



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**St Peter's CIW Voluntary Controlled Primary School  
Chapel Lane  
Rossett  
LL12 0EE**

**Date of inspection: June 2019**

**by**

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

## About St Peter's CIW Voluntary Controlled Primary School

St Peter's Voluntary Controlled Primary School is in the village of Rossett, in Wrexham local authority. There are 225 pupils on roll between the ages of 3 and 11, which includes 20 part-time nursery pupils. The school has seven single-age classes and two mixed-age classes.

The three-year average for pupils eligible for free school meals is around 7%. This is well below the national percentage of 18%. A very few pupils speak English as an additional language or come from an ethnic minority background. No pupils speak Welsh at home.

The school has identified around 7% of its pupils as having additional learning needs, which is well below the national percentage of 21%.

The headteacher took up her post in January 2007. The school was last inspected by Estyn in July 2016.

Estyn does not inspect religious education or the religious content of collective worship when the school is of a religious character. Instead, the governing body is required, by law, to arrange for religious education and collective worship to be inspected separately.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

During their time at the school, most pupils progress well and develop effective communication and mathematical skills. Nearly all pupils feel safe at school and they praise the staff's diligent care and guidance. They support each other well and demonstrate positive and respectful attitudes to the views of other pupils, staff and visitors to the school. Nearly all pupils behave very well and they are courteous and polite.

The school provides a broad range of rich learning experiences that improve pupils' outcomes successfully inside the building and outdoors. Teaching and assessment practices support pupils effectively and, as a result, most pupils make good progress from their individual starting points. Additionally, teachers and teaching assistants respond sensitively to the needs of all pupils, including those that are the most vulnerable.

The headteacher and governors have a clear vision for the school and provide robust strategic direction to move the school forward. The leadership team focuses rigorously on improving provision in order to improve pupils' standards and wellbeing. As a result, leaders build sensibly on the school's strengths and improve the areas to develop wisely. They implement these changes through effective quality improvement processes and purposeful development planning.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Ensure that pupils apply their numeracy skills purposefully across the curriculum
- R2 Ensure that adults allow pupils to make more learning choices in the foundation phase
- R3 Ensure that the provision for information and communication technology (ICT) skills is consistently good across key stage 2

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

## Main findings

### Standards: Good

During their time at the school, most pupils make good progress and develop their communication and mathematical skills purposefully. Pupils with additional learning needs achieve well against their personal targets.

Most pupils improve their speaking and listening skills successfully as they move through school. Soon after starting school, most pupils understand that listening attentively to adults and each other supports their learning beneficially. They speak with pride about their work, discussing their art work and enlarging upon the content of their writing effectively. For example, foundation phase pupils explain enthusiastically about the lives and characteristics of pirates and why pirates might bury treasure. Additionally, they describe sensibly how to build a bridge across the sea in the outdoor area in order to avoid sharks. In key stage 2, most pupils communicate clearly with others, such as when they discuss intelligently the impact of mining disasters on the local area during Victorian times. A few pupils use sophisticated language extremely well, for example to describe the atrocities of the Blitz in the Second World War and the impact of clothes rationing on families during the conflict.

Most pupils develop effective reading skills. By the end of the foundation phase, most read a range of texts purposefully. They use phonic strategies to build and pronounce unfamiliar words carefully. Most discuss the content of books sensibly and identify accurately the characteristics of heroes and villains. Most pupils in key stage 2 read accurately and a few are excellent readers. They practise their advanced reading skills successfully while gathering information from different sources, such as books, fact sheets and electronic devices. They enjoy fiction and factual books, and use internet research purposefully, for example when studying the lives of rubber tappers in South American rainforests.

Most pupils use a variety of styles to write for different purposes effectively. In the foundation phase, most write independent pieces confidently, such as enquiries to a garden centre about donating equipment. In key stage 2, most pupils write extensively, with interesting vocabulary, to enrich the content of their work. They organise their written work effectively in sensible paragraphs, using complex and compound sentences astutely. This includes persuasive letters on the effects of pollution, poetry about Remembrance Day and research on the effect of deforestation on climate change.

Many pupils make good progress in developing their Welsh oracy skills from very low starting points. By Year 2, many use familiar phrases regularly and respond well to instructions from staff. Many pupils in key stage 2 speak confidently, with good expression and pronunciation, when describing their lives and families. The majority of pupils develop appropriate reading skills in Welsh and discuss their reading books sensibly. The majority of pupils in key stage 2 write suitably in Welsh, with appropriate teacher support.

Most pupils across the school have a comprehensive understanding of mathematical concepts. In the foundation phase, most pupils estimate and measure the length and height of different objects well and complete multiplication tasks effectively, after discovering coins with metal detectors. Most pupils in key stage 2 use data with increasing accuracy and present it in various ways to complete mathematical tasks successfully. They create line graphs to record accurately the different times of sunrise and sunset. Additionally, they use budgets purposefully to plan a 'Super Hero' party, which includes allocating sums of money correctly for venues and costumes. However, in both the foundation phase and key stage 2, they do not use their numeracy skills consistently enough, and to a high enough standard, across the whole curriculum and in everyday situations.

Most pupils in the foundation phase use ICT equipment confidently. For example, they control electronic toys on a grid and create talking books successfully. Many pupils in key stage 2 demonstrate effective ICT skills. They apply their skills and select appropriate methods to present their work purposefully, such as animating containers that describe their own capacities. However, pupils' application of a full range of ICT skills in key stage 2 varies too much from year to year as they progress through the school.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils have positive attitudes to learning. They demonstrate a readiness to learn, begin their tasks promptly and concentrate well during lessons. Nearly all pupils are interested in the agreed themes and explain their work to others confidently. Most pupils work productively as individuals, in pairs and in groups. They apply themselves purposefully to new experiences with great enthusiasm. As a result, they listen to and act upon the contributions and ideas of others willingly. For example, in the forest school, pupils demonstrate trust in each other and work collaboratively in pairs to paint pictures, using natural materials.

Nearly all pupils behave very well inside the classroom, during activities in the outdoor learning environment and at playtimes. They are very polite and courteous and treat other pupils, staff and visitors with respect. Most pupils speak maturely about their feelings and express their opinions eloquently. They care for each other and they work and play together successfully. They show pride in their school and feel safe within its positive learning environment. Most pupils contribute effectively to their learning by offering constructive ideas to the termly themes, which extends their knowledge and understanding effectively. For example, they contribute regularly to class planning boards and, as a result, most pupils feel strongly that staff value and act upon their ideas.

Most pupils understand how to keep healthy by eating a balanced diet, drinking water and keeping fit. As well as regular exercise lessons, many participate in a variety of interesting activities to improve their fitness. These include extra-curricular clubs, such as gardening, football and badminton, which impact positively on their health and wellbeing. They understand the dangers that may arise in their daily lives and know what steps to take to reduce risks and to stay safe. This includes food hygiene safety and wearing a seat belt in the car. Nearly all pupils, in line with their age, understand the importance of online safety. They understand, and explain frankly, the potential risks of using the internet and social media carelessly. The ICT club

play an important role in teaching and explaining this to other pupils, which includes leading whole school assemblies.

Most pupils are tolerant and sensitive to the needs and aspirations of other pupils who are similar to or different from themselves. As a result, most have a sound awareness of fairness and the importance of equal opportunities. For example, they have a clear understanding of the importance of compassion and that famine and war cause suffering to families. Most pupils explain well that the culture of Wales is different to other countries, such as Italy and Greece, and they appreciate that diverse religions can exist within communities.

Most pupils have a thorough understanding of the importance of sustainability. They explain passionately that plastic pollution impacts detrimentally on the environment. They articulate well that, they can make a difference as global citizens and change society's irresponsible practices. For example, pupils in key stage 2 create films to educate parents and carers on how to reduce their use of plastic at home.

Many pupils undertake additional responsibilities conscientiously. They display a sound understanding of the importance and purpose of their roles. As a result, members of the school council, eco-committee and 'Cryw Cymraeg' contribute beneficially to school life. For example, the 'Cryw Cymraeg' organise the 'Caffi Cymraeg' on a weekly basis to promote Welsh conversations with family members after school.

Nearly all pupils arrive punctually at the start of the day. Most pupils respond positively to the school's incentives to improve attendance. However, attendance levels have remained lower than those in similar schools over recent years.

### **Teaching and learning experiences: Good**

Teachers and teaching assistants use a variety of different methods effectively when delivering lessons, which has a purposeful effect on most pupils' standards. They use a wide range of resources to engage and support pupils' learning imaginatively. For example, they use cookery and gardening books to help pupils understand adverbs and time connectives well when writing instructions on how to wash a woolly mammoth.

The school provides a rich and balanced curriculum that engages most pupils' interests effectively. Teachers include pupils' ideas thoughtfully when planning interesting lessons that motivate pupils to succeed. The purposeful use of 'have your say' activities in key stage 2 engages pupils well and strengthens the ownership of their work successfully. Additionally, teachers organise a variety of stimulating experiences that broaden pupils' skills and understanding. This includes their knowledge of local history through visits to cathedrals and museums.

Teachers plan and deliver interesting and varied experiences for pupils, which have a good effect on their literacy skills. For example, in key stage 2, teachers encourage pupils to create detailed presentations to persuade their peers to study a particular continent. This allows pupils to collaborate confidently with each other and to research relevant information thoroughly. Additionally, in the foundation phase, teachers challenge pupils to construct guttering to prevent water flooding the playground. This encourages excited and enthusiastic explanations during problem-solving tasks.

Teachers plan experiences of high quality for pupils in mathematics lessons across the school. They provide comprehensive and regular tasks relating to number, shape, measure and data handling. However, they do not always challenge pupils to utilise their mathematics skills enough in activities across the wider curriculum.

In the foundation phase, there are good opportunities for pupils to develop their ICT skills, such as recording their favourite types of exercise on a bar chart. However, even though the planning is thorough in key stage 2, its implementation is not as effective. As a result, opportunities to develop the full range of pupils' ICT skills are inconsistent between year groups.

Teachers and teaching assistants work together successfully. They use marking strategies and regular assessments efficiently to move pupils' learning forward effectively. They provide specialist and stimulating interventions, which supports pupils' progress purposefully. The supportive working relationship between staff and pupils, which is evident in all classes, nurtures respect and courtesy, and creates a productive learning environment. Staff plan effectively together for all pupils, including those with additional learning needs. For example, they challenge pupils to solve real-life problems creatively, such as calculating the total cost of purchasing items from a pet shop. As a result, most pupils make good progress towards meeting their personal targets.

Teachers succeed in making their classes stimulating and engaging places where nearly all pupils can learn productively. They create colourful and appealing displays, which supports teaching and learning beneficially. The teachers' focus on providing opportunities for pupils to take responsibility for their own learning develops positive learning habits well.

The school provides a successful foundation phase environment, both inside the classroom and outdoors. The well-planned activities enrich the learning. The mud kitchen, reading tepee and the role-play area provide exciting opportunities for pupils to develop their oracy and social skills successfully. However, staff do not always allow pupils enough opportunities to make their own choices when working independently.

The provision to develop pupils' Welsh language skills is good. Pupils have valuable opportunities to learn about Welsh culture and heritage through visits to places of interest, including environmental areas and rivers. Most teachers and teaching assistants act as effective role models through their regular use of Welsh commands and phrases in their daily interactions with pupils. This has a positive impact on pupils' standards of Welsh.

### **Care, support and guidance: Good**

The school is a caring community where staff and pupils show a high level of respect for each other. Teachers and teaching assistants know the pupils well and respond sensitively and effectively to their emotional and social needs. The supportive ethos and provision at the school enable nearly all pupils to develop positive attitudes to learning and strong co-operation and social skills.



Staff use detailed tracking and monitoring systems to measure pupils' progress. They recognise the importance of early interventions and provide caring support for individuals and groups of pupils with additional learning needs. Teachers and teaching assistants work closely together to provide a wide range of purposeful intervention programmes. These improve pupils' speech and language, spelling and reading skills successfully. They plan measurable targets for improvement and track pupils' progress towards meeting them rigorously.

The school collaborates closely with a variety of external agencies in order to provide pupils with valuable specialist support. As a result, nearly all targeted pupils make good progress from their individual starting points. Intervention sessions that focus on pupils' wellbeing are effective and they enable pupils to participate in lessons successfully, enriching their self-esteem and co-operation skills.

All staff encourage pupils to become responsible citizens who help others willingly. The school provides regular opportunities for pupils to support village events, such as the flower festival. The school encourages pupils to raise funds for local and national charities, which enhances their understanding of the wider world and the needs of others successfully. Daily assemblies, collective worship and links with the local church promote pupils' spiritual, moral and social development effectively. For example, the vicar regularly leads assemblies and the school holds its harvest festival and Christmas services at the church.

The school promotes a positive relationship with parents and carers. Staff communicate with parents and carers effectively through social media, newsletters, and a purposeful open-door policy. As a result, parents are very aware of the school's activities and events and they encourage their children to participate in a wide-range of extra-curricular opportunities. They regularly help with the gardening club, listen to pupils read and accompany pupils on visits. Teaching staff provide useful training sessions for parents to support their children at home. For example, they arrange information evenings to share mathematics and reading strategies successfully. Additionally, they invite nursery parents to workshops to help them support their children's phonic skills.

The school promotes healthy eating effectively. For example, pupils grow fruit and vegetables in their gardening club allotment and polytunnel, which supports their understanding of sensible diets. They sell the produce to other pupils, staff and the local community, which promotes and develops their business skills successfully.

The school encourages healthy lifestyles purposefully and promotes keeping fit enthusiastically. It provides weekly sports lessons and a wide range of innovative extra-curricular activities, which include gymnastics, aerobics and hockey activities. These activities affect pupils' awareness of how to maintain a healthy lifestyle positively.

The school promotes the culture of Wales effectively. Staff arrange concerts for Saint David's Day and encourage pupils to create colourful cards for Santes Dwynwen. The school competes successfully in national eisteddfod events and provides pupils with valuable opportunities to cook 'cawl', to griddle Welsh cakes and to follow national sports teams. This enables pupils to develop a thorough understanding of Wales' heritage.

The school's provision to ensure that pupils make sensible choices about their own safety is good. These include lessons to discuss the dangers of substance misuse and how to stay safe online. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Leadership and management: Good**

The headteacher leads the school purposefully. She has a clear vision that focuses effectively on developing pupils' standards and improving their wellbeing. She receives strong support from staff and governors and this promotes positive professional values and behaviours within a successful learning organisation.

The headteacher and the wider leadership team support an inclusive ethos across the school, which ensures that most pupils achieve well in a caring environment. As a result, the school provides a positive start for pupils, which allows them to learn productively and to adopt enthusiastic attitudes to learning.

The arrangements for staff meetings are robust and they create a purposeful communication network, which places a direct focus on improving provision to raise pupils' outcomes. The headteacher schedules planning, preparation and assessment periods wisely and performance management procedures are effective. Leaders ensure that all staff have access to relevant learning opportunities to support their professional development and they link these closely to school development priorities. A positive feature of this process is the way that staff develop new skills, which they use effectively to improve pupils' outcomes, for example in relation to the staff's use and understanding of Welsh and the implementation of useful behaviour management strategies.

The school's processes to evaluate its effectiveness are rigorous and based on a wide range of first-hand evidence. The systems to improve quality include listening to pupils and parents, lesson observations and a thorough analysis of assessment data. As a result, leaders build a clear picture of the school's strengths and areas for development. They use this information accurately to identify a manageable number of relevant priorities, which they set against realistic timescales. The current priorities include exploring new methods of teaching and planning in order to develop a creative curriculum. The leadership team measures the impact of its strategies on school improvement regularly and judges the effect of changes robustly against improvements in pupils' outcomes.

The leadership team considers the importance of national and local priorities well and they match them purposefully to the long-term needs of the pupils. For example, teachers plan a range of interesting tasks and activities to develop pupils' literacy skills successfully. Additionally, all staff promote effective outdoor learning experiences that develop most pupils' physical, creative and problem-solving skills well.

The school is developing well as a professional learning organisation. It shares good practice effectively and works well with other schools locally, which includes developing aspects of the new curriculum for Wales. This supports the school's capacity for continuous improvement and provides teachers with worthwhile opportunities to measure and share their effectiveness with other professionals.

The school uses the pupil development grant purposefully to improve pupils' outcomes through effective intervention programmes and the proficient use of teaching assistants. The leadership team and governors focus well on using all parts of the building to support pupils' learning, which includes a well-resourced library and gardening area.

Governors provide clear guidance and set effective challenges for the school. This includes operating a rigorous staffing structure that defines agreed responsibilities against specific criteria and which promotes teamwork well. They visit the school regularly to evaluate the effect of activities on pupils' outcomes, which includes scrutinising pupils' books. They monitor expenditure and the effectiveness of resources thoroughly, which includes efficient and sensible use of reserves to maintain inclusive provision. As a result, governors contribute well to the school's life and success, and hold the school to account purposefully for its performance as critical friends.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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