



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

**Sealand C.P. School
Farm Road
Sealand
Deeside
Flintshire
CH5 2HH**

Date of inspection: January 2013

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

Sealand Community Primary School is in Flintshire, very close to the English border. Nearly all pupils live locally with a few coming from the surrounding area. Pupils come from a variety of backgrounds and the school describes the area it serves as having significant economic and social disadvantage. Currently, around 31% of pupils are entitled to free school meals. This is above local and national averages and has risen steadily for the last four years.

There are currently 197 pupils on roll including 29 in the nursery class. Pupils are organised into eight classes. The classes are taught by eight full-time teachers and four part-time teachers. They are assisted by nine full-time and four part-time learning support staff. The school admits pupils to the nursery class at the age of three.

The school has a very few pupils who are 'looked after' by the local authority. Thirteen pupils receive support for English as an additional language. The school identifies that around 21% of pupils have additional learning needs and a very few pupils have a statement of special educational need. English is the main home language of most pupils. Very few pupils come from an ethnic minority background and almost no pupils use Welsh as their first language. A very few pupils received fixed-term exclusions within the last year.

The headteacher has been in post since September 2010.

The individual school budget per pupil for Sealand Community Primary. School in 2012-2013 means that the budget is £3,154 per pupil. The maximum per pupil in the primary schools in Flintshire is £13,748 and the minimum is £2,758. Sealand Community Primary School is 42nd out of the 73 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 current performance of the school is good because:

- most pupils make strong progress in their learning;
- pupils are keen to learn and work hard;
- pupils' wellbeing is good especially their exemplary behaviour; and
- most teaching is of a high quality.

Prospects for improvement

The school's prospects for improvement are good because:

- the quality of leadership is strong;
- the school manages its resources very efficiently and effectively;
- the school's self-evaluation procedures are very robust especially the use of data;
- there is a strong culture of continuous improvement; and
- previous initiatives have resulted in good improvements in pupil outcomes.

Recommendations

R1 Improve pupil outcomes at the end of the Foundation Phase

R2 Raise standards of pupils' numeracy, and information and communication technology skills

R3 Extend the role of the school council in improving outcomes for pupils

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils make strong progress whilst in the school. Most enter the school with skills significantly below those expected from pupils of a similar age. By the time they transfer to secondary education many pupils attain very well.

Many pupils speak clearly and listen well. They talk confidently to other pupils and adults. As they grow older they are able to discuss different points of view successfully and make suitable contributions to discussions.

Pupils' standards of reading are good. Most read with appropriate fluency and suitable understanding for their age and ability. They enjoy reading and talk with confidence about the books and authors they like. Older key stage 2 pupils are developing well their ability to scan a text for information or retrieve information from a variety of sources.

In their books and in lessons, many Foundation Phase pupils write well in a range of different ways such as stories, letters, reports and poems. Generally, they have a good understanding of the names and sounds of letters and use these to build words and spell them correctly. More able pupils make very good attempts to spell more complex words. Many pupils write neatly, shape their letters well and use punctuation correctly.

Key stage 2 pupils' written work is of a consistently good quality. Most pupils write at length and use different styles of writing successfully to engage the reader. They draft and rewrite their work effectively to improve the quality. Spelling is generally accurate and handwriting well-formed and neatly presented. Most use an extending range of punctuation correctly and write persuasively and imaginatively using a wide and well-constructed lively vocabulary.

Standards of pupils' spoken and written Welsh are good. Nursery pupils learn basic language patterns and vocabulary quickly and make good progress in developing their Welsh language skills. Most pupils build well on this foundation as they move through the school. Most Year 6 pupils read Welsh with good understanding and pronunciation. They use an extended range of vocabulary and sentence structures effectively. Pupils generally respond confidently in Welsh when questioned but do not naturally use their language skills outside of the classroom.

Many pupils do not use their numeracy and their information and communication technology (ICT) skills well enough in other subjects.

Most pupils who get extra help with their learning make good progress. Outcomes for more able pupils vary but are generally good. Pupils who have free school meals generally achieve as well as other pupils. Girls often attain more highly than boys.

In 2012, pupil outcomes at the end of the Foundation Phase were low. For the expected outcome 5 pupils attained poorly in comparison to those in similar schools (schools which have a similar percentage of free school meals) and those in the school's family (schools which face similar challenges). More able pupils achieved well, especially in their mathematical development.

At the end of key stage 2 in 2012, when compared to those in similar schools, pupils attained well, particularly in English and mathematics. Outcomes for more able pupils improved but remain below the average for the family. Standards vary from year to year but are rising overall.

Wellbeing: Good

Pupils are keen to learn and enjoy coming to school. Most arrive punctually. The school's attendance rates are improving and, at around 93%, are in the top half when compared to those of similar schools.

Nearly all pupils feel safe in the school and understand the importance of healthy eating and living. Many pupils participate in the rich variety of extra-curricular activities on offer to them.

Nearly all pupils are well motivated, concentrate well in lessons and take pride in their work. In lessons they begin work quickly and stay on task for long periods. Their behaviour is exemplary. Most pupils work well on their own or in groups to solve problems. Their ability to improve their own learning is developing well.

The school council is well established. It has written a new mission statement for the school but otherwise has had a very limited impact on school life.

Many pupils take on responsibilities and perform their duties effectively. Most pupils take part in community activities such as visits to the local church.

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

The school's curriculum is broad and balanced and engages all pupils well. Teachers plan effectively and pupils have access to a wide range of interesting learning experiences. These experiences build well on what pupils know, and what they understand and can do. Good use is made of small groups to support pupils who need extra help with their learning. There is a rich variety of extra-curriculum activities which support the taught curriculum well.

Staff plan many good opportunities for pupils to use their literacy skills especially to write at length, in different styles and for different purposes. Planning for numeracy and ICT does not always challenge all pupils well enough or develop their skills systematically.

Provision for Welsh language is good and has led to improved standards of written and spoken Welsh. The school promotes the Cwricwlwm Cymreig well through, for example, visits by Welsh artists, pupils listening to and retelling Welsh stories and visits to local historical sites.

There is sound provision for pupils to learn about education for sustainable development. Pupils are involved in monitoring energy use, recycling events and staff make good use of the school grounds. Pupils learn about other countries and cultures in geography lessons and through links with other schools in Wales and Europe.

The school does not meet Welsh Government recommendations for teaching time in key stage 2.

Teaching: Good

The quality of teaching is good and in a few classes it is very good. Nearly all teachers challenge pupils well and have high expectations of them. Consequently most pupils make good progress.

Staff have very good relationship with pupils. They encourage pupils to do their best. They prepare lively and interesting lessons which have good pace, and set learning activities which keep pupils motivated and engaged in their learning. Staff prepare and use a very good range of resources effectively. Almost all teachers have good classroom and behaviour management skills. In a very few lessons support staff are not used effectively or tasks do not challenge pupils well enough.

Teachers mark work effectively and generally provide pupils with comments on how to improve. Pupils are encouraged to take note and act upon this feedback. Good use is made of a range of systems to help pupils evaluate their own learning.

Staff track pupils' progress well and use this information effectively to inform their planning and to put into place appropriate strategies to support pupils. The school's newly introduced tracking system is having a positive impact in this area. There are good procedures in place to ensure the accuracy of end of key stage assessments.

Parent and carers are kept well informed about their children's achievements, wellbeing and development.

Care, support and guidance: Good

The school's provision for pupils' health and wellbeing, spiritual, moral, cultural and social development is good. It promotes the importance of good behaviour, punctuality and regular attendance effectively.

The school works well with many specialist services to support individual pupils. Its provision for personal and social education is a particularly strong feature and has had a very positive impact on pupils' wellbeing, especially their behaviour.

Provision for pupils with additional learning needs, including those with emotional and behavioural difficulties, is good. The school identifies pupils' additional needs early and gives them appropriate and timely support. The school keeps parents well informed about their child's progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has an inclusive ethos where individuals are valued and treated equally. The calm atmosphere in all areas of the school has a positive effect on the pupils' learning and wellbeing. All staff take positive steps to discourage all forms of harassment and discrimination and they provide a safe, caring and welcoming environment for pupils.

The school is bright, welcoming and well maintained. Displays throughout the building are attractive, informative and present pupils' work well. Staff make good use of the outdoor areas, including the Forest School area. Resources are of high quality and well matched to pupils' needs.

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

The headteacher has a clear vision that is shared with and implemented by a very effective senior management team. Together they provide high quality leadership and management. The clear management structure has well-defined roles and responsibilities that all staff understand. There is a strong ethos of team work and support.

Leaders have established a culture of challenge and high expectations. This has led to improvements in pupils' standards, particularly in reading, writing and Welsh. The school makes good use of a wealth of data and its rigorous tracking system to set further improvement targets.

The governing body fulfils its legal and regulatory duties effectively. Governors have a good knowledge of the school and are fully involved in school self- evaluation and improvement planning. They are developing their role as critical friend to the school.

School initiatives to meet local and national priorities are very well established. All staff give a very high priority to promoting equal opportunities, bilingualism and tackling social disadvantage.

Improving quality: Good

Leaders and managers know the school very well through effective use of a wide range of first-hand information including lesson observations, scrutiny of pupils' work, analysis of data and listening to pupils and parents. They examine the school's performance rigorously.

The school improvement plan sets out clearly what the school expects to achieve in terms of pupils' outcomes. Priorities link very closely to self-evaluation findings. Staff monitor the progress of initiatives very carefully to measure impact and to make ongoing changes to plans.

The school is developing very well as a successful learning community. There is a strong sense of teamwork that leads to a culture of collaboration within and across the school. Through their work with other schools, staff have improved their practice and raised pupils' standards, particularly in literacy in the Foundation Phase.

Partnership working: Good

Partnerships are a strength of the school as they are having a beneficial effect on pupil outcomes and wellbeing.

The use of trained volunteers to support pupils who need help with their reading is raising standards. The dental health initiative, originally in the Foundation Phase, has been extended into key stage 2. This has led to pupils having improved dental hygiene and a good understanding of the importance of the dental care. Parental learning classes held at the school contribute well to family partnerships, promoting confidence and improving younger pupils' speaking and listening skills.

The school works very closely with the local authority in successfully sharing good practice with other schools particularly in effective assessment and provision for pupils with additional learning needs. Induction procedures to the school are thorough and there are very productive links with secondary schools.

Resource management: Good

Leaders and governors manage the school budget very well and all spending is linked carefully to the school's plans for improvement.

There is a good supply of teachers and support staff who are deployed very effectively, particularly in Foundation Phase, to meet the needs of pupils. Teachers' planning, preparation and assessment time is managed well.

Performance management arrangements are effective. Professional development is well matched to school needs and has had a direct effect on raising standards in reading, writing and Welsh. Grant funding is used effectively to raise standards in literacy.

As most pupils achieve well, the school provides good value for money.

Appendix 1

Commentary on performance data

Many pupils make strong progress whilst in the school. Most enter the school with skills significantly below those expected from pupils of a similar age. By the time they transfer to secondary education many pupils attain very well.

In 2012, pupils achieved poorly, at the expected outcome 5, in the end of Foundation Phase assessments. In mathematical development, language, literacy and communication and in their personal and social development they were in the lowest 25% of performance levels for similar schools (schools which have a similar percentage of free school meals). Compared to those of the school's family (schools which face similar challenges) pupil outcomes were the lowest in the family.

For the higher outcome 6, pupils placed the school in the top 25% of similar schools for mathematical development, the upper 50% of schools for personal and social development and the lower 50% for language, literacy and communication. In comparison to the family, the school was above the average for mathematical development and personal and social development, but below for language, literacy and communication.

In 2012, end of key stage 2 assessments at the expected level 4 placed the school in the top 25% of similar schools for the core subject indicator (the percentage of pupils who achieve the expected levels for English, mathematics and science in combination), English and mathematics. Results for science were in the upper 50% of those for similar schools. Results in all areas have fluctuated in recent years but the general trend is upwards in English and science and very slightly down in mathematics. When compared to the performance levels of its family, results place the school in the lower half of the family for the core subject indicator, mathematics and science but in the upper half for English.

Results for the higher level 5 are all improving and in 2012 the school was placed in the upper 50% of similar schools for English and science and the lower 50% for mathematics. There is an upward trend that is reducing the gap between the school and its family.

Appendix 2

Stakeholder satisfaction report

Response to parents' and carers' questionnaire

Seventeen parents or carers responded to the questionnaire.

Most parents are satisfied with the school and think that:

- their child likes school and is making good progress;
- teaching is good;
- their child is safe in school;
- pupils have appropriate additional support if necessary;
- the school helps their child to be more mature and take on responsibility;
- the school helps children to settle in well; and
- there is a good range of trips or visits.

A few parents or carers do not believe that:

- pupils behave well in school;
- homework builds well on what pupils learn in school;
- their child is well prepared for moving on to high school; or
- staff treat all pupils equally and with respect.

In most cases, other than those relating to behaviour and respect where they are slightly more negative, the parents' responses are broadly similar to those of other primary schools across Wales.

Response to pupils' questionnaire

Ninety-five pupils responded to the questionnaire.

Most pupils think that:

- they feel safe in school;
- the school teaches them how to be healthy;
- they know whom to talk to if worried or upset;
- they get enough exercise;
- teachers help them to make progress;
- they know whom to ask if they find their work difficult;
- they are doing well in school;
- there are enough books and equipment available for them to do their work; and
- pupils behave well at breaktime and lunchtimes.

A few pupils express dissatisfaction with the way the pupils behave in class.

The views of pupils are similar to most pupils in other schools in Wales except in relation to classroom behaviour where their views are slightly more negative.

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Buddug Bates	Team Inspector
Justine Barlow	Lay Inspector
Simon Thomas	Peer Inspector
Jane Parry	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.