



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

**Drury C.P. School
Beech Road
Drury
Buckley
Flintshire
CH7 3EG**

Date of inspection: March 2012

by

Dr. P. David Ellis

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:

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

Drury Primary School is situated in the village of the same name on the outskirts of Buckley in Flintshire, about six miles from Chester. It serves the village and surrounding rural area, although a few pupils come from further afield. It was opened in 1974.

According to the school, pupils come mainly from homes that are neither highly prosperous nor economically disadvantaged. Around 8% are entitled to receive free school meals, which is well below the local authority and national averages. The full range of ability is represented on entry, similar to the local authority.

There are currently 141 pupils on roll, aged three to eleven, taught in five mixed-age classes, including 18 part-time children of nursery age. The number on roll has steadily increased since the last inspection. There are five full-time and two part-time teachers, including the headteacher. Around 21% of pupils are registered as requiring additional learning needs support, which is similar to the national average; one has a statement. Two pupils come from an ethnic minority background. No pupils use Welsh as their first language, receive support for English as a second language or are looked after by the local authority.

The school was last inspected in January 2006. There have been a few staff changes over the last six years, including the appointment of a new deputy headteacher in 2010.

The individual school budget per pupil for Drury Primary School in 2011-2012 means that the budget is £3070 per pupil. The maximum per pupil in the primary schools in Flintshire is £10075 and the minimum is £2616. Drury Primary School is 54th out of the 76 primary schools in Flintshire in terms of its school budget per pupil.'

Summary

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

Current performance

The school's overall performance is good because:

- most pupils have good communication skills;
- until 2011 results in both key stages have generally been similar to or better than the family, local authority and Wales averages;
- nearly all pupils make good progress through the school and achieve or exceed their expected targets;
- standards of behaviour are good and attendance levels are consistently high; and
- learning experiences and teaching are consistently good.

Prospects for improvement

The school's prospects for improvement are good because:

- the quality of leadership is good and team work is a strong feature of the school;
- staff and governors share a vision of purpose which is focused on pupils' wellbeing and achievement; and
- the process of self-evaluation is well established and robust.

Recommendations

The school needs to ensure that:

- R1 more able pupils in key stage 2 achieve their full potential;
- R2 handwriting and presentation are more consistent across the school;
- R3 targets for improvement are more evident in marking and pupils' annual reports; and
- R4 the self-evaluation process is fully reflected in school improvement documentation.

What happens next?

The school will draw up an action plan which shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils have good communication skills and share their ideas thoughtfully and maturely. They listen intently, speak clearly and read with confidence. Good speaking skills are particularly evident in key stage 2.

Throughout the school most pupils read competently for their age and stage of development. By the end of key stage 2 most use their reading skills well to access other areas of the curriculum. Boys' reading standards are improving.

Writing skills in the Foundation Phase are good, but in younger key stage 2 most pupils' extended writing skills are at an early stage of development. However, by Year 6 many write extensively and consistently for a wide range of purposes and audiences. The writing of both boys and girls is often expressive, but presentation and handwriting are variable.

Most pupils across the school develop effective thinking skills and are confident in working independently by the end of key stage 2.

Cohorts in the school vary in size and nature. In 2011 in both key stages results at the expected levels 2 and 4 in all three core subjects and at the higher level 5 in key stage 2 were lower than almost all the previous four years and show a recent downward trend, whereas in key stage 1 at the higher level 3 they show considerable improvement.

Until 2011 results in both key stages have generally been similar to or above the family, local authority and Wales averages. Overall, in both key stages pupils attain best in science at both the expected and higher levels.

Over the last five years in key stage 1 results have been consistently below the majority of similar schools, except in 2009 at level 2. In key stage 2 the results have mainly been better than the majority of similar schools until recently.

Although there are no discernible long-term trends, girls have generally outperformed boys recently in both key stages, especially in literacy.

Nearly all pupils make good progress through the school and achieve or exceed their expected targets. The more able in key stage 2, however, do not always achieve their full potential.

Standards in Welsh are improving. All pupils have positive attitudes to learning the language and most use it effectively in a range of contexts. Most have a good knowledge of local history and the culture of Wales.

Wellbeing: Good

All pupils feel safe at school and show an understanding of how to keep healthy by eating wisely and exercising regularly.

All pupils approach adults at school with confidence for support and guidance and state they enjoy learning and are happy in school.

Standards of behaviour are good. All pupils show respect, care and concern for others and relate well to peers and adults.

Nearly all pupils apply themselves well to their learning whilst persevering to achieve the lesson objectives. Most are aware of their targets and know what they need to do to improve.

Attendance levels are consistently high at around 95% and are above national and local averages and the mean for similar schools. Nearly all pupils arrive at school punctually.

The school council plays an appropriate role in decision-making and class councils discuss ideas about improving the school. All pupils feel valued and their ideas are taken seriously by staff.

Pupils' involvement in local activities and events effectively develops their awareness and understanding of their community.

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

The curriculum is broad and balanced and meets statutory requirements. It successfully stimulates pupils' interest and builds effectively on their prior learning.

Teachers collaborate in their planning to ensure that pupils in different year and ability groups undertake tasks appropriate to their age and stage of development.

Many relevant opportunities are provided for pupils to use their literacy, numeracy and information and communication technology skills effectively in their work across the curriculum.

The initiative of having a reading club once a week for boys and girls separately is popular with pupils and is having a positive impact on standards in literacy, particularly for boys.

The provision for developing pupils' use of Welsh in specific language lessons and across the curriculum is good. The school also effectively develops pupils' understanding of the history and culture of Wales.

Many pupils participate enthusiastically in a wide variety of sporting, creative and other extra-curricular activities that enrich their learning. Visitors to the school and a

variety of educational visits effectively deepen their understanding of the topics they study.

The school promotes awareness of sustainable development well. The school council, which also serves as the eco committee, plays a significant role in ensuring all pupils understand the importance of initiatives to reduce, reuse and recycle. Pupils' understanding of the way in which people of different countries depend on one another, however, is less well developed.

Teaching: Good

Teaching throughout the school is at least good. In the best lessons, teachers have high expectations and good background knowledge; they match work closely to ability levels, promote independent learning effectively and use questioning techniques well.

All teachers manage time, support staff and the learning environment efficiently. They prepare lessons thoroughly and conduct them at a good pace to maintain pupils' interest and engagement. They use a range of appropriate methods and strategies to promote effective learning.

All teachers establish very good relationships with pupils and use praise and encouragement frequently to raise motivation and achievement. They monitor pupils' progress carefully to ensure individual needs are met.

Statutory requirements for assessment, recording and reporting are fulfilled. The school has a well-established whole-school tracking system for monitoring individual pupil progress and the results of standardised tests are used to inform future planning and to set targets.

Throughout the school pupils set their own individual targets in literacy and numeracy and they are regularly involved in evaluating their own learning. Assessment for learning strategies are becoming embedded in classroom practice across the school.

All work is marked promptly and conscientiously and positive verbal and written feedback is provided, although this does not always point the way forward. Pupils are encouraged to read and respond to the comments made.

Parents are kept well informed about their children's progress through biannual consultation evenings, although they can make an appointment at any time. Annual pupil reports meet statutory requirements; they are very comprehensive and informative, but most do not suggest any targets for improvement.

Care, support and guidance: Good

The school's inclusive ethos promotes pupils' health and wellbeing successfully and parents praise the values promoted by the school.

The learning experiences provided effectively develop pupils spiritually, morally, socially and culturally.

Pupils' behaviour is managed very well, based on a positive approach. Adult supervision at playtimes and lunch times is supportive with good male and female role models.

The school makes good provision for pupils' 'wrap around' care. There is a before and after-school club and an early entitlement facility.

Attendance is efficiently monitored; the school operates a first-day response system and any incidences of lateness are recorded. Rewards are given for 100% attendance.

The school has procedures and an appropriate policy for safeguarding. All necessary health and safety arrangements are in place.

The support for pupils with additional learning needs is a strength of the school. Successful early intervention schemes and the attention and care with which personalised support programmes are prepared and delivered are exemplary. They enable pupils to make steady and effective progress.

Monitoring by staff and discussion with parents ensure an effective shared approach to meeting pupils' needs. There are regular reviews of individual education plans which are detailed and purposeful.

Strong links exist with a range of external agencies.

Learning environment: Good

The school promotes a strong sense of inclusion, tolerance and community wellbeing. It is working with the local consortium to produce common equal opportunities policies and procedures.

All pupils agree that any incidents of harassment, bullying or inappropriate behaviour are dealt with promptly and effectively and they know who to go to if they feel upset.

Diversity is recognised and celebrated and an understanding of different cultures is appropriately developed. All parents consider staff treat all pupils fairly and with respect regardless of their gender, race, language or social background.

The school caters well for pupils and staff with any disability and an appropriate accessibility plan is in place.

The ready availability of quality resources meets pupils' needs well and effective use is made of these.

The quality of both the internal and external accommodation is good, but overall the space available for the number on roll is limited.

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

The school's motto and aims underpin its ethos. There is a shared sense of purpose, which is focused on pupils' wellbeing and achievement.

The headteacher has a good overview of the day-to-day running of the school and its strategic direction and organisation. He leads by example and has a visible presence around the school.

The deputy headteacher is very supportive and efficiently undertakes several managerial responsibilities and leads various initiatives. She models good classroom practice.

Distributed leadership is well embedded across the school and staff roles are clearly defined and well developed. All teachers are subject leaders and monitor their areas of responsibility efficiently.

Team work is a strong feature of the school. Staff work very effectively together and many take on multiple roles. Year group, phase and whole-staff meetings occur regularly, which both teachers and support staff attend.

Performance management procedures meet statutory requirements; targets are aligned to professional development needs and the priorities of the school improvement plan. All support staff also have an annual interview.

The governing body meets at least once a term and appropriate sub-committees are in place; it is supportive, aware of its statutory responsibilities and kept well informed.

Governors are developing their role and most attend relevant training events; each has a subject interest and there is a rota of visits to the school. They contribute to the school's strategic direction, but are heavily reliant on the headteacher for the generation of documentation.

All statutory policies are in place and there is a rolling programme of policy review; the prospectus and governing body's annual report to parents have a few minor omissions.

The school effectively addresses local and national priorities.

Improving quality: Good

The process of self-evaluation is well established and robust. All staff and governors contribute effectively to the identification of strengths and areas for development.

Monitoring arrangements and the regular review of standards undertaken by all subject co-coordinators are detailed. Performance data is analysed extensively and targets for improvement are based on a range of evidence. Surveys to pupils, parents and governors effectively support the self-evaluation process.

There are clear links between the self-evaluation report and the school improvement plan. The areas for development are well prioritised and focus on raising standards.

However, the documentation does not truly reflect the extensive self-evaluation process and the involvement of all stakeholders.

The school participates effectively in a range of professional networks with other schools and partners, which impacts positively on pupils' learning.

Good progress has been made since the last inspection.

Partnership working: Good

The school works effectively with a number of partners. There are strong links with parents, who are kept informed and have good opportunities to offer their views. All think their child was helped to settle in well when starting school and most are comfortable in approaching staff with queries and concerns.

Homework contributes well to progress in learning, although the amount and frequency varies within and between classes.

There are good links with the local consortium of schools and transition arrangements with the main receiving secondary school are particularly good. There is effective moderation and standardisation of teacher assessment within the consortium.

The school is well respected within the local community. It works well with a wide range of community services and organisations and each class has an industrial links partner.

Resource management: Good

The school is appropriately staffed. It has a full complement of well-qualified and experienced teachers and a number of valuable support staff. All are effectively deployed.

All teachers and support staff are provided with continuing professional development opportunities and have attended relevant in-service courses recently to enable them to be effective in their role. In-house training also occurs regularly, often in association with the local consortium.

All requirements of the national workload agreement are met. Teachers' planning, preparation and assessment time is effectively organised.

There are good quality resources, which are well managed, easily accessed by pupils and appropriately stored, so that the school has a very orderly and tidy appearance.

The school site is secure and well maintained and used to best advantage.

The budget is well balanced; spending decisions are effectively monitored by the headteacher and governing body finance committee and closely matched to school priorities.

Consistently good outcomes overall ensure the school provides good value for money.

Appendix 1

Commentary on performance data

In 2011 in key stage 1 results at the expected level 2 in all three core subjects were lower than almost all the previous four years. In English and mathematics they were below the family, local authority and Wales averages. In science they were better than English and mathematics, but still below all three comparators. Over the previous four years in all three subjects they have generally been similar to or above these comparators.

In 2011 in key stage 1 results at the higher level 3 in all three core subjects were much better than the previous four years, except in mathematics in 2010. In English they were similar to the family, local authority and Wales averages, whereas in mathematics they were below, but in science above, all three comparators. Over the previous four years all three subjects have almost entirely been below these comparators.

Overall, results at level 2 and above show a significant downward trend recently, particularly in mathematics, but at level 3 they show a sharp upward trend. Pupils attain best in science at both the expected and higher levels.

In 2011 in key stage 2 results overall and in each of the three core subjects at the expected level 4 were almost entirely lower than all four previous years. In English results were below the family average, but similar to the local authority and Wales averages. In mathematics and science results were above all three comparators, as they have been in all three subjects almost entirely for the previous four years.

In 2011 results at the higher level 5 in the three core subjects were similar to or better than 2010, but lower than the three years prior to this. They were below the family, local authority and Wales averages, as they were in 2010, but previously they were well above all three comparators.

Overall, results at level 4 and above in all three core subjects have fluctuated over the last five years, but in English and mathematics they show a downward trend recently. At the higher level 5, in comparison to key stage 1, all three subjects show a sharp downward trend over the last two years with a recovery to some extent in mathematics and science in 2011. As in key stage 1, pupils attain best in science at both the expected and higher levels.

Results in 2011 in key stage 1 in all aspects of literacy were well below the family, local authority and Wales averages, although in previous years they have often been similar to or above all three comparators. In key stage 2 results in 2011 in oracy were below the family average, but above the local authority and Wales averages, whereas in reading and writing they were below all three comparators. The trend in all three aspects is steadily downwards. Around half the pupils from Y1 to Y6 read at or above their chronological age, the majority being girls.

Over the last five years results at both the expected and higher levels in key stage 1 have been consistently below the majority of similar schools, except in 2009 at level

2. In key stage 2 the results have generally been above the majority of similar schools until 2010 at level 4 and until 2009 at level 5. In comparison to similar schools the 2011 results for key stage 1 place the school in the lowest 25% for all three core subjects at level 2 and above, but in the lower 50% for mathematics, the upper 50% for English and the best 25% for science at level 3. The 2011 results for key stage 2 at level 4 and above place the school in the lower 50% for English, but in the upper 50% for mathematics and science; the school is in the lowest 25% for English and science and the lower 50% for mathematics at level 5.

Although there are no discernible long-term trends, girls have outperformed boys recently at both the expected and higher levels in key stage 1, especially in literacy, as well as in English and at the higher levels in mathematics and science in key stage 2.

Nearly all pupils make steady progress through the school and achieve their expected targets. The more able in key stage 2, however, do not always achieve their full potential.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Twelve parents responded to the questionnaire, of whom seven made written comments, the majority of which were positive. The results were generally above the national average.

All parents believe that:

- teaching is good;
- staff expect pupils to work hard and do their best;
- staff treat all pupils fairly and with respect;
- their child is safe in school;
- their child makes good progress;
- their child likes school and was helped to settle in well;
- their child is encouraged to be healthy and to take regular exercise;
- homework builds well on what is learnt in school;
- their child is helped to become more mature and responsible;
- their child is well prepared for moving on to the next stage of his/her education; and
- the school is well run.

Most parents state that:

- they are satisfied with the school;
- there is a good range of activities and visits provided; and
- they feel comfortable about approaching the school with any suggestions or problems.

Many parents consider that:

- appropriate additional support is provided, if necessary;
- pupils behave well in school; and
- they understand the procedures for dealing with complaints.

The majority of parents think:

- they are kept well informed .

Responses to learner questionnaires

Sixty-three pupils completed the questionnaire. Responses were generally above the national average.

All pupils consider:

- they feel safe in school;
- the school deals well with any bullying;
- they know who to talk to if they are worried or upset;
- they are doing well at school;
- they are helped to learn and to make progress; and
- they learn how to keep healthy.

Nearly all pupils think:

- they know who to ask if they find their work hard; and
- they have plenty of opportunities for regular exercise.

Most pupils believe:

- homework helps them to improve their work in school;
- they have enough books and equipment; and
- other pupils behave well so they can get their work done.

Many pupils consider:

- nearly all pupils behave well at playtimes and lunch time.

Appendix 3

The inspection team

Dr. P. David Ellis	Reporting Inspector
Mrs. Carolyn Thomas	Team Inspector
Mr. Kerry Jones	Lay Inspector
Ms. Tania Armstrong Owen	Peer Inspector
Mr. Mark Biltcliffe	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. FPYear 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.