



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

A report on

**Eyton CIW Voluntary Controlled Primary School
Bangor Road
Eyton
LL13 0YD**

Date of inspection: October 2017

by

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

About Eyton CIW Voluntary Controlled Primary School

Eyton Church in Wales Voluntary Controlled Primary School is in the village of Eyton, near Wrexham, which is the local authority. Currently, there are 62 pupils on roll, aged from three to eleven, including four nursery children who attend part-time. There are three mixed-age classes at the school.

About nine per cent of pupils are eligible for free school meals. This is well below the national average (19%). Most pupils are of white British ethnicity. No pupils speak Welsh at home.

The school identifies that around 11% of pupils have additional learning needs. This is well below the national average (21%).

The headteacher took up her post in January 2017. The school's previous inspection was in July 2012.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Most pupils make good progress in line with their abilities, although boys tend to perform less well than girls in key stage 2. Nearly all pupils have very positive attitudes to their work and develop well as resilient learners. They behave very well in classes and around the school. Most pupils develop their numeracy and information and communication technology (ICT) skills well across the curriculum. Many pupils write effectively for a broad range of purposes. Most teaching is good and staff provide a broad, rich and engaging curriculum. The quality of care, support and guidance for pupils is good. The recently appointed headteacher provides strong leadership and has a clear vision for improvement. Other members of staff and the governing body support her well. Rigorous self-evaluation and development planning procedures ensure that the school continues to improve. The school manages its resources efficiently.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Improve the quality of pupils' spelling and punctuation in key stage 2
- R2 Ensure that all teachers provide written feedback to pupils that helps them to improve their work
- R3 Reduce the relative underperformance of boys in key stage 2, compared to that of girls
- R4 Provide greater opportunities for pupils to develop and use their Welsh language skills

What happens next

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

Main findings

Standards: Good

Most pupils enter school with levels of skills, knowledge and understanding that are broadly in line with those expected of pupils of a similar age. While at school, most pupils, including those with additional learning needs, make good progress. At the end of key stage 2, girls attain consistently higher than boys.

In all classes, nearly all pupils listen attentively to their teachers. In pairs and small groups they listen carefully to one another, sharing ideas and opinions fairly.

In the foundation phase, many pupils make good progress in learning to read. They use their knowledge of letters and sounds effectively to sound-out unfamiliar words and correct themselves when they make an error. More able pupils read with confidence, accuracy and good recall of parts of the story they have read previously. All talk enthusiastically about their favourite books clearly and with good expression. They visit the school's library frequently and use the colour-coded index to locate books quickly and easily.

In key stage 2, nearly all pupils read aloud clearly and with lively expression. They give concise summaries of the book's plot and make sensible predictions as to how the story might end. Most are beginning to use inference and deduction to add to their reading. For example, when they read that "Everything seemed peaceful that night ..." they infer that an unpleasant incident is about to occur. Most speak knowledgeably about different genres of books and express preferences for mysteries and adventure stories, for example. Most pupils in Year 6 locate information in non-fiction books quickly. They use an index and skimming and scanning skills to read the appropriate pages efficiently.

Many pupils in the foundation phase write neatly. They form letters correctly and pay good attention to their size and spacing. Many are careful to include full stops and capital letters in their sentences. Many pupils spell common words correctly and make sensible approximations of more difficult ones. Across the curriculum, they write in a number of different styles. For example, they design posters describing a lost cat, write lists of road safety rules and recount the story of Moses and the plagues of Egypt. Many use interesting adjectives well in their poems about the Rainbow Fish.

Most pupils in Year 6 write legibly using a cursive script. They present their work acceptably. They choose their words carefully when writing and include such techniques as alliteration, and use effective similes and metaphors to add colour to their writing. However, the accuracy of pupils' spelling and punctuation by the end of key stage 2 is generally below expectations. Many pupils apply their literacy skills across the curriculum at a similar level to their English lessons. Overall, most write well for a range of purposes, adapting their style appropriately to suit their intended audience. Many write at length frequently and show a secure awareness of how to structure their writing. For example, in their study of African rainforests, they use a firm yet polite tone when writing a letter of complaint to the head of a logging company. When writing diary entries as a member of Scott's Antarctic expedition,

they show empathy in describing the hardships endured by the party. Pupils write in Welsh mainly to practise sentence patterns; they rarely write independently. Generally, pupils do not read Welsh texts with appropriate fluency. In key stage 2, many pupils use familiar Welsh vocabulary relating to foods and pastimes competently in basic sentence patterns that they practise regularly. However, the range of sentence structures they use is narrow. Very few pupils engage in simple conversations confidently.

In the foundation phase, most pupils make strong progress in acquiring mathematical skills. They develop a sound understanding of number, shape and measures. Most pupils in the foundation phase use their mathematics skills suitably in other areas of learning. For example, they share pirates' treasure equally and use co-ordinates on their desert island maps. They measure parts of the church carefully, using a metre stick.

In Year 6, most pupils make good progress in mathematics. The majority have quick recall of times tables and number facts and use rounding up effectively to perform mental calculations accurately. Many pupils solve problems that involve more than one operation. For example, they calculate the cost of fitting carpets in different rooms in a house. More able pupils calculate the areas and circumferences of circles. Many pupils use their numeracy skills effectively in many areas of the curriculum. For example, in their topic on the Victorians, they carry out calculations using pre-decimal money and draw an accurate graph to show how a village's population has changed since the 1880s. In their topic on the human body, they show the relative proportions of arms, legs, spans and cubits in various graphs.

In the foundation phase, many pupils use commercial word processing software competently to write accounts of their visit to Chester Zoo. Using the internet, they research a website to find how animals move and what they eat and use cutting and pasting skills confidently to create harvest pictures and make sets of instructions to drive a toy robot around a pre-set course. In key stage 2, most pupils develop their independent ICT skills well. Pupils log into their individual internet account confidently and select from a suite of programmes that enable them to present information and data in a variety of ways. In Year 6, pupils use formulae in a spreadsheet successfully when comparing the perimeters and areas of rectangles.

Wellbeing and attitudes to learning: Good

Nearly all pupils enjoy learning, are eager to contribute during lessons and concentrate well. They work successfully with others in pairs and in groups. They persevere when they find tasks challenging and use their skills effectively in unfamiliar situations. The standard of behaviour is consistently high during lessons and around the school. Pupils show care and respect to other pupils and to adults. They engage regularly in the assessment of their work and that of others. They use the information well, together with their individual targets, so they have a clear understanding of how well they are doing and what they need to do in order to improve.

All pupils play a full role in the life of the school, for example by helping to formulate the school's new code of conduct. The school council and eco committee have taken a leading role in developing the outdoor provision. Consequently, pupils take pride in

the outdoor areas and ensure they remain well cared for. Most pupils are actively involved in deciding what they would like to learn through posing interesting questions and ideas related to their topic or a 'big question'.

Pupils across the school undertake a wide range of responsibilities conscientiously and with maturity. For example, Year 6 pupils act very effectively as library monitors, and eCadets support other pupils well when they present information about on-line safety. Pupils with additional learning needs were involved in the interview process for a teaching assistant who was appointed to deliver their support sessions. At a recent charity coffee morning, pupils took responsibility for publicity, making cakes and collecting donations.

Most pupils make good use of opportunities to engage in learning outside lessons. They develop their reading skills effectively through participating in a rugby reading challenge and making regular use of the school library. Pupils develop a good understanding of the local community when they create a wildflower garden at the church. Key stage 2 pupils have a good understanding of issues related to the wider world as the result of their extensive work on the impact of deforestation. They work collaboratively with another school in Wales to establish links with a school in Uganda.

Nearly all pupils understand the importance of eating healthily and taking regular exercise. Most are very active during break times, taking full advantage of the extensive supply of play equipment. Many participate in after school sports clubs, including golf and multi-sports. They show a sound understanding of how to stay safe, including when they use the internet. Rates of attendance are high and nearly all pupils arrive punctually at the start of the school day.

Teaching and learning experiences: Good

Overall, the quality of teaching is good. All teachers and teaching assistants build positive working relationships with pupils, so that they feel safe, secure and eager to learn. All teachers set high expectations. They challenge pupils of all abilities to achieve highly and become confident, independent learners. Teachers plan and deliver interesting lessons that engage pupils and excite their curiosity. They set clear learning objectives for their lessons and, in the most effective cases, encourage pupils to consider their own criteria for success. Most lessons enable pupils to use and extend their literacy and numeracy skills, and many lessons also promote pupils' ICT skills well.

In nearly all lessons, teachers give helpful oral feedback to pupils. This helps pupils to understand new ideas clearly, and enables staff to judge pupils' understanding. However, in key stage 2, the effectiveness of teachers' written comments is inconsistent. For example, in around half of cases, they do not indicate clearly how the pupil might improve in the future. Teachers plan together to provide an imaginative curriculum that builds on pupils' prior learning well and meets the needs of pupils of all abilities. The curriculum is broad and balanced, and meets statutory requirements. The curriculum is organised systematically to ensure that activities are purposeful and appropriate to pupils' age and ability. Teachers ensure that, across the age range, many pupils contribute effectively to how and what they learn. For example, a thinking circle in the early years class gathers pupils' ideas and thoughts.

A revised planning format places literacy and numeracy and ICT at the centre of the school's provision. Consequently, pupils are encouraged to develop their literacy and numeracy skills in a wide variety of meaningful contexts and to develop as confident, independent learners. This is successful in topic work, which engages the pupils and impacts well on standards of learning. For example, the Rugby Reading Challenge improved many boys' engagement with reading, while the Greentime rainforest project enables pupils to develop their literacy, numeracy and ICT skills by studying an important global issue. The school promotes pupils' creative development well; music is a strength of the school. The school adapts the curriculum well to meet the needs of pupils with additional learning needs, and this helps them to do well. A strong team of staff plans well-targeted support for identified pupils carefully, and appropriate targets, and puts individual educational plans in place to evaluate progress.

A broad range of educational visits enriches pupils' learning experiences successfully. For example, visits to an outdoor pursuits centre and the local museum enhance pupils' knowledge and skills and effectively promote their enjoyment of learning. Visits to the locality and visitors to the school extend pupils' experiences. For example, the local police officer works regularly with pupils to raise their awareness of safety issues.

Most teachers use the Welsh language during registration and giving basic commands. However, staff give few opportunities for pupils to use their Welsh language skills outside of Welsh lessons. Staff provide a good range of opportunities for pupils to learn about the history and culture of Wales, including St David's Day celebrations and studies of Erddig.

Teachers use the outdoor areas effectively with pupils of all ages, including the forest school and garden, to promote their understanding and appreciation of the natural world and the locality. For example, pupils in key stage 2 enjoy gardening and supply produce to the school kitchen.

Appropriate and relevant foundation phase experiences provide good opportunities for pupils to develop their own learning through play-based activities. This ensures that pupils develop their social skills and become confident, independent learners in readiness for key stage 2.

Care, support and guidance: Good

The school provides a warm, caring environment with a family atmosphere. All staff know the pupils well and use their knowledge effectively to provide them with strong personal support. The school's ethos supports pupils effectively in developing their social and moral understanding. The importance of honesty, fairness and treating all people equally is embedded in the life of the school.

The school maintains a detailed whole-school record to track and monitor pupils' progress rigorously. Staff use the information well to set challenging targets for each pupil and to identify pupils who would benefit from additional support or challenge. They monitor standards and provision systematically through learning walks and the regular scrutiny of pupils' work. Pupils and governors participate regularly in learning walks and make a valuable contribution, such as in evaluating pupils' enthusiasm for

learning. The information gained from monitoring is used well, particularly in establishing consistent working across the school in many aspects of learning and provision. Staff have worked with teachers from other schools and advisory staff to ensure accuracy in the levelling of pupils' work.

The school has a strong partnership with parents and keeps them well informed through weekly newsletters and the school website. Parents receive text alerts when something new is posted online. Staff work effectively to involve parents in their child's learning. The introduction of sharing time benefits parents, and enables pupils to share their work with them. Regular opportunities for parents to visit school include the Eyton proms and strawberry tea to listen to music performed by the pupils; and an eisteddfod where pupils present their extended writing. The school arranges projects for parents and their children to work together. For example, for the recent summer holiday project, pupils and parents built soapbox go-karts at home and brought them to school for a grand parade.

Staff provide highly effective support for pupils with additional needs. The ongoing monitoring of pupils' progress ensures that staff identify additional needs at an early stage. Staff use an extensive range of support systems, carefully matched to each pupils' needs. They ensure that small group or individual sessions are lively and presented with an element of fun, particularly using carefully prepared games. Consequently, pupils enjoy the sessions and nearly all achieve the targets set in their individual education plans.

Staff make good use of external specialist agencies to provide strong support for pupils, including those with social and emotional needs. Pupils' personal development is supported well through planned times allocated to specific areas including anti bullying week, 'Show Racism the Red Card' day and safer internet days. The school ensures that pupils are made aware of external support services including the NSPCC, ChildLine and the police.

The school makes good provision for developing pupils' cultural awareness, particularly through performances in school and the local church. The school's approach to developing pupils' musical experience is a particular strength of the school and enables them to use their imagination creatively. Pupils' spiritual development is supported through the whole school ethos and regular opportunities for reflection, particularly in the outdoor reflection area.

The school provides good opportunities to develop pupils' awareness of the importance of a healthy lifestyle. There are appropriate arrangements to promote healthy eating and drinking. Specific areas of the curriculum develop pupils' awareness of safety issues successfully, including a safety week every summer and kerb craft sessions. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

Since her recent appointment, the headteacher has quickly established a clear vision for the future direction of the school. Central to this vision is a determination to secure the highest standards of wellbeing and achievement for all pupils. The small team of staff works closely together to support her well. This ensures an atmosphere

in which all pupils feel happy and safe and are eager to succeed. Staff are forward-looking and support the headteacher's clear strategic approach, anticipating forthcoming curriculum reforms.

The school's governing body is increasingly effective in supporting the headteacher's vision and in holding the school to account. Members know the school well from the headteacher's detailed reports and through regular contact with staff and pupils. Governors fulfil their statutory duties effectively.

The headteacher and staff evaluate many aspects of the school's life and work thoroughly. They use a good range of reliable, first-hand information from many sources to compile a detailed self-evaluation document. This clearly identifies the school's strengths and opportunities for improvement. Leaders use this information to prepare a development plan that focuses appropriately on a manageable number of priorities. Within each priority, leaders plan a number of tasks and actions. Each of these describes costs, responsibilities, timescales and measurable success criteria. Each member of staff takes responsibility for one of the key priorities and this helps to ensure that all staff work purposefully together to secure the desired improvements. The school has a sound track record of raising standards. For example, previous action plans have brought about notable improvements in standards of numeracy and ICT.

The school is developing well as a professional learning community. Both the school development plan and the rigorous programme of performance management identify staff training needs. For example, staff participation in training events has contributed to improvements in reading across the curriculum and in extended writing in key stage 2. Staff share their training experiences effectively during staff meetings. This contributes well to improved provision for pupils with additional learning needs, for example.

The school deploys its resources efficiently. There are enough teachers and teaching assistants to deliver the curriculum and to meet the needs of pupils with additional needs. The headteacher and governing body manage the school's finances well and ensure that improvement priorities are funded adequately, while maintaining a suitable level of reserves. There are enough resources of good quality to support teaching and learning. For example, the well-stocked library is used well by nearly all pupils and the recently improved stock of computers has contributed strongly to improvements in pupils' ICT skills. The school uses the pupil development grant efficiently to support pupils who are eligible for free school meals.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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