



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

A report on

**Rhosddu Primary School
Price's Lane
Rhosddu
Wrexham
LL11 2NB**

Date of inspection: April 2019

by

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

About Rhosddu Primary School

Rhosddu Primary School is in the town of Wrexham, in Wrexham local authority. There are 288 pupils on roll between the ages of 3 and 11, which includes 32 part-time nursery pupils that attend either the morning or the afternoon sessions. The school has six single-age classes and five mixed-age classes.

The three-year average for pupils eligible for free school meals is around 17%. This is similar to the national percentage of 18%. Around a quarter of pupils speak English as an additional language and no pupils speak Welsh at home. A minority of pupils come from an ethnic minority background.

The school has identified around 10% of its pupils as having additional learning needs, which is well below the national percentage of 21%.

The headteacher took up her post in September 2011 and the school was last inspected by Estyn in October 2011.

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

During their time at the school, many pupils develop successful communication skills in English and make good progress in their oracy, reading and writing. Many pupils develop effective numeracy skills and they are confident when using information and communication technology (ICT) equipment.

Teachers and teaching assistants care for the pupils well and they provide them with beneficial support and guidance. Most pupils appreciate the way in which staff support their needs and develop their interests. As a result, most pupils feel safe and content at school, caring for each other thoughtfully and respecting adults very well.

The headteacher manages the school well and she works very closely with a reliable management team in order to develop the provision and improve pupils' outcomes. The headteacher works closely with governors to promote positive experiences for pupils through interesting learning opportunities and sound teaching practices. They also use the budget wisely to maintain effective provision.

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 pupils' use of Welsh in everyday activities
- R2 Challenge pupils, especially the most able, to use the full range of their skills consistently well during lessons
- R3 Ensure that independent tasks for foundation phase pupils are purposeful and enable pupils to practise their skills and further their knowledge and understanding
- R4 Use the findings of self-evaluation processes more effectively to identify the most important areas for improvement

What happens next

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

Main findings

Standards: Good

A majority of pupils start school with communication skills that match the expected standards for their age. During their time at school, many pupils develop and use effective literacy, numeracy and ICT skills. Pupils with additional learning needs make good progress against their personal targets. Nearly all pupils who have English as an additional language achieve well across all areas of the curriculum. However, in both the foundation phase and key stage 2, more able pupils do not progress well enough.

Most pupils speak and listen purposefully. Many understand that listening attentively to adults and each other contributes beneficially to their learning. Most pupils talk eloquently about their work. For example, foundation phase pupils discuss how to sequence their actions thoughtfully when planting sunflower seeds in containers, and they make appointments in a role-play doctor's surgery confidently. In key stage 2, most pupils communicate effectively, such as when they recall the defeat of the Spanish Armada during Tudor times. Additionally, many older pupils use sophisticated language intelligently to explain the impact of discrimination and rationing during the Second World War.

Many pupils develop effective reading skills. By the end of the foundation phase, many pupils read a range of texts successfully. They use phonic strategies sensibly to build and pronounce unfamiliar words accurately. Many pupils discuss the content of their books purposefully and respond sensitively to the traits of specific characters, such as a cunning fox. Many pupils in key stage 2 read carefully and articulately. They engage well with fiction and factual books, and use internet research extensively, such as investigating the artistic style of famous British artists, and stories from Greek mythology. As a result, they practise their higher order reading skills regularly to discover information from different sources effectively.

Many pupils write perceptively for different purposes and in a range of contexts. Many foundation phase pupils write well, including accounts of the different lifestyles of town and country mice, and instructions on how to create homes for tortoises. In key stage 2, many pupils write meaningfully for a wide range of purposes. For example, they describe thoughtfully, in diary form, the life of evacuees in rural North Wales, sent from Liverpool during the Second World War. They also record their predictions and conclusions diligently when investigating the effect of friction and forces on margarine tubs. However, the extended and creative writing of many pupils, particularly the most able, does not reflect the full range of their skills.

Many pupils make appropriate progress in developing their Welsh oracy skills. By Year 2, many use suitable phrases occasionally in everyday situations. In key stage 2, many pupils answer with satisfactory responses when prompted by teachers. However, nearly all pupils lack confidence during discussions and their reading and writing in Welsh is adequate.

Many pupils develop good numeracy skills. They apply their previous knowledge to new situations across the curriculum effectively. A good example is how foundation

phase pupils record temperatures during morning and afternoon sessions and compare the differences confidently. They also use numeracy skills effectively to discover how many farm animals live in a field, by matching different heads and feet together.

Many pupils in key stage 2 apply their numeracy skills robustly to solve problems successfully. They use data accurately and present it in various forms purposefully. Many older pupils use different graphs to convey scientific information effectively. For example, they create scatter and line graphs to determine a link between pupils' arm spans and their height, and how exercise affects heart rate. They also use co-ordinates well to plot shapes in four quadrants, and manage a bank account purposefully to account for wages, direct debits and overdrafts.

Most foundation phase pupils use ICT equipment confidently. For example, they code electronic toys to travel around a farmyard, and create animated flower pots that explain how they are made. Many pupils in key stage 2 demonstrate effective ICT skills. They apply their skills and select appropriate methods to present their work purposefully, such as using a green screen to re-tell traditional tales. They use databases to record information linked to a topic on European countries well and create sorting activities to identify different creatures effectively. In addition, most pupils use secure passwords, in school and at home, to access online tasks safely.

Wellbeing and attitudes to learning: Good

Nearly all pupils listen to the views of others sensibly, respond maturely to each other and express their opinions clearly. Most pupils feel safe and know with whom to talk if anything is worrying them. Most are caring towards each other, sympathise with their peers' concerns sensitively, and behave well. For example, they use part of the outdoor area well to respond to pupils' worries on the playground, by sharing each other's concerns. Additionally, they are happy to discuss any apprehensions with members of staff and are confident that adults listen to them.

Most pupils across the school have positive attitudes to learning. They listen attentively to teachers' instructions and concentrate well on their work during lessons. Most pupils work productively as individuals, in pairs and in groups. They are enthusiastic learners and apply themselves confidently to new experiences. For example, older pupils demonstrate a firm understanding of the horror of the Blitz, when studying the Second World War, and empathise maturely with the plight of others.

Most pupils understand how to keep healthy and safe and they talk confidently about making sensible lifestyle choices. They demonstrate a sound knowledge of foods that are good for you and discuss intelligently the importance of shopping wisely for their families. Nearly all pupils understand the importance of physical activity in looking after their bodies, especially their hearts. They embrace opportunities to take part in physical activities and to play games at lunchtimes and in after school clubs. This includes tennis, football and netball activities, which help them to improve their health and wellbeing.

Pupils with additional responsibilities, including the school council, digital champions, the eco-council and the sport council, contribute well to the life of the school. Nearly

all pupils appreciate these opportunities and value greatly the impact of their contributions to school life and the wellbeing of others. As a result, nearly all pupils feel proud of their achievements, such as addressing and improving issues of boisterous play on the school yard.

Nearly all pupils, in line with their age, understand the importance of online safety. They understand, and explain frankly, the potential risks of using the internet and social media carelessly. The e-safety leaders play an important role in teaching and explaining this to their peers, which includes leading class and whole school assemblies.

Most pupils are tolerant and sensitive to the needs and aspirations of other pupils, who are similar to, or different from themselves. They know about the characteristics of disadvantaged countries that are suffering due to war, famine or drought. As a result, most have a sound awareness of fairness and the importance of equal opportunities. Many pupils talk passionately about the importance of looking after the planet carefully. For example, they have a thorough understanding of the impact of deforestation on the world's eco-systems.

Most pupils develop a good appreciation of the importance of global citizenship, and a strong awareness of social and moral values. As a consequence, they understand the differences between right and wrong and articulate their opinions clearly. For example, older pupils in key stage 2 compare sensitively the similarities between the difficulties faced by refugees in the Second World War and those of the present day. As a result, older pupils understand clearly that kindness, co-operation and compassion are essential in a tolerant society.

Overall, rates of pupil attendance compare favourably with those of similar schools over time and nearly all pupils attend school punctually.

Teaching and learning experiences: Good

The school provides a broad and balanced curriculum that engages the interest of nearly all pupils effectively. Teachers plan a good variety of tasks as part of interesting themes, which promote learning and enhance pupils' understanding successfully.

Teachers plan well to develop pupils' literacy and numeracy skills, through purposeful cross-curricular themes. This ensures good opportunities for pupils to apply their skills well across the curriculum. For example, in the foundation phase pupils write prayers for their pets and in key stage 2, pupils write a secret war diary. As part of 'Operation Dynamo', teachers encourage pupils to calculate the number of vessels needed by Winston Churchill's admirals to evacuate stranded servicemen from the beaches of Dunkirk.

Teachers provide good opportunities for pupils to develop their ICT skills in realistic contexts. For example, they provide stimulating opportunities to create databases and complete coding tasks. As a result, pupils use software intelligently to perform accomplished presentations on the Spanish Armada and Welsh myths and legends.

The provision to develop pupils' Welsh language skills across the school is good, and staff promote an understanding of the culture of Wales well. The use of visitors and visits enrich pupils' learning effectively. Effective examples include visits to science museums to support their understanding of scientific topics and opportunities to become Second World War evacuees for a day to enhance their empathy towards changes in people's lives as a result of wars. The school celebrates the culture and heritage of Wales well, for example through studying local castles and researching the work of famous artists, such as Sir Kyffin Williams. Nearly all members of staff use Welsh commands and phrases effectively and lessons link well to pupils' everyday lives, such as their families and homes. The school has a range of colourful displays to encourage the use of Welsh outside the classroom and the 'Criw Cymraeg' promote the language actively, using phrases of the week. However, even though the provision is effective, pupils lack the confidence to use Welsh around the school.

Teachers and teaching assistants manage behaviour effectively and establish very good working relationships with pupils. As a result, nearly all pupils are very well behaved and ready to learn at the beginning of each lesson.

Teachers follow the principles of the foundation phase well and, alongside teaching assistants, deliver varied and stimulating opportunities to learn indoors and in the outside environment. For example, they provide valuable opportunities for pupils to plant and care for vegetables, which they sell to parents over the summer months. Teachers deliver interesting activities for pupils to use their skills creatively, such as establishing attractive areas to participate in role-play activities to improve their oracy and social skills. For example, pupils embrace the role of 'doctor' and 'patient' in the role-play surgery. However, teachers do not monitor the learning environment well enough to encourage pupils to remain on task when working independently in the foundation phase. As a result, many pupils do not learn productively during continuous and enhanced activities.

In key stage 2, most teachers use a good variety of teaching styles effectively when delivering lessons. They use a skilful range of questioning to challenge pupils' thinking and to develop their responses and ideas purposefully. In many classes, teachers are enthusiastic and engage pupils effectively. Many lessons include stimulating experiences and challenges that build well on pupils' previous learning. However, in a few classes, the slow pace of presentations limits opportunities for pupils to start their work promptly, use the full range of their skills effectively and achieve highly, especially the more able.

Most teachers use a range of assessment for learning procedures effectively. They provide pupils with good opportunities to assess their own work, which strengthens their understanding of how to make improvements. Teachers' feedback celebrates pupils' successes and provides constructive suggestions about how they can improve their work.

Care, support and guidance: Good

The school is a caring community and it provides effective support and guidance for its pupils. Staff create an inclusive atmosphere and this positive ethos is evident throughout the school. This enables most pupils to flourish, to develop their self-confidence and to take pride in their achievements.

Teachers and teaching assistants know the pupils well and respond sensitively and effectively to their emotional and social needs. The supportive culture and good provision enable most pupils to develop positive attitudes to learning and effective co-operation and social skills. The very good and courteous behaviour of nearly all pupils reflects this well.

Arrangements to track and monitor pupils' progress and wellbeing are effective. Senior managers use this information well to provide good quality support for most pupils as their needs arise or change. Staff identify pupils' additional learning needs at an early stage and produce beneficial education plans to enable them to make good progress in their learning. The school co-ordinates provision for pupils who need additional support successfully. It targets individual needs accurately and accelerates learning purposefully. Skilled teaching assistants deliver a broad range of effective intervention programmes and class-based support, which improve pupils' skills effectively.

The school works well with parents and carers, developing strong partnerships that benefit pupils' learning. The robust working relationships with a range of other agencies support pupils and staff well. This includes speech and language programmes for pupils and training courses for staff. As a result of this, nearly all targeted pupils make good progress and achieve their personal goals.

The school promotes pupils' spiritual and moral development well by providing valuable daily opportunities to reflect and share their experiences. For example, they discuss friendship during assembly, which supports every day relationships around the school purposefully. Staff foster pupils' understanding of different countries and cultures effectively. They promote pupils' understanding of the importance of values such as tolerance and the entitlement to be free of harassment and discrimination successfully. A good example is the opportunities for older pupils to discuss the human rights of the Jewish community during their studies of the Second World War.

Pupils benefit from worthwhile social experiences that broaden their knowledge and understanding. The school's effective personal and social education programme helps to promote and encourage values such as honesty and fairness and develop resilience and tolerance amongst pupils. The school provides a wide range of sporting and other activities, which enrich pupils' learning experiences. These include after school clubs that are open to all pupils from Reception to Year 6, such as boccia, film club, outdoor learning and chess, which supports the development of their social skills effectively.

The school provides valuable opportunities to learn about the world of work, including career guidance from a range of visitors. For example, a barrister, a road safety officer and an architect talk to pupils about their professions and the skills necessary to be effective in their roles. This helps to raise pupils' aspirations.

Pupils have worthwhile opportunities to explore outside of their local area. For example, Year 6 pupils attend a residential outdoor adventure centre, where they take part in a range of physical and team building activities, such as canoeing. Beneficial partnerships exist with other schools within the local cluster and local authority. This ensures a smooth transition for pupils to their chosen secondary school at the end of Year 6.

The school has appropriate arrangements to promote healthy eating and drinking and staff encourage pupils to participate in regular sporting activities effectively. As a result, most pupils understand that eating fruit and vegetables is better for their bodies than snacking on chocolate and sugary foods. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher manages the school effectively. She promotes positive professional values and behaviours and this helps to create a purposeful learning organisation. In co-operation with the supportive management team, she focuses directly on improving provision, to improve pupils' standards and wellbeing. This leads to a safe and inclusive ethos across the school, which ensures that many pupils achieve well in a caring environment. As a result, the school provides a solid start for pupils, which allows them to learn productively.

The school has an effective staffing structure with clearly defined roles, expectations and responsibilities for all staff. The headteacher schedules management sessions and planning, preparation and assessment periods wisely. There are effective procedures for managing the performance of teachers and teaching assistants. These link directly with the school's priorities and address the staff's personal development needs well. For example, they are targeting pupils' oracy skills and trying to provide effective feedback to pupils to support their learning.

There are efficient self-evaluation processes in place, which follow an annual monitoring cycle. The processes are sound and based on a wide range of first-hand evidence. The systems to improve quality include listening to pupils, lesson observations, scrutiny of pupils' work and a thorough analysis of assessment data. They use this information appropriately to identify a manageable number of suitable priorities, set against realistic timescales, which includes reviewing pupils' literacy standards. However, leaders do not use the findings of self-evaluation processes well enough to target the most important areas for improvement, even though the school is aware of the need to develop these essential areas further. As a result, priorities in the improvement plan do not match the most important needs of the school.

Governors provide purposeful guidance and set effective challenges for the school to maintain improvements, including a robust analysis of annual performance data. They visit the school regularly to evaluate provision and its effect on pupils' outcomes. They challenge sensibly as critical friends and hold the school to account for its performance effectively. They monitor the expenditure and the impact of the school's resources prudently, including the beneficial use of reserves to maintain staffing and targeted provision across the school. As a result, they support the school and staff diligently and contribute well to school life and to its place within the community.

The management team addresses local and national priorities effectively. For example, it is beginning to prepare for the new curriculum for Wales by developing pupils' creativity within the curriculum. The development of 'Cymraeg Campus' across the school is purposeful and it is beginning to affect pupils' use of the Welsh language. However, this is at an early stage of development.

The school is developing well as a professional learning organisation. It works effectively to share good practice with other schools locally. This supports the school's capacity for continuous improvement and provides teachers with worthwhile opportunities to compare and share their effectiveness with other professionals.

The headteacher, management team and governors make purposeful use of the staff and accommodation. They focus well on using all parts of the building to support pupils' learning and progress, which includes well-resourced library and ICT areas, the grounds, the local community and the wider area effectively. For example, gardening areas and visits to theatres and local castles enrich pupils' learning experiences successfully.

The headteacher and governors monitor funding rigorously and ensure that it affects provision and pupils' standards positively. The pupil development grant supports pupils' outcomes beneficially through well-devised staffing ratios and purposeful intervention programmes. As a result, expenditure links effectively with priorities in the school improvement plan.

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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