad and balanced curriculum which builds systematically on pupils' existing skills, knowledge and understanding.

Staff use the school's diverse cultural and ethnic context to provide rich opportunities for learning. For example, during Diwali, the younger pupils make sweets, create Rangoli patterns and use Hindu stories as part of their literacy lessons. Teachers plan a wide range of opportunities for pupils to learn about the history and experiences of Black, Asian and Minority Ethnic groups. For example, as part of a project, leaders and staff work effectively with the Arts Council to provide a range of very worthwhile learning experiences. This includes inviting local people who represent a range of roles and professions to visit the school to share their experiences with the pupils. Staff use these visits to plan beneficial learning opportunities for pupils which celebrate the diversity of the local community. Older pupils share what they have learnt with their parents and the wider community effectively, for example, by creating films which are then posted on the school's website for all to see.

School staff make very effective use of the school's limited outdoor space to provide imaginative learning experiences for pupils. A good range of learning resources

promote and develop all pupils' physical, creative, and independent learning skills purposefully. These include a drama stage where pupils can role play and act out scripts created during lessons, an adventure trail which develops pupils' balance, jumping and co-ordination skills, as well as seated areas for reading, painting, and drawing. Pupils make full use of these learning areas, which effectively enhance their learning experiences. However, due to the constraints of the building and the very limited outdoor spaces, there is no direct access for pupils from classrooms to outdoor areas.

Teachers work diligently with other school staff within the cluster. Together, they are developing a purposeful curriculum that include a common set of learning experiences for older pupils. This is beneficial in supporting pupils as they transition from primary to secondary school.

School staff plan effectively and innovatively to meet the needs of learners. This includes providing valuable opportunities for pupils to develop their key skills. Staff have a clear strategy for the improvement of the teaching of reading. They identify those pupils who need extra support early on in school. A programme of intervention is put in place, supported by members of staff who have expertise in this area. As a result, nearly all pupils' reading skills improve, and by the time they are in the older year groups, they read well and with confidence. This supports the strong reading ethos within the school.

Many teachers provide purposeful opportunities for pupils to develop their communication, writing, mathematical and digital skills. Where practice is at its best, they plan engaging opportunities for pupils to further develop these skills in activities across other areas of the curriculum. For example, older pupils have opportunities in their afternoon lessons to write in a variety of forms. Following a recent trip, pupils were asked to write a recount of their experiences, after learning about the style and features of recount texts in previous language lessons. However, teachers do not always provide enough opportunities for pupils to develop their numeracy skills across the curriculum, especially in the older year groups.

Staff have very high aspirations for the development of pupils' Welsh language skills. Teachers provide useful opportunities for pupils to acquire, practice and develop their Welsh language skills in purposeful and authentic contexts. For example, pupils are encouraged to regularly share their news and experiences using Welsh language patterns, while pupils who are members of the "Cryw Cymraeg" hold weekly assemblies which encourage pupils to use Welsh within and beyond the school gates.

All staff have very positive relationships with pupils and use a range of effective strategies to raise pupils' self-esteem. They manage pupils' behaviour very well and treat all pupils with respect. This is a very strong feature of the school.

Where teaching is at its best, teachers provide engaging and exciting learning opportunities which engage most learners. They use a wide range of teaching styles and effective assessment strategies to support the delivery of the school's curriculum. For example, they link their lessons purposefully to previous learning and explain new concepts clearly to pupils. The pace of the lessons is good, and teachers provide tasks that are tailored appropriately to the needs of most learners.

Nearly all staff use rich questioning effectively which encourage all pupils to use their thinking skills. They give pupils regular opportunities to discuss their ideas with their talking partners before feeding back to the rest of the class. This is effective in developing pupils' knowledge, skills and understanding, and helps to move the learning forward. Nearly all teachers provide effective verbal and written feedback to pupils. This supports pupils' understanding of what they are doing well, and how they can improve their work further. Pupils are encouraged to take advantage of regular opportunities to evaluate their own work and that of other pupils.

Care, support and guidance

The school is a caring and friendly community. It has highly effective arrangements to promote good behaviour, kindness, and respect. The supportive friendly working relationships between staff and pupils is a strength within the school. This is reflected in nearly all pupils' good behaviour and courtesy, and their positive attitudes towards their learning and school life.

The school provides purposeful events and visits which are effective in promoting pupils' understanding of their diversity and the richness of their community. Across the school, displays and presentations effectively represent pupils' heritage and culture, for example, a map of the world shows the country of origin for each family and greetings in their languages. Through regular assemblies and taught sessions, teachers ensure that pupils learn about the rights of the child. They provide frequent opportunities for pupils to gain a deeper understanding of important values such as honesty, fairness, and justice.

Staff provide regular opportunities for pupils to express their opinions and to influence how and what they learn. As a result, pupils feel that the school values their ideas and opinions. Teachers provide valuable opportunities for pupils to shoulder responsibilities by joining influential groups, such as the 'Reflectors' and 'Agents of Change' which plan a variety of events such as activities to be held during the school's eco day including art and craft competitions. Pupils in the 'Super Ambassador' group decide on the content of the challenges all pupils will complete as part of their cross curricular activities. This develops pupils' leadership skills effectively and helps them become active and conscientious citizens.

The additional learning needs co-ordinator has a very good understanding of the wide range of additional needs of individual pupils across the school. The schools' procedures for tracking and monitoring pupils' progress are robust. Teachers use this information successfully to respond to the needs of individuals and specific groups of pupils. Staff identify pupils' additional educational, social, emotional or health needs at an early stage and provide for them effectively. Teachers use a wide range of interventions to expand provision for pupils. This includes using external agencies to ensure that all pupils have full access to the curriculum. Teachers create detailed individual plans for all pupils with additional learning needs. These include specific targets that effectively identify the needs of the pupils. They are evaluated regularly with pupils and parents playing a full part in the process.

The school has pupils' well-being and safety at its heart. There is a strong safeguarding ethos, and all staff have a clear understanding of their roles and responsibilities for keeping learners safe. All staff use effective strategies to promote and support a culture of anti-bullying and positive attitudes towards managing

behaviour. The school has robust strategies in place for promoting pupils' attendance and punctuality. Staff work effectively with parents and outside agencies to address any persistent absenteeism. The safety of the school building and site is generally good. However, a site security issue was brought to the attention of the school during the inspection.

Leadership and management

The headteacher has a clear vision based on four key principles of respect, reflect, responsibility and reaching potential. These principles permeate the school's work and underpin the high expectations and work of staff and governors. Leaders ensure that the staff work effectively as a team to ensure positive outcomes for pupils.

Leaders know the community that they serve well and the risks that poverty may have on how well pupils achieve. Leaders have introduced a range of effective approaches that encourage staff to consider the effects of deprivation on learners' outcomes. For example, the audit and strategic plan allows staff to track the progress of targeted pupils, implement appropriate interventions and evaluate the progress made against pupil outcomes. They use school funds and grants, including the pupil deprivation grant, strategically to improve the outcomes for groups of pupils. This includes investing in extra teachers and support staff to support groups of vulnerable or disadvantaged pupils, targeting their literacy and numeracy development and their social skills.

Leaders have a detailed understanding of the school's strengths and areas that require improvement. There are robust self-evaluation procedures in place which focus purposefully on evaluating pupil progress and standards and the provision within lessons. Teachers take an active part in the regular book look activities. This provides useful information on the standards of pupils' work. Leaders participate in regular learning walks and lesson observations and teachers have opportunities to share best practice with each other in weekly meetings. There is clear focus on identifying what works well and how provision for all pupils could be improved further. This has a beneficial effect on staff understanding of the strengths in the teaching and learning and provides valuable information that contributes to the school's priorities. The school has a good track record of making sustained improvements over time, which have had a positive impact on pupils' learning and well-being.

Governors know the school well. They provide an appropriate balance of support and challenge. They scrutinise the headteacher's detailed reports and visit the school regularly to participate in book looks and learning walks. As a result, they have a clear understanding of the school's strengths and areas for improvement and contribute purposefully to the setting of the school's strategic priorities. There are appropriate arrangements in place to ensure healthy eating and drinking.

Across the school, leaders have high expectations for staff and pupils. They expect that pupils will show respect to each other and staff and engage positively in their learning. Behaviour in the school is exemplary and this is a result of the effective strategies that the staff use to support and meet all the pupils' needs. Leaders have robust performance management procedures for all staff, which are linked closely with the priorities in the school development plan and individual staff needs.

Leaders promote professional values and behaviours which contribute positively to school improvement and effective collaboration between staff and other providers.

For example, staff are given valuable opportunities to plan lessons and activities together. They work effectively with others within the school cluster, for example when planning workshops on curriculum development or improving staff understanding of the Additional Learning Needs and Educational Tribunal Act. Leaders have created a positive culture and ethos to promote and support the professional learning of all staff. All staff have regular opportunities to attend courses and training, which links directly to their individual needs and with the school's strategic priorities.

Staff work hard to establish and support strong working relationships with parents. Leaders ask for parent feedback regularly through questionnaires and open evenings. They listen carefully to the views of parents and make reasonable adjustments to the school's provision when necessary. Leaders encourage parents to play an active part in the decision making about certain aspects of the school's provision. For example, as part of their work developing the RSE, leaders and staff encouraged parents to join the working group, tasked with understanding the content of the RSE curriculum and deciding on how it should be delivered in the school. By including parents in important discussions regarding their children's education, leaders have built a strong ethos of trust and respect between families and the school.

Leaders plan strategically purposeful opportunities for pupils to develop their Welsh language skills in formal and informal situations and implement these plans effectively. For example, the school uses its progression plan effectively to build systematically on pupils' Welsh language skills from one year to the next. They take every available opportunity to promote and develop the Welsh language and culture across the school setting. This includes pupils' learning and singing iconic Welsh songs such as 'Yma O Hyd'

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

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

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:

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