



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

A report on

Wepre C.P. School

**Llwyni Drive
Connah's Quay
Deeside
Flintshire
CH5 4NE**

Date of inspection: October 2023

by

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

About Wepre C.P. School

Name of provider	Wepre C.P. School
Local authority	Flintshire County Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	346
Pupils of statutory school age	258
Number in nursery classes	41
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%)	11.7%
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%)	10.1%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	2.7%
Date of headteacher appointment	01/01/2010
Date of previous Estyn inspection (if applicable)	15/07/2015
Start date of inspection	16/10/2023

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

The headteacher, supported by the governing body, promotes a clear vision for all learners and staff based on 'achievement through happiness'. Leaders have created a positive learning environment that promotes inclusion, well-being, and an ethos of mutual respect. The school is a safe place where teachers undertake their role in caring for pupils diligently. However, the school's procedures for safeguarding need improving.

Regular 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 of most improvement strategies well. One example of effective practice is how senior leaders have implemented the Additional Learning Needs (ALN) reform, resulting in nearly all pupils with additional learning needs making good progress. However, improvement strategies do not always focus sharply enough on improving the quality of teaching.

The school has made effective progress in developing a broad and inclusive curriculum. The curriculum provides many opportunities for pupils to engage in a range of relevant learning experiences that enable pupils to enjoy their learning and develop their skills. Overall, teachers plan beneficial learning opportunities, but the provision for developing purposeful independent learning is not consistent across the school.

Most pupils make appropriate progress in nearly all areas of learning. As they move through the school, their language and mathematical skills develop well. However, pupils are not always given suitable opportunities to apply these skills in real life contexts. In addition, teachers do not always challenge pupils well enough, and therefore a minority of pupils do not make the progress that they are capable of.

The relationships between all members of the school community reflect the kind, caring and positive ethos. Nearly all pupils enjoy being at Wepre school. They behave exceptionally well and show respect for each other, staff and visitors.

Recommendations

- R1 Address the safeguarding issues identified during the inspection
- R2 Improve teaching and learning experiences to ensure that all pupils make the progress they are capable of
- R3 Ensure that monitoring and evaluation processes focus sharply on improving the quality of teaching

What happens next

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

Main evaluation

Learning

Many pupils start school with skills at or above those expected for their age. Most pupils eligible for free school meals and those with additional learning needs (ALN) make progress in line with their peers. However, across the school a few pupils do not work at a suitable level of challenge and, as a result, do not always make the progress they are capable of in lessons.

In Nursery, most pupils speak with increasing levels of confidence to make themselves understood. As they progress through the school most pupils speak clearly and confidently for a range of purposes. For example, pupils in Year 1 use different voices for characters when they perform the story of Goldilocks in the role play area. By Year 6, pupils listen carefully to others, and many explain their learning well, for example when explaining that their fire would not burn in space due to a lack of oxygen.

Most pupils in Reception understand how letters blend to form the words they read. They know how to handle books and retell the story in their own words. As they move through the school, many pupils begin to consolidate their knowledge of word building and develop suitable fluency with their reading. Many older pupils read with expression and summarise texts appropriately. Overall, pupils develop the skills they need to support their learning across the curriculum and to read for pleasure.

Many pupils develop their writing skills appropriately during their time in school. In Reception, many pupils write using simple words and phrases. By Year 2, many pupils spell simple words correctly and begin to write creatively and at length, for example when writing a diary as part of their work about the Titanic. Older pupils write for different purposes and adapt their writing to the style, for example when creating acrostic poems. By Year 6 most pupils organise their work into paragraphs when writing newspaper reports about The Iron Man. Many pupils make interesting and varied vocabulary choices in their writing. However, they do not always understand how to improve their writing further.

Across the school, most pupils have a positive attitude to learning Welsh and as a result, many make appropriate progress in developing their Welsh language skills. In Year 1 and 2, most pupils ask an appropriate range of questions confidently and most respond enthusiastically, offering information about where they live and how old they are. By Year 6, many pupils respond appropriately to questions, but do not always build well enough on the positive start they have made to learning Welsh.

As they progress through the school, most pupils develop their mathematical skills well. Younger pupils recognise basic shapes and confidently count and calculate objects to 10. In Year 2, most pupils know how to construct bar graphs to represent data accurately. By the time they reach Year 6, most pupils work confidently with 5-digit numbers, plot co-ordinates in four quadrants and calculate percentages. However, pupils do not apply their mathematical knowledge at the same level across the curriculum or in their independent learning.

Nearly all pupils across the school develop suitable digital skills and use these regularly as part of their learning. Younger pupils demonstrate their skills effectively, for example when controlling a device to navigate its way to the Three Little Pigs' house during their play. Older pupils use the internet to gather information about their topics and use coding skills suitably to create an animation. Nearly all pupils use simple word processing skills skilfully.

Most pupils develop their creative skills appropriately. Pupils in Year 3 and 4, for example, improve their modelling when using items found outdoors such as sticks, leaves and stones to create a miniature farmhouse during their work on food and farming. Pupils develop their creative skills through their work on other cultures. For example, they design lanterns for a Swiss festival. Older pupils think creatively to solve problems. For example, they consider whether astronauts can toast marshmallows in space using their scientific knowledge.

Well-being and attitudes to learning

Nearly all pupils feel safe, happy and respected in school. As a result, they develop positive attitudes to learning and settle quickly to work. Most pupils sustain concentration and interest in their tasks. They listen well and follow simple instructions carefully. Nearly all interact with others respectfully and work sensibly in groups and in pairs.

Most pupils develop their understanding of the importance of good behaviour effectively. They speak positively about the 'Wepre way' and the importance of rules to keep them safe. As a result, behaviour across the school is excellent. Older pupils recognise the term equality and understand the struggle that minority groups have had in the past, such as being segregated and being treated less favourably due to the colour of their skin. Most pupils have a good understanding of sustainability. For instance, pupils in Years 3 and 4 talk about responsible arable farming and the importance of recycling.

Younger pupils develop independence quickly and take responsibility for themselves well, for example when building a tower of crates in the outdoors so they can climb higher. Older pupils are beginning to understand how evaluating their own and others' learning supports them to improve their work. They discuss their work with learning partners and use peer assessment to identify what others have done well. They are beginning to understand that teachers' feedback helps them to know what they need to do to improve their work.

Pupils with leadership roles take their jobs seriously. They want to do their best for the school and make a difference. For instance, the school council plan film nights and Easter egg hunts to raise money for new equipment. On occasion, pupils make

decisions about what they want to learn. They feel that adults in the school listen to their views and take them into account when considering decisions that affect them.

Most pupils understand the importance of healthy eating and drinking. For example, in Year 4 they talk knowledgeably about the importance of eating a balanced diet and taking regular exercise. Most pupils enjoy developing their physical skills and take part in sports and the after-school football club enthusiastically. Most pupils in Years 5 and 6 demonstrate a sound understanding of how to stay safe online and how to use devices sensibly.

Teaching and learning experiences

Across the school, staff establish positive working relationships with pupils. The school generally provides a broad and balanced range of learning experiences that most pupils enjoy.

The school is beginning to implement its curriculum to align with the principles of Curriculum for Wales appropriately. Its approach to teaching and learning linked to relationships, for example, ensures there are suitable opportunities for pupils to learn about global faiths and cultures and about the role that influential people have played in overcoming barriers to change. However, teachers often use low level activities such as colouring, and do not provide suitable opportunities to deepen pupils' learning or to make links in their learning through authentic experiences in their locality.

The school's provision to develop pupils' understanding of the culture and heritage of Wales is developing well. Staff have worked collaboratively to develop a strong Welsh ethos across the school that promotes the use of the Welsh language. They provide pupils with regular opportunities to learn and practice their Welsh language skills in lessons and throughout the school day.

Teachers provide opportunities for pupils to use their digital skills to support their learning, for example older pupils use internet browsers to research the cost of items needed to plan a party. However, opportunities for pupils to develop their use of databases and spreadsheets is at an early stage of development. Teachers plan regular opportunities for older pupils to understand how to keep themselves safe when working online, for example, older pupils are taught not to share personal information and to tell a trusted adult if they have concerns about digital interactions.

There are appropriate opportunities for pupils to develop their phonic skills progressively. As pupils move through the school, they have regular opportunities to read and to share their understanding of what they read in small groups. Teachers ensure that pupils use their reading skills to support their learning across the curriculum, and to read for pleasure. For example, in Year 2 pupils find information about rockets to deepen their understanding about space. They plan appropriate opportunities for pupils to write in a range of styles and to develop pupils' mathematical skills. However, opportunities for pupils to use their skills at the same level in their work across the curriculum are limited.

The school is in the early stages of developing pupils' independent learning skills. In Nursery and Reception classes, most pupils enjoy exploring learning in the different

areas of the classroom and show high levels of interest when tackling challenges. For example, when building a house in the construction area to protect the pigs from the big bad wolf, they consider different ways to make the house stronger. Older pupils benefit from opportunities to share their learning with peers. As a result, pupils use their knowledge and understanding independently and successfully to help others, for instance to write computer code. However, as pupils move through the school, staff generally provide too much direction during learning, limiting opportunities for pupils to develop appropriately as independent learners.

Teachers praise pupils appropriately for their hard work and positive attitudes. They respond suitably to pupils' questions to help them to move forward with their learning. Teachers support pupils to understand how to be successful in their work. For example, they use success criteria to help develop pupils' writing skills. However, as they move through the school there are too few opportunities for pupils to edit their work to improve the quality of their writing sufficiently.

Overall, the quality of teaching across the school is variable. Where teaching is most effective, teachers have appropriate curriculum knowledge, suitable expectations and match learning to individual needs appropriately. Many teachers use assessment to adapt learning experiences and teaching approaches appropriately. This is most evident in the support provided for pupils who need additional help to learn. However, teachers do not always have high enough expectations for all pupils' progress and, as a result, they do not always make the progress they are capable of.

Care, support and guidance

Staff create a caring and inclusive ethos where all pupils and staff feel supported and valued. Leaders and staff know pupils and their families well, and parents appreciate the way that staff care for their children. As a result, the school is a happy and positive learning environment.

Leaders and staff support pupils with additional learning needs effectively. The additional learning needs co-ordinator (ALNCo) has a secure understanding of her role. With the support of teachers, she uses assessment information well to help identify and implement the additional support pupils need. Leaders make strong links with outside agencies, to ensure that all pupils are supported beneficially. As a result, pupils with additional learning needs make good progress towards their personal targets and goals.

The school has suitable systems to monitor and improve pupils' attendance and leaders support families sensitively when help is needed. Leaders, teachers and support staff undertake their role in caring for pupils diligently. However, a few minor aspects of the school's safeguarding procedures need addressing.

The school provides suitable opportunities for pupils to learn about cultures around the world, for instance when studying festivals in South Africa and Mexico. The school's curriculum experiences help pupils to reflect on religions, beliefs and values. Older pupils compare similarities and differences between religious beliefs and traditions. As a result, pupils talk confidently about how different religions, traditions and cultures are similar to theirs.

The school plans a good range of opportunities for pupils to develop an understanding of their local heritage and culture. For example, in Year 4 pupils develop fact files and research Welsh emblems. In Year 5, pupils learn about the Welsh artist Kyffin Williams and consider how his style and technique influences their own. Older pupils enjoy a residential trip to Glan Llyn and explore the countryside and landscape of rural Wales.

The school has embedded clear procedures to help pupils understand right from wrong, and to know how to treat others respectfully. Pupils learn about what makes a good friend and about anti-bullying, knowing that bullying is never acceptable.

The school helps pupils to understand the importance of acting sustainably. For example, pupils in Year 3 and Year 4 learn about different ways of farming and the effect these can have on our environment. Staff promote the importance of being healthy and safe appropriately. For instance, they help pupils to understand what makes a healthy lunchbox, and the importance of eating fruits and vegetables. Older pupils develop their understanding of how to stay safe when using online technology.

The school provides valuable experiences to promote pupils' moral and spiritual development. Regular collective worship provides effective opportunities for pupils to reflect on Christian beliefs. For example, pupils consider how the Bible message of treating others as they want to be treated can guide them in their lives. A few pupils take on responsibilities and contribute to the school and wider community. The School Council and Criw Cymraeg work thoughtfully to make a difference to the school.

The school welcomes a range of engaging visitors to school to enhance pupils' learning experiences. For example, visits from the St John's Ambulance organisation give pupils valuable life skills, such as lifesaving. Pupils participate in performance and events, as individuals and in groups, for instance during the annual swimming gala and football tournaments.

Leadership and management

School leaders have established a clear vision for the school and create a positive ethos where all pupils and staff feel valued and develop excellent relationships. Senior leaders set high expectations for pupils' behaviour. As a result, pupils behave exceptionally well and develop good attitudes to learning as they move through the school.

Distributed leadership is a strength of the school. Senior leaders monitor the progress of learners regularly, and this information helps teachers to understand the needs and interests of most pupils well. For the youngest pupils, teachers use this information to facilitate learning through play skilfully. However, this information is not always used to challenge older pupils sufficiently.

Leaders involve all staff in a range of effective self-evaluation activities. Overall, the priorities they identify reflect the needs of the school accurately. However, strategies for teachers to challenge pupils have not been embedded quickly enough and a few pupils are not making the progress that they are capable of. The school has made

good progress in developing pupils' understanding of the culture and heritage of Wales and improving provision for the Welsh language.

Many staff have a strong understanding of how they contribute to whole-school improvement through their work in teams linked to the Areas of Learning and Experience (AoLEs). Teachers take the lead in planning and delivering improvement strategies. This is most beneficial when they monitor the impact of their actions on pupil progress. For example, pupils with additional needs make good progress as a direct result of staff monitoring the impact of provision and support.

Leaders balance the development of national and school development priorities thoughtfully when planning for improvement. The school has made good progress with the roll out of ALN reform and constructing a curriculum for Relationships and Sexuality Education (RSE). Senior leaders have worked creatively to develop a progressive curriculum in line with the expectations of the Curriculum for Wales.

The headteacher deploys staff suitably, using individual strengths to support staff across the school. Senior leaders monitor staff performance regularly and set targets for improvement closely linked to the school's development priorities and the quality of teaching. However, planned professional learning opportunities do not always focus on improving the quality of teaching closely enough, for example, to develop teachers' knowledge and understanding of how to challenge pupils appropriately in their learning.

Governors have a sound understanding of school improvement activities and how the outcomes influence current priorities for improvement. They regularly visit the school during governor development days to establish a good understanding of how the school operates. Overall, the governing body fulfil their statutory responsibilities, for example when ensuring appropriate arrangements for pupils' healthy eating and drinking.

Link governors work closely with school staff to develop a good understanding of curriculum development and attendance. Leaders and governors are aware of their responsibility to safeguard pupils and have systems in place to ensure staff understand and promote the school's safeguarding culture. However, leaders do not always ensure that policies are followed robustly.

School leaders manage finances well. They prioritise raising standards in literacy and numeracy and ensure that school improvement priorities are properly resourced. Governors understand how funding, including the pupil development grant, are used to drive school improvement priorities, and support the needs of pupils.

The school provides many opportunities for parents to visit school and engage in their child's learning. For example, when attending the Welsh Café Club, they celebrate the progress pupils make with their Welsh language skills. The headteacher develops open, honest and caring relationships with all members of the school community. Staff and pupils feel well supported by the headteacher, and this contributes greatly to their well-being and happiness.

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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