



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**St Peter's CIW Voluntary Controlled Primary School  
Chapel Lane  
Rossett  
Wrexham  
LL12 0EE**

**Date of inspection: October 2011**

**by**

**Mr G Morris**

**for**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<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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## Context

St. Peter's Church in Wales Voluntary Controlled Primary school serves the village of Rossett in the County Borough of Wrexham, close to the English border. Most pupils reside in or near the village, but a significant number travel to school from the surrounding area. The school is in a relatively prosperous area. Currently, around 9.4% of pupils are entitled to free school meals. This is below local and national averages.

There are currently 232 full-time and 33 part-time pupils on roll organised into ten classes. The school admits children to the nursery at the age of three. The classes are taught by ten full-time and three part-time teachers supported by seven full-time and four part-time support staff.

Around 11% of pupils are identified as having additional learning needs and two pupils have a statement of special educational need. English is the predominant home language of almost all pupils.

The headteacher was appointed in January 2007 and the deputy in September 2010.

The 2010-2011 individual school budget per pupil for St Peter's CIW Voluntary Controlled Primary School is £3159 which compares with a maximum of £9122 and a minimum of £2734 for primary schools in Wrexham. The school has the 40th highest budget per pupil out of the 62 primary schools in Wrexham.

## 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 is good because of:

- the good achievement and progress made by nearly all pupils;
- the quality of care, support and guidance which leads to good standards of pupils' wellbeing;
- the commitment of all members of staff to provide pupils with the best opportunities for learning; and
- the good partnerships with parents, the community and other groups.

### Prospects for improvement

The school has good prospects for improvement because of:

- the management team and the governing body's shared sense of purpose and direction;
- the school's good understanding of its strengths and areas for development; and
- the effective learning community within the school.

## **Recommendations**

In order to improve further the school needs to:

R1 continue to improve pupils' bilingual skills;

R2 develop pupils' skills at key stage 2 to ensure that they take more responsibility for their own learning;

R3 ensure that learning activities consistently meet the needs of all pupils, particularly the more able; and

R4 ensure that there is a clearer link between the process of self-evaluation, priorities for improving outcomes and pupil targets.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

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

Good

#### Standards: Good

On entry, most children have skills which are broadly in line with those normally expected of children in similar schools. Most enter school with a secure starting point for their learning.

End of key stage results show that, overall, pupils in the school attain more highly than pupils in similar schools in Wales and in the local authority. Work in pupils' books shows that, whilst at St. Peter's nearly all pupils achieve well and make good progress. In lessons and in discussion, many pupils recall their previous learning well and show good knowledge and understanding of what they have learnt in most subjects. They apply their skills well to new situations, showing increasing confidence as they progress through the school.

In both key stages, pupils who receive free school meals and those with additional needs achieve well. They make good progress in relation to their ability, interest and previous attainment.

Nearly all pupils listen well and speak confidently from an early age. Younger pupils speak clearly and use a wide range of vocabulary to express themselves. Older pupils are confident speakers and communicate clearly to a variety of audiences. Most pupils in the Foundation Phase (FP) enjoy reading and use a wide range of effective strategies that enable them to read with appropriate fluency and understanding. Many have a sound knowledge of letter sounds and patterns. In key stage 2 most pupils read a wide range of texts with increasing understanding. By the age of eleven, most pupils read fluently, with good expression. They talk readily about books and authors they like or dislike and have an appropriate understanding of characters and storyline. More able pupils quickly skim a passage to gain its meaning. Many older pupils confidently access information from a text or are able to independently locate and use reference books effectively to gather information. Many apply their reading skills well in different subjects. Pupils' writing skills are good. Many older pupils in the Foundation Phase write confidently for a wide range of purposes. They spell simple words correctly and are starting to use punctuation accurately. By the age of eleven most pupils use descriptive language well to write poems, stories, reports and recounts of trips and visits. Whilst many apply their literacy skills well in other curriculum areas, few write at length across the full range of subjects.

Most pupils use their numeracy and information and communication technology skills (ICT) well in many subjects, for example when presenting information in history and geography.

Most pupils make good progress in their use of Welsh during Welsh lessons. In these lessons they speak with increasing confidence, using basic vocabulary and phrases.

They read with understanding and write simple sentences well. Pupils' use of Welsh outside the classroom is limited.

**Wellbeing: Good**

All pupils have a good understanding of the importance of developing a healthy lifestyle. They eat healthily in school and participate in a very good range of sporting activities. All pupils feel safe in school and know who to talk to if they feel worried or upset. They behave very well in lessons and as they move around the school. All pupils show respect, care and concern for others.

Nearly all pupils are enthusiastic about their learning and contribute effectively to discussions. They work well in pairs and groups, showing respect for the views of others as they share ideas. All children in the Foundation Phase are involved effectively in planning their learning activities. Whilst many pupils in key stage 2 work independently under the direction of the teacher, they are not sufficiently involved in making decisions about what and how they learn. Many pupils are developing appropriate skills in understanding how well they are doing, however, they are not always clear as to what they need to do to improve their work.

The school council is well established. Members feel that their suggestions are taken into account and their decisions make a positive contribution to the life of the school.

Pupils' attendance at 94%, although showing a slight decline over the past three years, compares well with figures for similar schools. With very few exceptions, pupils arrive punctually for school.

Pupils' active participation in several community-based activities gives them a good understanding of community life and their role in it. Older pupils' involvement in an enterprise initiative with other local schools enables them to develop a good understanding of product development, production and marketing skills. This ensures that they are very well prepared for the next stage in their learning and for life and work outside school.

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

Learning experiences successfully engage most pupils in purposeful activities which cover National Curriculum and religious education requirements. The learning experiences build systematically on existing knowledge, understanding and skills as pupils move through the school. Planning is thorough and pays appropriate attention to developing pupils' literacy, communication, numeracy and ICT skills.

Learning activities in the Foundation Phase are stimulating and provide effectively for independent learning. The curriculum in key stage 2 provides most pupils with a wide range of learning experiences, however, opportunities to develop pupils' independent learning, particularly for the more able are missed.

Welsh language development in lessons is effective. However, provision to enable pupils to become increasingly bilingual is not as strong. The use of incidental Welsh by teachers and support staff is developing well, however, insufficient emphasis is given to promoting the cultural, historical, and linguistic characteristics of Wales.

The school has good provision for education for sustainable development and global citizenship and good use is made of links with the local community and other parts of the world, for example Poland. Involvement with energy conservation initiatives, such as 'Project Zero,' enables pupils to gain a very good understanding of sustainability.

### **Teaching: Good**

Overall the quality of teaching is good. All teachers have good up-to-date subject knowledge and clear learning objectives are shared with pupils in all lessons. Teachers and support staff use a good range of teaching strategies to engage and to motivate pupils' learning. Teaching support assistants make a significant contribution to pupils' learning.

In the most effective lessons, teaching effectively stimulates pupils of all abilities to work independently. These lessons successfully motivate and challenge the more able and offer opportunities for all pupils to assess their own learning against set objectives. In the few lessons where teaching is less effective, teaching lacks pace and learning tasks do not consistently meet the needs of all pupils. On occasions lessons are over directed and, as a result, opportunities are missed for pupils to develop individual learning styles.

Teachers provide good feedback to pupils. Marking is regular and written comments in pupils' books are supportive. This helps pupils to understand what they need to do in order to improve their work.

Pupils' progress is carefully tracked across the school. As a result teachers have a good understanding of pupil progress. The information is used effectively to identify and support pupils at risk of under achieving. Reports to parents are informative and indicate what pupils need to do to improve in the core subjects.

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

Effective arrangements are in place to support pupils' health and wellbeing and these arrangements support their learning effectively. Pupil representation through the Health Group is particularly effective in ensuring pupil involvement.

Learning experiences effectively promote pupils' personal, moral, social and cultural development.

The school liaises effectively with specialist agencies and makes good use of professional support for example Educational Psychologist; Traveller Support Service, for individuals and groups of pupils.

The school has procedures and an appropriate policy for safeguarding.



The school provides good support for pupils with additional learning needs. Appropriate procedures are in place to identify pupils who may have specific needs and effective intervention strategies are in place to support these pupils. Levels of support are determined according to need and the impact of specific programmes such as 'catch-up' are measured and monitored against clear success criteria. Parents of identified children are involved throughout the process and meet with the Additional Learning Needs Coordinator (ALNCo) and special education needs teacher (SEN) to discuss their child's progress and to review Individual Education Plans (IEPs).

### **Learning environment: Good**

The school provides a safe, secure and inclusive environment for all pupils. A caring ethos is immediately evident and reflected in all the school's activities. At the meeting parents were very complimentary about the way older pupils care for and support the youngest at lunch time.

The school's policies for Equal Opportunities and to prevent bullying, sexism and racism are implemented consistently. Pupils confirm that the very rare instances of bullying are dealt with effectively.

The school has taken reasonable steps to ensure that pupils with disabilities do not suffer less favourable treatment compared to other pupils.

The accommodation provides a colourful, stimulating learning environment which reflects the high expectations evident in the school. Classrooms are well equipped and all pupils have access to computers and interactive whiteboards, which are used well to support learning. The extensive and well maintained school grounds provide all pupils with good access to adventure equipment, a conservation area and a playing field. Full use is made by pupils in the FP of the colourful, outdoor learning area which is directly accessible from all FP classrooms.

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

The management team and governing body share a common sense of purpose and direction. They have a clear vision and commitment to provide all pupils with the best opportunities for learning. This has a positive effect on the ethos of the school.

All members of staff have clear job descriptions and are fully aware of their roles and responsibilities. Performance management arrangements are well-established and they are carried out efficiently. Regular staff meetings provide very good opportunities for all to discuss progress, acquire new skills and to reflect on and share good practice.

Governors fulfil their statutory obligations and support the school well. They are well informed about pupils' performance and how this compares with the performance of pupils in similar schools. This is helping them to develop their role of challenging and supporting the school effectively as 'critical friends'.

The school is receptive to new ideas and is very keen to seek new and innovative ways to improve its provision. The school is very proactive in extending pupil participation through the School, Eco and Health Councils.

### **Improving quality: Good**

The process of self-evaluation and development planning overall is good. There is a clear whole-school approach to self-evaluation which draws on a range of purposeful information. A self-critical and supportive culture is well established to improve outcomes and wellbeing. It involves thorough evaluation and monitoring of data with careful consideration of trends and progress over time. Other successful monitoring activities include, lesson observations, scrutiny of pupils' work and talking to pupils, parents and other interested parties. Pupils' views are sought through the school councils and are seriously considered and respected and, as a result, pupils are developing confidence in presenting ideas and influencing changes. These approaches result in the school having a good understanding of its strengths and areas for development.

Priorities in the school development plan (SDP) are agreed following careful audits and analysis of available information. A three-year summary plan of priorities has been agreed which clearly sets out the strategic direction of the school. Priorities in the SDP for 2011-12 are mainly focused on improving provision but, do not focus sufficiently on improving pupil outcomes. The link between the self-evaluation process, priorities in the SDP and what it is the school expects pupils to be better at is not always clear.

The effective professional learning community within the school and beyond enables staff to develop and share their professional knowledge purposefully and successfully. This has a positive impact on quality and standards.

The school has made good progress in addressing the recommendations from the last inspection.

### **Partnership working: Good**

The school works very effectively with a good range of partners. It has strong links with the community and good liaison and communications with parents/carers. The school works effectively with a range of agencies enabling members of staff to deliver effective support that improves pupils' learning experiences and wellbeing.

There are good partnerships within the local family of schools. The moderating of pupils' work in English, mathematics and science provides a better understanding amongst teachers of assessment methods and standards of achievement. They use these to good effect. Planning meetings with the local high school eases the transition of year 6 pupils effectively.

## **Resource management: Good**

All teachers have good subject knowledge and expertise to teach the curriculum. They make effective use of their planning, preparation and assessment time.

A particularly good feature of this school is the effective way in which support staff and volunteers are valued, trained and deployed to support groups of pupils.

Throughout the school there is a good range of quality resources that are used well to support teaching and learning. Very good use is made of all the available space. The school has appropriate strategies and processes to meet the statutory requirements of the National Agreement on 'Raising Standards and Tackling Workload'.

The link between priorities for improvement and spending is clear. A good example of this is the investment the school has made in purchasing electronic whiteboards for each classroom.

There is a robust and efficient management of the school's budget. The school's budget is used to good effect to enhance provision. In view of this and the outcomes achieved, the school gives good value for money.

## Appendix 1

### Commentary on performance data

#### Analysis of data

Overall results show that in 2011 the school attained higher than the average for both Wales and the local authority.

In key stage 1 in 2011, when compared to schools with a similar percentage of free school meals, St. Peter's was in the top 50% for English and mathematics but in the lower 50% in science. The percentage of pupils attaining the higher level 3 in English is amongst the highest in the family. It is in line with the family average in mathematics but below average in science.

Over the past four years trends show that generally the school performs well and is most often in the top 50% of similar schools. During this time performance at the higher level 3 has improved and has been above the average for Wales, the local authority and similar schools for the last two years.

End of key stage 2 assessments in 2011 place St Peter's in the top 50% in English and mathematics but in the lower 50% for science when compared to similar schools. The percentage of pupils attaining the higher level 5 is above the family averages in all three subjects. In mathematics, it is the highest in the family.

Over the past four years the school's performance at key stage 2, at the expected level, is consistently above the averages for Wales and the local authority and is generally above the average for similar schools. The percentage of pupils attaining the higher level 5 in English is consistently in the top 50% of similar schools. In mathematics St. Peter's has been in the top 25% in three of the last four years. Pupil attainment at the higher level in science is not as good.

In key stage 1 boys generally do better than girls. For the past two years boys outperformed girls in all three subjects except at the higher level in English. In key stage 2, girls generally do better than boys at the higher level. Although boys did better than girls in 2011 at the expected level, girls did better than boys in all three subjects at the higher level.

Scrutiny of pupils' work and evidence from classroom observations fully support these judgements.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Twenty-six parents completed the questionnaire. Twenty-one added written comments. The majority are positive and express overall satisfaction with the school. A few expressed concerns mainly about the progress their child is making, the school's response to individual needs and a perceived lack of consistency in provision.

All parents:

- say that their child likes school;
- consider that staff treat all pupils fairly and with respect;
- think their child is encouraged to keep healthy and to take regular exercise;
- think their child is safe at school;
- think that their child is helped to become more mature to take on responsibility; and is being well prepared for moving on to the next stage of his/her education.

Nearly all parents:

- believe that the school is well run;
- feel their child was helped to settle in well and think pupils are well behaved;
- consider that teaching is good and that staff expect their child to work hard and do his or her best;
- feel comfortable about approaching the school with any suggestions or problems; and
- believe there is a good range of activities provided.

Whilst many parents express overall satisfaction with the school, a few are concerned about:

- the progress their child is making at school and that the homework given does not build well on what their child learns at school;
- that they are not kept well informed about their child's progress;
- the additional support their child receives in relation to any particular individual needs; and
- that they do not understand the procedures for dealing with complaints;

#### Responses to learner questionnaires

One hundred and two key stage two pupils completed the questionnaire.

All pupils:

- say they feel safe in school; and
- say they know who to ask if they find work hard.

Nearly all pupils:

- consider the school deals well with any bullying;
- say they know who to talk to if they are worried or upset;
- think they learn to keep healthy;
- believe they have plenty of opportunities for regular exercise;
- feel they are doing well at school;
- think they are helped to learn and to make progress;
- consider that homework helps them to improve;
- think they have enough books and equipment; and
- feel pupils behave well at playtimes and lunch time.

A few pupils:

- do not think that all children behave well so that they can get their work done.

## Appendix 3

### The inspection team

Mr Goronwy Morris	Reporting Inspector
Mr Merfyn Lloyd Jones	Team Inspector
Mr Kerry Jones	Lay Inspector
Mrs Margery Brown	Peer Inspector
Mrs H Pritchard	School 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))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

## Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Key stage 1	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