Report following monitoring

Level of follow-up: Significant improvement

St Giles VC Church in Wales Primary School

Madeira Hill
Wrexham
LL13 7HD

Date of visit: October 2025

by

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

Outcome of visit

St Giles VC Church in Wales Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

R1. Address the health and safety concerns raised during the inspection

The school has fully addressed the health and safety concerns raised during the inspection.

R2. Improve leadership and self-evaluation in order to identify and address areas for improvement more accurately and promptly

The school has taken beneficial steps to strengthen its leadership and self-evaluation arrangements. Senior leaders now place greater emphasis on the impact of school improvement work on pupil outcomes. This shift is beginning to inform more purposeful strategic planning. In particular, the school's self-evaluation activities focus more closely on how changes in provision better support pupils' skill development. There is a growing awareness among staff of the need to evaluate the effectiveness of actions, rather than focusing primarily on process. Overall, leaders now have a clearer and more accurate understanding of the quality of teaching and the progress made by pupils. They understand the need to ensure greater consistency across classes and to help staff develop a more accurate understanding of what constitutes an effective pace of learning and what meaningful pupil independence looks like in practice. They are also working to further improve the provision to develop pupils' numeracy skills.

Leaders have put in place and implement a comprehensive timetable of monitoring and review activities. There are now more regular opportunities for staff to engage in self-evaluation activities, including through triad lesson observations and work scrutiny. Staff value these activities and feel that feedback from monitoring is timely and useful in helping to improve their professional practice. Middle leaders are becoming more confident in identifying strengths and areas for improvement, and their contributions to self-evaluation are increasingly informed by first-hand evidence. The school recognises the need to now focus improvement activities beyond those highlighted in the core inspection report, such as the curriculum and its relevance to the school's multicultural and diverse community.

Professional learning is starting to have a positive impact on classroom practice. For example, staff have received training on using a range of digital tools, which is helping them to integrate apps and online platforms more effectively into lessons and learning experiences. As a result, pupils are beginning to apply their digital skills with increasing confidence and independence. In addition, the school is now collaborating more effectively with other schools locally and across Wales to strengthen its understanding of effective teaching and learning.

R3. Improve the pace and challenge of teaching so that it meets the needs of all pupils and develops their skills as independent learners

The school is beginning to ensure a more consistent approach to improving pupils' independent learning skills. Younger pupils develop the vocabulary to talk about their learning, and many older pupils explain clearly what they are learning during lessons and express an understanding of why this is important. Most pupils collaborate well with others and show appropriate focus when working individually. In the most effective lessons, teachers provide useful learning experiences, such as open-ended enquiries, that support pupils to explore, think and problem-solve. Although pupils are beginning to make choices about their learning, for example about how to present their work or which tasks to tackle, their influence on what they learn remains limited. In a few lessons, teachers do not plan independent learning activities purposefully enough or ensure sufficient challenge and this limits the progress pupils make in those sessions.

In many lessons, teachers have suitable expectations for pupils' progress and are clear about what they want pupils to learn. Where teaching is most effective, teachers plan activities that enable pupils to apply their knowledge and skills at an appropriate level. In these lessons, teachers manage the pace of learning well. They use feedback from pupils to recognise when they need time to develop a deeper understanding, provide opportunities for them to transfer their knowledge and skills to more sophisticated contexts, and support them to evaluate the quality of their work. In a few cases, teachers move learning on too quickly without addressing misconceptions or allowing pupils to reflect and embed their thinking.

The school has made good progress in improving the level of challenge within lessons and activities. Across most classes, teachers match learning experiences increasingly well to pupils' abilities. Staff set suitable expectations for learning, using questioning, observation and assessment effectively to adapt tasks and provide an appropriate level of challenge for pupils.

R4. Improve provision for the systematic development of pupils' reading, digital and numeracy skills

Leaders and staff have engaged positively with a range of professional learning, which has fostered a growing culture of collaboration and shared responsibility for improvement. This commitment is beginning to enhance the systematic development of pupils' reading, numeracy and digital skills. Staff increasingly reflect on their practice and share approaches across teams and phases. This is gradually securing greater consistency in planning and provision.

Leaders have taken purposeful steps to strengthen the teaching of reading. The implementation of a structured programme to develop phonics, alongside targeted support for developing key reading skills, is leading to greater consistency in the development of reading throughout the school. Leaders and staff use monitoring and assessment data well to identify gaps in pupils' skills. This is helping to ensure that many younger pupils develop early reading skills well and apply their phonic knowledge successfully to decode unfamiliar words. Many older pupils apply a wide range of reading strategies, including prediction, deduction and inference and demonstrate increasing confidence in skimming and scanning texts to locate and interpret key information.

Many pupils demonstrate growing confidence and creativity in using their digital skills. Younger pupils use technology to capture and sequence images and are beginning to use digital platforms well to reflect on their learning. Older pupils research independently, select appropriate digital tools and apply them purposefully to present their learning, including experimenting with artificial intelligence tools to refine prompts and generate images. Leaders and teachers recognise the need to continually upskill and adapt their practice to meet pupils' increasingly sophisticated digital skills and sustain high-quality learning experiences.

Leaders and staff are beginning to integrate numeracy across the wider curriculum and increase opportunities for pupils to apply skills beyond specific mathematics lessons. In the youngest classes, many pupils apply their numeracy skills well in play-based tasks and activities. They develop a good understanding of mathematical concepts such as number, shape and measurement and show increasing independence when using these skills in different contexts. Older pupils use and apply number operations well, interpret data and use measurement with increasing accuracy across the curriculum and in real-life contexts. They develop confidence and independence in mathematical problem-solving. Leaders recognise that curriculum mapping for numeracy is evolving and acknowledge the need to strengthen this work in line with broader curriculum development.