

**RE-INSPECTION**

**OF**

**St Winefride's Catholic Primary School  
Whitford Street  
Holywell  
Flintshire  
CH8 7NJ**

**SCHOOL NUMBER: 6643307**

**DATE OF INSPECTION: 9 February 2009**

St Winefride's RC Primary School was inspected in February 2009, and judged to be in need of special measures. As part of the Welsh Assembly Government's requirements for schools in need of special measures, Estyn has undertaken regular monitoring inspections, which have focused on the key issues and recommendations identified in the inspection in February 2009.

**Outcome of the inspection on 12 to 13 July 2011**

St Winefride's RC Primary School is judged to have made good progress in relation to the recommendations following the Section 28 inspection in February 2009. As a result of this progress, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from special measures.

## **Progress since the last inspection**

### **R1: Raise standards of achievement, particularly in KS1**

The school has raised standards significantly in key stage 1 over the last year. From 2010 to 2011, the proportion of pupils achieving at or above the expected level in the core subject indicator in end of key stage teacher assessments increased by 30 percentage points. Subject outcomes show a 30 percentage point improvement in English, a 27 percentage point improvement in mathematics and a 34 percentage point improvement in science. This places the school close to average figures for Wales and the local authority. The proportion of pupils attaining the higher level 3 has also increased significantly. Many pupils with additional learning needs make the expected progress and a few do better.

Many pupils write well and more able pupils write independently at length. Many pupils read with good decoding skills and at an appropriate level. However, reading with fluency and expression is less well developed.

Pupils' behaviour has improved. The school's data shows a significant drop in the number of recorded incidents of poor behaviour. Responses from a recent parents' questionnaire support this. Good behaviour was observed in all classes visited and at break-times. Most pupils are keen to learn and take an active part in lessons.

### **R2: Work effectively with all strategic partners to resolve staffing issues**

The school has worked together effectively with all stakeholders to fully resolve staffing issues. From September 2011 all teaching staff will have permanent contracts. This will help to provide stability in teaching.

The leadership and management of the school are now secure. This will enable the improvements made in both teaching and learning to be sustained and continue the strong culture of self-evaluation and improvement that has been established by the acting headteacher and governors. All stakeholders are committed to ensuring the current levels of effective leadership and management are maintained in the school.

**R3: Further develop and support leaders and managers in order that they can sustain and progress the good work done so far in addressing issues of school improvement**

The acting head teacher gives the school a clear direction and sense of value. Internal communications are effective and ensure that all teachers and support staff have a shared vision for the school. Job descriptions have been clarified and agreed, and are well-understood. There is a clear structure to the performance management procedures at the school. Individual targets are regularly reviewed and appropriate training and support is provided as required.

The governors challenge the school well. They have a clear understanding of school performance data which they monitor and evaluate robustly.

**R4: Embed the recently introduced processes for self-evaluation and planning for improvement, with a clearer focus on pupil outcomes**

The head teacher, the governing body and the teachers have established a culture of continuous school improvement. Thorough data analysis has resulted in a good understanding of the school's comparable performance and is used by school leaders and governors to plan more effectively for improvements.

The school has established and implemented a thorough self-evaluation process that involves all staff and the governing body. All teachers meet regularly to monitor pupils' work in all subject areas. These meetings provide useful opportunities to moderate pupils' work and to prioritise actions. Improvement plans now focus appropriately on pupil outcomes.

The outcomes of a well-structured programme of lesson observations have had a positive impact on provision and standards in all classes.

**Recommendations for improvement**

In order to maintain and improve on this progress, the school should:

- continue to raise standards throughout the school;
- continue to foster a culture of self-evaluation;
- develop lesson observation procedures to focus staff clearly on pupil outcomes and the quality of teaching; and
- maintain close working arrangements with the local authority and Diocese to ensure staffing continuity and stability.

