



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

**All Saints Primary School
School Hill
Gresford
Wrexham
LL12 8RW**

Date of inspection: November 2012

by

**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:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	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

All Saints Primary School is in Gresford near Wrexham. Nearly all pupils live locally with a few pupils coming from the surrounding area. Currently, around 2% of pupils are entitled to free school meals. This is well below local and national averages.

There are currently 342 pupils on roll, including 35 in the nursery classes. Pupils are taught in 12 classes. The school admits pupils to the nursery class at the age of three. There are 14 full-time teachers and two part-time teachers. They are assisted by eight full-time and 15 part-time learning support staff.

No pupils receive support for English as an additional language and it is rare for the school to have a child who is 'looked after' by the local authority. The school has identified around 7% of pupils as having additional learning needs and a very few have a statement of special educational need. English is the predominant home language of most pupils. Very few pupils come from an ethnic minority background and very few use Welsh as their first language. The school has excluded no pupils within the last year.

The headteacher was appointed in 2006.

The individual school budget per pupil for All Saints Voluntary Aided Primary School in 2011-2012 means that the budget is £2,941 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,569 and the minimum is £2,903. All Saints Voluntary Aided Primary School is 58th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Adequate

Current performance

The current performance of the school is good because:

- most pupils make sound progress overall;
- pupils who have extra support for their learning make strong progress;
- standards of pupils' wellbeing are very good, especially their behaviour and attendance; and
- provision for out-of-schools activities is of a very high quality.

Prospects for improvement

The prospects for improvement of the school are adequate because:

- there have been improvements in reading and in the standards achieved by more able pupils in key stage 2;
- less able pupils make good progress due to effective investment in their support;
- strong community partnerships help enrich the pupils' experiences and wellbeing; and
- the findings of the school's self-evaluation are generally accurate.

However:

- teaching and assessment vary too much in quality from class to class; and
- leaders and managers are not rigorous enough in challenging shortcomings in the school.

Recommendations

- R1 Raise standards in assessments at the end of the Foundation Phase and key stage 2
- R2 Raise the levels of expectation and challenge provided for pupils in lessons
- R3 Improve feedback for pupils so they are clear about how to improve their work
- R4 Improve the rigour with which leaders and managers challenge and improve in teaching and learning
- R5 Develop more effective methods of self-evaluation and prioritise school improvements in terms of pupil outcomes

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills around the average for pupils of a similar age. By the time they leave the school, most have made sound progress in their work.

Scrutiny of pupils' work in mathematics shows that most pupils achieve well and are working at an appropriate level. A very few pupils are working successfully at an especially high level for their age. In English, many pupils attain well and use their literacy skills effectively in a range of subjects.

Most pupils have very good speaking and listening skills. Younger pupils work very well as teams to discuss sensibly ways to improve a dance performance in a physical education lesson. Older pupils listen carefully and respond to questions using a wide vocabulary. They speak confidently, justify their opinions with evidence and explain their answers well.

In the Foundation Phase, many pupils read well. By the time they enter key stage 2, they read fluently, use phonic skills well to build new words and can find information successfully from reference books. Most pupils have a positive attitude to reading.

Older key stage 2 pupils read confidently, with expression and a clear understanding of what they read. They can make predictions about what they expect to happen next in a story, talk about favourite characters and authors and skim quickly over a text to gain an idea of its meaning.

Many Foundation Phase pupils are able to produce extended pieces of writing and write in a suitable variety of styles. However, many older pupils reverse letters frequently and they do not use capital letters regularly to start sentences. Many do not spell simple words consistently or use their phonic skills well when trying to spell new words.

By the end of key stage 2, most pupils write widely for a range of different audiences and purposes. Pupils' writing is lively and sustains the interest of the reader. However, more able pupils do not organise work into paragraphs consistently, use a range of punctuation accurately or spell words with more complex regular patterns correctly. Handwriting is generally neat and well formed.

More able pupils make adequate progress in the Foundation Phase. It is difficult to judge the degree to which the school adds value to the learning of more able pupils by the end of key stage 2 as many transfer to independent schools at the end of the Foundation Phase. Most pupils who receive support for their literacy skills make rapid progress.

Most pupils make good progress in learning Welsh and display a very positive attitude towards the language. They read and write in Welsh appropriately for their age and ability and use a good range of simple sentences when speaking in class. Many pupils use make relevant use of language patterns outside of the classroom.

In 2012, pupil outcomes at the end of the Foundation Phase were below those of similar schools (schools with a similar percentage of pupils entitled to free school meals) in most areas at both the expected and the higher levels. At the end of key stage 2, they were below those of similar schools at level 4 (the expected level), but above for the higher level 5. The school generally achieves appropriately in relation to its family (schools which face similar challenges). Trends show a slight improvement in English and a strong rise in mathematics and science at the higher level 5.

Overall, the school performs more highly than other schools in the local authority.

Wellbeing: Good

Pupils show pride in their school and their achievements. They enjoy their work and concentrate well in class. They behave well throughout the school and they are considerate, both to each other and adults. Pupils show high levels of respect, care and concern for others and take on responsibility readily. They work together effectively in pairs or groups in many lessons. Staff deal with very occasional incidents of bad behaviour promptly.

Many pupils have a good attitude to keeping healthy. They enjoy active pursuits regularly, including a range of outdoor activities at a residential centre in Year 6. A few pupils do not always choose healthy snacks at breaktimes.

The school council works well. It is involved successfully in projects, for example the well-used and popular outdoor fitness trail and interviewing new staff to the school.

The excellent range of out-of-school activities allows pupils to achieve superb results, for example in cricket, gardening and cookery. Pupils have effective links with the community, for example All Saints' Church and a local nursing home.

Attendance is consistently high at around 96%, which places the school in the top 25% of similar schools. Most pupils are punctual.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of stimulating learning experiences both within and outside the classroom to meet the needs of most pupils. Pupils benefit greatly from a wide range of visits and cultural and sporting activities of high quality, which further enhance their time in school.

The provision for the development of pupils' communication, numeracy, information and communication technology and thinking skills is generally appropriate. Pupils have a varied and imaginative range of experiences to help them to develop their skills. However, the planning for skills is not systematic enough across the school to ensure pupils build their skills progressively as they move from class to class.

Arrangements for the teaching of Welsh are effective and pupils are developing positive attitudes towards Welsh. Their experiences are further enhanced through the Cwricwlwm Cymreig, including visits to a Welsh language residential centre, the local 'Jambori', and Eisteddfodau. These develop well the pupils' knowledge and understanding of the cultural, environmental and historical characteristics of Wales.

Staff support pupils in need of extra help very well, enabling them to make good progress. The use of specialist teaching for music, Welsh and physical education, and the introduction of ability groups for mathematics, has raised standards, particularly for more able pupils.

The school provides good opportunities for pupils to increase their knowledge about sustainability and to improve their understanding of the wider world. The school has well-developed partnerships with other schools in several countries and this helps to raise pupils' awareness of global citizenship well.

Teaching: Adequate

There are very good working relationships between staff and pupils. Many teachers motivate and engage pupils well. They have high expectations of pupils in terms of their behaviour and attitudes. They use a good range of teaching approaches and resources and effective questioning techniques to encourage pupils to think for themselves. Teachers manage support staff in their classrooms very effectively and they make a significant contribution to pupils' learning.

In a minority of lessons, staff do not always have high enough expectations of what pupils can achieve. In these lessons, teachers do not plan lessons which challenge pupils effectively. As a result, pupils do not make sufficient progress.

Teachers mark pupils' work regularly. They comment positively on pupils' achievements, but do not always help pupils to see how to improve their work.

The school has a good system to track pupils' progress, which teachers use effectively to identify pupils who need extra support with their work. The moderation procedures at the end of the Foundation Phase and key stage 2 are satisfactory overall, but teachers judge pupils work too harshly in a few cases and this has a slight negative impact on the school's performance data.

The school keeps parents suitably informed about their children's progress. Reports to parents are detailed and informative.

Care, support and guidance: Good

The school is a well-ordered, caring community where everyone feels valued.

Provision for pupils' health, spiritual, moral social and cultural development is of high quality and enables pupils to make strong progress in their wellbeing. Adults and pupils show mutual respect for each other and pupils feel comfortable to approach staff for advice and guidance.

Support for pupils with additional learning needs, including links with specialist services, is one of the school's strengths. Staff work effectively as a team to provide high quality support leading to strong improvement in pupils' achievements.

The individual targets for pupils receiving extra support, match their needs well. Teachers track pupils' progress in detail and review individual learning plans regularly. Pupils, parents, staff and partner professionals are involved appropriately in planning targets for the next steps of learning. Learning assistants use specialist programmes effectively to provide support for pupils.

The school's arrangements for safeguarding pupils meet requirements, but give minor cause for concern.

Learning environment: Good

The school has a very happy and caring ethos which successfully promotes its aims and values. All pupils have equal access to the curriculum and a wide range of extra-curricular activities. Their achievements are praised and celebrated in assemblies and in informative displays.

Resources are of good quality and are well matched to pupils' needs. Teaching accommodation is spacious. The extensive outdoor facilities are used effectively to promote pupils' learning and their personal and social development. Buildings and external areas are clean and well maintained.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

Leaders and managers promote the spiritual and moral values of the school very successfully. All members of staff contribute effectively to the school's broad aims. The headteacher is a very visible presence around the school and has good relationships with pupils, staff, governors and parents. Roles and responsibilities have been allocated appropriately. Subject co-ordinators work well together across the Foundation Phase and key stage 2, but the effectiveness of senior managers in securing improvement is limited especially in having high enough expectations of what pupils can achieve

The governing body is supportive of the school, but their understanding of how the school is performing is weak. As a result, they are not effective enough in holding the school to account for the standards it achieves.

The school has had appropriate success in responding to national priorities, for example in establishing the Foundation Phase and adopting aspects of the school effectiveness framework. The school has addressed successfully the need to raise standards of literacy and numeracy and uses additional funding well to tackle disadvantage by employing additional support staff to help pupils in need of additional support.

Improving quality: Adequate

There is an established culture of self-evaluation in the school. There are sound procedures in place to find out how well the school is performing and this has led to a rise in standards in reading and mathematics. Staff analyse information on pupil

performance well and the school is generally aware of its strengths and areas for development. However, leaders do not use consistently the information available to them effectively enough to challenge the school to improve.

School improvement plans are closely linked to self-evaluation findings. The latest annual plan prioritises a manageable number of targets for improvement that link well to self-evaluation outcomes. The annual plan identifies suitable costs and responsibilities, but it does not focus enough on how the actions will affect pupil outcomes.

Partnership working: Good

The school has effective partnerships with parents and carers. Parents are regularly involved in supporting out-of-school activities, such as gardening, sailing and cooking. As a result, pupils benefit from the wide range of additional learning experiences of high quality.

A number of organisations within the community, such as places of worship and local businesses, have beneficial links with the school that impact strongly on pupils' wellbeing and the experiences they receive. For example, local businesses have supported an enterprise scheme developing pupils understanding of money matters.

There are good arrangements to ensure smooth induction to the school from the playgroup. There are effective partnerships with local primary and secondary schools, which ensure suitable transition to secondary education. The school has used the facilities of the secondary school well to extend sporting choices for pupils through tennis lessons.

The home school association is very active in raising funds for the school. The funds raised in recent years have helped to purchase additional computers and an electric piano and to improve the outdoor environment.

Resource management: Good

There are enough qualified teachers and support staff to deliver all aspects of the curriculum. The school deploys them efficiently and makes good use of their special expertise, for example in teaching Welsh and physical education. Performance management arrangements identify and meet staff development needs in line with school improvement priorities.

The school benefits from its close links with schools within its local cluster and within the diocese, for example in enhancing its acts of collective worship. Teachers from schools within the cluster have visited to view good practice in teaching Welsh, information and communication technology and guided reading. The school has limited involvement in networks of professional practice.

The school monitors its spending carefully and its reserves are within recommended limits. In view of the good progress made by most pupils, the school gives good value for money.

Appendix 1

Commentary on performance data

The school consistently performs above local authority and national averages in both the Foundation Phase and key stage 2.

In 2012, pupil outcomes at the end of the Foundation Phase were below those of similar schools (school with a similar percentage of pupils entitled to free school meals) in most areas. Pupils' personal and social development placed the school in the lowest 25% of similar schools and other outcomes in the lower 50%.

At the end of key stage 2 in 2012, outcomes at level 4 are not as good of those of similar schools, being in the lower 50% for all subjects and the core subject indicator (the percentage of pupils who achieve the expected level in English, mathematics and science in combination). Pupils attain well for the higher level 5, placing the school in the upper 50% of similar schools for English and science and the top 25% for mathematics. Trends show a slight improvement in English but a strong rise in mathematics and science at the higher level 5. They remain generally constant otherwise.

The school generally achieves appropriately in relation to its family (schools which face similar challenges).

More able pupils make adequate progress in the Foundation Phase. It is difficult to judge the degree to which the school adds value to the learning of more able pupils by the end of key stage 2 as many transfer to other schools at the end of the Foundation Phase. Girls regularly attain more highly than boys. Most pupils who receive support for their literacy skills make rapid progress.

Appendix 2

Stakeholder satisfaction report

Response to parent questionnaires

Ninety-eight parents completed the questionnaire. In all cases their responses were more positive than national norms.

All parents think:

- that their child likes school; and
- that their child is safe in school.

Nearly all parents consider that:

- they are satisfied with the school;
- their child was helped to settle in well when starting school;
- pupils behave well in school;

- teaching is good;
- staff expect their child to work hard and do their best;
- staff treat pupils fairly and with respect;
- their child is encouraged to be healthy and take regular exercise;
- they feel comfortable in approaching the school if they have a problem;
- the school helps pupils to become more mature and take on responsibility;
- their child is well prepared for high school; and
- the school is well run.

Most parents believe that:

- their child is making good progress at school;
- their child receives appropriate additional support if necessary;
- they understand the school's procedures for dealing with a complaint; and
- there are a good range of trips and visits.

Many parents think that:

- homework builds well on what is learned in school; and
- they are well informed about their child's progress.

Responses to learner questionnaires

One hundred and seventy-one pupils completed the questionnaire. In all cases their responses were more positive than national norms.

All pupils think that:

- they feel safe in school;
- they know whom to talk to if worried or upset;
- they are doing well in school;
- the staff help them to learn and make progress; and
- they know what to do and whom to ask if they find their work hard.

Nearly all pupils believe that:

- the school deals well with any bullying;
- the school teaches them how to be healthy;
- there are plenty of chances for them to take regular exercise;
- homework helps them improve their work; and
- there are enough books, equipment and computers to do their work.

Most pupils think that:

- nearly all children behave well at playtime and lunchtime.

Many pupils consider that:

- other children behave well and they can get their work done.

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Christopher Dolby	Team Inspector
Iona Rees Evans	Team Inspector
Jane Rees	Team Inspector
Peter Howarth	Lay Inspector
Joanne Garbutt	Peer Inspector
Glyn Williams	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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