



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

A report on

Nannerch Primary School

**Nannerch Village
Nr Mold
Flintshire
CH7 5RD**

Date of inspection: March 2023

by

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

About Nannerch Primary School

Name of provider	Nannerch Primary School
Local authority	Flintshire County Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	45
Pupils of statutory school age	34
Number in nursery classes	5
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%)	*
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%)	*
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	
Date of previous Estyn inspection (if applicable)	
Start date of inspection	20/03/2023

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

Nannerch Primary is a happy school where all pupils treat each other, staff and visitors with politeness and respect. Pupil behaviour is very good, and most are keen to undertake tasks enthusiastically. Staff have a good understanding of pupils' needs and through joint planning, they prepare interesting activities that engage pupils' interests well. However, at times, provision does not always allow pupils to develop and extend their independent writing skills. Most younger pupils make good progress in their language, number and digital skills. They talk confidently to adults about their work and enjoy taking part in a variety of interesting learning experiences. As they move through the school, most older pupils become very articulate and read well for enjoyment and research. Most continue to make good progress in their learning.

The headteacher demonstrates, effective, thoughtful leadership and works well with other school leaders and staff, towards fulfilling their vision to provide a caring, happy and secure environment for pupils. This culture enables most pupils to develop their confidence and self-assurance effectively. They are supported successfully by keen teachers and skilful support staff, who encourage pupils to develop a wide range of skills well.

Nannerch Primary is part of the Nantlwyns Federation of Schools along with Nercwys Primary school. The schools share the same governing body and the same headteacher, who splits her time wisely between both sites. The governing body exercises its duties carefully, for example by conducting site visits, and they have a good understanding of the school's strengths and areas for development. As a federation, leaders ensure that there are many opportunities for all staff to work together. For example, by collaborating effectively to implement a curriculum that is authentic and reflects the needs of both communities. Overall, leaders keep the work of the school under review appropriately. They assess the standards in lessons and in the pupils' learning in books. Looking ahead, leaders acknowledge that by fine tuning this work they can concentrate more on evaluating the difference that teaching makes to pupils' progress and what aspects to improve next.

Recommendations

- R1 Strengthen self-evaluation processes to focus more specifically on the impact of teaching on learning
- R2 Provide more opportunities for pupils to develop their extended writing skills

What happens next

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

Main evaluation

Learning

During their time at school, most pupils, including those with additional learning needs (ALN) make good progress from their individual starting points. As they move through the school, pupils begin to deepen their understanding and acquire knowledge skilfully in an interesting range of learning contexts.

Younger pupils talk confidently about their work and listen well to other pupils and their teachers. Most respond well to their peers, ask appropriate questions, and express their opinions showing respect for others. As pupils move through the school, they continue to develop their speaking and listening skills effectively. Most pupils are articulate, and confident speaking to visitors and peers alike.

Many pupils' reading skills develop well. The youngest pupils use an appropriate range of phonic strategies to read familiar and unfamiliar words. They read with suitable accuracy and fluency. Many older pupils read accurately in various contexts. They use a range of strategies for prediction, summarising, and sequencing texts. Most pupils across the school read confidently and many of the older pupils are capable readers.

Most younger pupils make good progress in developing their writing skills. They begin to record their ideas through mark making, forming legible letters, and writing simple words. They write effectively in a range of different forms choosing vocabulary carefully and using capital letters and full stops accurately. Many older pupils develop their writing skills suitably across different genres. As their skills develop, many pupils use adjectives, different sentence structures and appropriate punctuation to enhance their work. However, overall, pupils do not have enough opportunities to develop their extended writing skills and, as a result, pupils do not develop their skills in writing at length sufficiently.

Younger pupils begin to develop their Welsh language knowledge suitably through their understanding of some key words and phrases. Most of the older pupils respond to questions effectively giving reasons to support their answers and descriptions. Using prompts, they speak confidently whilst responding to adults. Their pronunciation and intonation are clear. However, pupils' confidence to speak Welsh with peers is variable and most children do not use the Welsh language outside of planned Welsh activities.

Many pupils make sound progress in their mathematical skills as they progress through the school. Younger pupils use simple data handling skills and collect information in tally charts when looking for different types of buildings in the village. They use their previous knowledge around number to solve mathematical questions confidently. In addition, they solve problems successfully, such as the cost of bus tickets for various members of the community from Nannerch to Mold. Most older pupils have a sound understanding of a suitable range of mathematical concepts. They use a range of approaches to calculate totals and understand the different ways to measure mass, length, volume and time. They plot coordinates in the four quadrants, reflecting and translating shapes correctly. Most develop a secure knowledge of number and make accurate calculations using multiplication and

division. They use this knowledge successfully when problem-solving, for example, when working out the area of an igloo. Most pupils consolidate their numeracy skills appropriately in other areas of the curriculum.

Most younger pupils use tablet computers confidently, for example, they record their work and each other talking and singing. By Year 1, most pupils use a range of apps confidently. Many draw pictures on laptops and tablet computers and add words or sentences to annotate their work. Most take photos of activities they have done and upload them appropriately. Many Year 2 pupils log on to computers and use software diligently to create a bar chart of favourite fruits and vegetable snacks. Most Year 3 and Year 4 pupils use digital devices well to research and access their online classroom successfully to complete their work. By Year 6, most pupils use a good range of apps to support and present their wider work. For example, to create presentations relating to their project 'Y Cynefin'. However, pupils do not have enough opportunities to develop their understanding of coding and spreadsheets.

Most pupils are developing their thinking and creative skills suitably. The younger pupils enjoy exploring the work of different artists and they replicate and evaluate the art work successfully. Most of the older pupils use their prior experiences to plan and create virtual presentations on a sustainable life on Earth.

Well-being and attitudes to learning

Most pupils enjoy attending school and feel safe and secure throughout the school day. They know who to talk to if they have any concerns and feel confident that their concerns will be dealt with thoughtfully. Most pupils have a good understanding of how to keep themselves safe online. They know the importance of protecting their passwords and personal information and the importance of keeping this information secure.

Nearly all pupils are proud of their school and understand and identify with its values. They have compassion for their peers and plan enterprising fundraising events for a wide variety of charities. Behaviour in the school is very good, nearly all pupils concentrate well in class and are engaged in their learning. Most older pupils speak at length about children's rights which they feel are important to them, for example, the right to have an identity in their country. Pupils are supported well by their teachers to persevere through challenging tasks, particularly in maths. Pupils work in 'learning partners' to good effect to evaluate the standard of their work against set criteria. Pupils develop their resilience as independent learners and apply useful strategies when completing challenging work, for example, using 'self, neighbour, other, teacher' when in need of support.

During break times older pupils develop their physical fitness using the trim trail and outdoor equipment and younger pupils engage in regular exercise in a large open space. The pupil led 'Good Food Gang', promote and monitor healthy eating across the school. Through their work, the number of healthy packed lunches brought to school by pupils has increased significantly. In addition, most pupils make use of the pupil led healthy tuck shop. Pupils speak knowledgeably about the benefits of drinking water throughout the day and recognise the importance of sleep to help them concentrate in school. When considering sustainability, pupils have weighed, measured, cooked and eaten marrows they have grown in the school garden.

Many older pupils display a positive mindset and recognise how to improve their own learning. For instance, they exhibit a willingness to challenge themselves when choosing how to approach new learning tasks. The school's 'Brenin yr Wythnos' award reinforces these values and effectively involves pupils in recognising positive attitudes to learning. Pupil leadership committees are beginning to meet more regularly and consider how they can be proactive and improve the areas of the school. The 'Cryw Cymraeg' for example, are beginning to be involved in promoting Welsh in assemblies through a phrase of the week.

Overall, pupils feel their opinions are valued and that adults will support change. For example, older pupils have more ownership over their learning, from choosing how to present their work to deciding which skills to develop in physical education lessons. Many pupils reflect on and improve their work suitably. Younger pupils benefit from and respond to the support they receive during their learning to make small but important next steps. Older pupils have suitable opportunities to reflect on their work and to identify their own next steps in learning, for example, by using success criteria. Many pupils are beginning to effectively discuss their learning with their peers and to take greater responsibility for each other's progress, as a result, they are often highly engaged and keen to learn.

Teaching and learning experiences

Across the school, staff develop positive and encouraging working relationships with pupils. They apply a range of worthwhile approaches to support pupils' learning and often review and refine the impact of their teaching to ensure pupils make good progress.

Nearly all teachers have a secure knowledge of the Curriculum for Wales. They plan with clear learning intentions and provide explanations which help pupils understand what they are supposed to do. They often build well on prior learning and use questioning effectively to develop pupils' thinking and check for understanding. As a result, many pupils retain knowledge well and relate their learning to their own experience. Teachers plan a thoughtful range of learning experiences and are beginning to develop greater depth of learning. The school's recent focus on the community helps pupils to better understand the places where they live, considering issues which affect them personally and those which affect others. Younger pupils, consider the importance of protecting the habitats of local wildlife, whilst older pupils compare the impact of the industrial revolution on the local landscape.

Teachers are beginning to develop their understanding of progression across the curriculum. The school's recent focus on developing oracy supports pupils to develop as confident speakers. Younger pupils readily ask pertinent questions which help them to find out more about the concepts they are exploring. Older pupils discuss their plans for creating digital posters before making decisions and agreeing or disagreeing on a final plan. Teachers generally support pupils to develop their knowledge of mathematical concepts and digital skills systematically. However, teachers do not provide sufficient opportunities for pupils to apply their skills, particularly their writing skills, often enough across the curriculum.

The school is well-resourced and teachers use the extensive outdoor areas suitably to support pupils to develop well as independent learners. Older pupils are thrilled to be learning in the snow, designing and constructing igloos and thinking about how

best to make it a safe and spacious place for penguins. However, a few areas of the school, such as the library, are underdeveloped.

Teachers provide plentiful opportunities for pupils to express their ideas and feelings through art in a range of media. Pupils comment on each other's work and suggest changes to their own work. On occasion, teachers plan especially creative learning experiences for pupils to make links in their learning across the curriculum. For example, when younger pupils compare the work of Lowry in the early 20th century to their own ideas on life for schoolchildren in the 21st century. Generally, opportunities for pupils to develop creativity through music, dance or drama are limited.

The school's planning to develop pupils' awareness of the history and culture of Wales is a strength. For example, pupils research the history of their local area and celebrate their own work during the St David's day celebrations. However, although teachers plan and deliver regular Welsh lessons for pupils, they do not ensure enough opportunities for pupils to practise their Welsh language skills regularly throughout the school day. As a result, many pupils have a limited ability to ask and answer even simple questions.

The school fosters a strong sense of belonging and its focus on values supports pupils to think about ways they can make someone else's life better. Older pupils learn about influential people, such as Martin Luther King Jnr and natural disasters such as earthquakes, considering the impact of both on human rights as they develop as ethical citizens. On occasion, teachers make good use of opportunities to develop pupils as critical thinkers and problem-solvers. In their work on the climate for instance, pupils consider the causes and consequences of a range of issues, make useful suggestions and thoughtful actions. However, the school's plans for developing pupils' understanding of relationships and diversity are at an early stage. Teachers ensure that pupils develop their understanding of the importance of well-being and sharing their opinions confidently, for example, on the positive and negative impacts of mobile technology.

Across the school, most teachers and teaching assistants provide timely feedback during lessons to enable pupils to improve their work. Younger pupils benefit from the continuous support they receive during their learning to make small but important next steps. Older pupils have suitable opportunities to reflect on their work and to identify what they need to do to progress with their learning. Teachers are beginning to develop appropriate opportunities to discuss learning with individual pupils to enable them to better understand the purpose of their learning and to take greater responsibility for their progress.

Care, support and guidance

All staff have positive working relationships with pupils and parents. Many parents feel the school enables their children to be happy and safe. They believe the school helps their children settle well when they first start school. For example, before joining the school nursery, pupils have a thorough induction programme which allows staff to gain valuable information about all new pupils. The level of care, support and guidance the school provides is good. Trained staff provide additional support to individual pupils and groups who are struggling with their emotional development and well-being.

Provision for pupils with ALN is co-ordinated well and is a strength of the school. The ALN co-ordinator has a good understanding of national reforms and has ensured a smooth and well-informed change to new systems. The school tracks the progress of pupils requiring extra literacy support well and provides purposeful support to meet their needs. ALN pupils have a useful one-page profile that outlines their interests, how they like to be supported to learn, and their targets for improvement. This ensures staff have clear direction to enable pupils with ALN to make the best possible progress. Modified teaching approaches to engage all learners including differentiation, emotion coaching and visual timetables, as well as the use of cue cards help promote engagement in pupils with additional needs. The school provides parents with good, quality support and information.

The school actively provides opportunities for pupils to make healthy choices and develop healthy lifestyles. Access to a wide range of outdoor areas, including a playing field, eco areas and forest school, along with activities in lessons and in after-school clubs, enables all pupils to be physically active. There are valued opportunities for all pupils to engage in competitive team events including athletics, football and netball. The school promotes healthy snacks and lunches, and snack time in younger classes is used to boost this message.

The school ensures all pupils are provided with opportunities to take responsibility and contribute to the life and work of the school. Members of the pupil groups are beginning to develop their roles by meeting more regularly. Activities including 'reduce, reuse and recycle', promote opportunities to learn important life skills. For example, older pupils tie-dye old clothes and to extend their use. Pupils' involvement in expressive arts and sports as part of the curriculum and through extra-curricular activities develop their confidence and creativity well. The school is reintroducing visiting speakers and educational visits following the covid pandemic. These develop pupils' knowledge and skills and enhancing their learning opportunities appropriately. For example, visits from the local community police officer enables all pupils to develop an important awareness of road safety, 'stranger danger' and substance misuse.

The school supports pupils to understand issues such as equality, diversity and inclusion appropriately. For instance, pupils develop their understanding of the needs and rights of others when learning about influential role models, stories and poems during Black History Month. After studying the rights of the child, pupils raised funds to support an international charity that provides water sanitation equipment to other countries. Through a broad range of topics, the school helps pupils develop a clear understanding of the wider world, alongside their own heritage and Welsh culture. The annual school Eisteddfod enable all pupils to gain an awareness of the history and culture of Wales, by developing their Welsh language skills and producing art-work in the style of Welsh artists, including Rhiannon Roberts and Kyffin Williams.

A range of activities and opportunities, promotes pupils' moral development. For example, pupils learn about a range of faiths and the school has strong links with the local church.

The school creates and maintains a safe environment for all pupils, including effective site security. Leaders have successfully embedded a strong culture of safeguarding. There is an established system to report safeguarding concerns regarding pupils and the school makes timely referrals to outside agencies when

appropriate. The school has thorough safer recruitment procedures and all staff complete regular safeguarding update training. Effective procedures are in place to monitor pupils' attendance. The school works well with education welfare agencies to promote good attendance. As a result, pupil attendance is improving.

Leadership and management

The federation's headteacher, along with school leaders and the whole community, have effectively shaped and implemented a clear vision for the education and well-being of all pupils. Across both schools, and through thoughtful and compassionate leadership the headteacher has gained the trust of all staff and established a caring culture, where pupils feel safe and secure and enjoy being at school. All staff have a good understanding of the needs of individual pupils and their local communities. Across the federation there is a strong team culture and a shared commitment to doing the best for all pupils. As a result, most pupils make good progress from their individual starting points.

The headteacher divides her time wisely between Nercwys and Nannerch. School leaders and staff provide strong support to the headteacher and assume responsibility for the day-to-day management of the schools in her absence. The headteacher successfully nurtures and builds leadership capacity in both schools. Those with responsibilities carry out their roles competently and contribute to strengthening the vision and aims of the federation well. They are good role models, demonstrate professional values effectively and contribute to developing school priorities successfully across the federation.

The headteacher works diligently to develop the strong and positive culture of collaboration across the federation. For example, when developing the school's curriculum to align with the Curriculum for Wales, all teachers worked closely to research and share their knowledge and expertise, enabling teachers to plan and develop engaging learning experiences for their pupils and strive for consistency and equity across the two schools. The performance management of teachers is well co-ordinated and individual targets are linked directly to school priorities. Shared professional learning opportunities support the positive well-being of both teachers and support staff. This overall approach to strategic leadership promotes teamwork effectively and supports the drive for consistency in practice across both schools.

Leaders undertake a range of useful self-evaluation activities including learning walks, looking at pupils' work and celebrating learning events. They involve all staff and, at times, governors. Information gathered from this work feeds into the school's priorities for development. However, leaders and staff do not always evaluate the effectiveness of the school's teaching and provision sharply enough to consider the difference it makes to pupils' progress. As a result, they do not always identify aspects of the school's work that need attention, for example, the inconsistencies in teaching and the limited opportunities for pupils to write at length for a range of different purposes.

Leaders and staff develop effective close working partnerships with parents across the federation and give careful thought to how to adapt its provision to ensure better engagement. For example, by asking and responding to parents' views and organising a variety of events, such as 'family forest school'. In addition, the headteacher's blog effectively shares the work of the schools and this is well

received by parents. The school collaborates successfully with several partners, for example when sharing best practice within the region, and through supporting the local cluster of schools with the introduction and management of ALN reform. The school also works closely with local universities and regularly receives and support students who are training to become teachers.

The governing body demonstrates a strong commitment to the work of the federation. They work closely with the headteacher and staff and provide valued support. Governors understand and carry out their duties well and have an appropriate understanding of the schools' strengths and areas for development. They have a suitable understanding of national priorities, including the Curriculum for Wales and the impact of poverty on pupil progress. Governors often visit the school and contribute appropriately to keeping the school under review. For example, they talk to pupils and look closely at their work. This helps them to keep up to date with the school's progress in implementing new initiatives such as introducing ALN reform. Governors make appropriate arrangements to promote healthy eating and drinking in school and effectively help to maintain a robust safeguarding culture.

School leaders and governors oversee finances sensibly and make prudent decisions that support all pupils' learning. Grant funding is utilised effectively, for example, to provide intervention for pupils in literacy, numeracy and to support vulnerable pupils. Leaders and teachers track the progress of groups of pupils diligently and ensure that any interventions funded by grants support pupils to make effective progress.

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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