



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
LL12 8RW**

Date of inspection: February 2020

by

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

About All Saints' Primary School

All Saints' Primary School is a voluntary-aided Church in Wales primary school in Gresford in Wrexham local authority. There are currently 283 pupils on roll, including 33 in the nursery classes.

The three-year rolling average for pupils who are eligible for free school meals is about 6%. This is well below the national average. The school has identified around 11% of pupils as having special educational needs. This is well below the national average. English is the predominant home language of most pupils. A very few pupils come from an ethnic minority background or receive support for English as an additional language. A very few pupils use Welsh as their first language at home.

The headteacher was appointed in November 2019. The school was last inspected by Estyn in November 2012.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with 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 make good progress in reaching high standards in their writing, mathematics and Welsh oracy skills. Nearly all pupils behave exceptionally well and show a high standard of care and consideration for others. Staff promote pupils' cultural, social and moral development particularly well. The promotion of shared core values is a strength of the school.

The school has an inclusive ethos where all staff know the pupils well and provide high levels of care, support and guidance. Teachers plan a wide range of interesting and stimulating learning opportunities. As a result, pupils have very positive attitudes towards learning. This supports their development as independent learners and enables them to make good progress.

The headteacher provides strong and effective leadership. A supportive team of staff show strong commitment to the school and its pupils. Staff engage with new initiatives well and work effectively together to develop the school as a thriving learning community.

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

Recommendations

- R1 Provide more opportunities for pupils to contribute to what and how they learn
- R2 Improve pupils' application of numeracy skills across all areas of learning
- R3 Ensure consistency in teachers' expectations of what pupils can do, particularly those who are more able

What happens next

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

Main findings

Standards: Good

Nearly all pupils, including those with special educational needs, make at least good progress as they move through the school. By the end of key stage 2, most pupils use their literacy skills to a high standard across the curriculum. Nearly all pupils listen carefully to adults and each other. They are confident speakers who use a wide range of vocabulary. For example, younger pupils in the foundation phase discuss confidently which animals live in the arctic and how ice feels. Year 2 pupils speak articulately when presenting their unicorn stories to others. By Year 6, most pupils discuss deforestation and its impact on the environment maturely.

Most pupils develop quickly a beneficial understanding of letter sounds and how these combine to build words. As they progress through the foundation phase, most can read with expression and they demonstrate good levels of understanding. Most pupils in key stage 2 make informed choices about what they read. Most read for pleasure and use their reading skills well to support their learning. By Year 6, most pupils know how to locate information and use a dictionary correctly. They enjoy learning and using effective vocabulary, for example when writing about 'The Selfish Giant'.

Most pupils develop effective writing skills and apply these well in a variety of contexts across the curriculum. Nearly all pupils take pride in the appearance of their work. The quality of handwriting and presentation is consistently high. Most pupils develop strong basic skills in punctuation and spelling. In the foundation phase, many pupils understand the features of a wide variety of genres and use them thoughtfully in their own work, for example when constructing exciting bonfire poems in Years 1 and 2. In key stage 2, many pupils make sophisticated vocabulary choices. Most Year 3 and 4 pupils use metaphors and similes to good effect when writing about how a turtle escapes from entanglement in plastic. Their use of emotive language sets the scene and engages the reader well.

Nearly all pupils have positive attitudes towards learning Welsh and, as they move through the school, most make strong progress in improving their Welsh language skills. Most pupils are able to follow familiar commands in Welsh and they respond enthusiastically. Many foundation phase pupils use familiar greetings and are increasingly confident in picking out key vocabulary in simple sentences. In key stage 2, most pupils know a wide range of sentence patterns and vocabulary. By Year 6, most can express their opinions and extend their answers well, using different connectives. Pupils write confidently in Welsh about familiar topics, for instance when they construct detailed profiles on famous Welsh sports stars and musicians.

Most pupils make good progress in developing their mathematical skills. By the end of Year 2, most pupils have a sound knowledge of basic number facts and apply these well. They solve simple problems related to time and money and understand place value. In Year 1, many pupils price the ingredients and equipment needed to make marshmallow snowmen competently. In key stage 2, most pupils work neatly, methodically and accurately in their work in mathematics. In a few instances, pupils

apply their skills appropriately across the curriculum. For example, in Year 5, pupils compare average temperatures in Tasmania and Wrexham confidently and, in Year 4, they compare the relative dimensions of the earth's crust, mantles and cores accurately. However, in general, pupils do not always apply their numeracy skills well enough across the wider curriculum.

In the foundation phase, most pupils use their information and communication technology (ICT) skills to support their learning successfully. Younger pupils use an interactive whiteboard to compare the size and length of objects adeptly. Most pupils in Years 1 and 2 manipulate on screen tools successfully to draw pictures of the Little White Owl. They change the size and colour of their font independently. In key stage 2, most pupils use a computer fact file appropriately to support their topic work on local mining disasters. By Year 4, most pupils search the internet to gather information quickly and present it in the form of slide shows and word-processed documents clearly. In Year 6, most pupils understand the purpose of databases, for example when looking at figures from the Tudor period.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe in school and know where to get help and support if they feel worried or upset. They demonstrate a clear understanding of the need to be careful when using the internet and know what they should do if they have any concerns. Older pupils speak confidently about the need to keep personal information safe from people they do not know.

Most pupils understand the importance of eating and drinking healthily. Many benefit from the school's wide range of extra-curricular activities that promote healthy eating and physical wellbeing, including, 'healthy grub club,' football, fitness training and first aid. Most pupils are confident individuals who enjoy organising and performing in events, for example when they perform at a Remembrance service.

Pupils take pride in playing a key role in community events and they are curious to find out more about the history of their locality. For example, Year 4 pupils demonstrate empathy and compassion when learning about the Gresford Colliery disaster. Pupils who are members of the school council, Criw Cymraeg and the recently established, eco-committee are conscientious and take their responsibilities seriously. Members of the school council plan regular events to raise money for charity, such as a coffee morning for a cancer charity.

Nearly all pupils demonstrate exemplary behaviour on the playground and around the school. They show care and consideration for each other and are courteous and welcoming to visitors to the school. Nearly all are respectful and well mannered. As a result, there is a calm learning atmosphere within the school.

Nearly all pupils have a positive attitude towards their learning and take a keen interest in their work. For example, pupils in the foundation phase talk animatedly about their topic 'The Little White Owl' and Year 6 pupils talk knowledgeably about investigating temperatures as part of their topic on climate change. Consequently, most pupils have a strong understanding of the climate crisis and are keen advocates for saving the planet through sustainable lifestyles.

Many discuss their work with their peers willingly, respect the contributions of others, and respond positively to their ideas. Across the school, most pupils are developing resilience, and many use a range of self-help strategies, such as 'The Five Bees' (brain, board, buddy, book, boss) effectively to become more independent learners.

Attendance rates for the year thus far show an improving trend and most pupils respond positively to the school's termly celebration of regular attendance. Nearly all pupils are punctual at the start of the school day.

Teaching and learning experiences: Good

In most cases, teachers provide pupils with activities that engage them well and stimulate their interest. For example, when constructing small igloos from sugar cubes for a penguin to live in. Most teachers plan their classrooms carefully to create inviting places that are conducive to learning. Teachers deploy support staff purposefully to support individuals and groups of pupils. Support staff make valuable contributions to raising the standards of literacy and numeracy that pupils achieve. All members of staff have positive working relationships with pupils. They treat them with kindness and consideration and in most classes have high expectations of what pupils can achieve.

There is a clear system of graded learning challenges for literacy and numeracy activities. This provides pupils with an appropriate choice of tasks at different levels of difficulty. However, on occasions teachers do not always plan sufficiently challenging opportunities for pupils to work independently, especially those that are more able. For example, there are missed opportunities for pupils to consolidate their prior mathematical learning. This limits pupils' ability to apply their numeracy skills across the curriculum.

Teachers share lesson objectives with pupils purposefully and provide them with useful ways to ensure that they are successful in their learning. The use of checklists, and self and peer assessments helps older pupils to develop as reflective learners and to have a good understanding of their strengths and areas for improvement. This results in identifiable improvements in pupils' skills, especially in their writing and Welsh oracy work. Nearly all staff question pupils skilfully to check their understanding and to help inform the next steps in their teaching.

The school takes good account of foundation phase pedagogy. There is a strong emphasis on developing pupils' literacy, mathematical and creative skills through interesting practical activities, both indoors and outside. This supports pupils' wellbeing and their engagement in learning very effectively. In the best examples, this ensures that pupils are active and inquisitive and use their problem-solving skills well, for example, when they try to construct and test earthquake-proof buildings using jelly to recreate the weak foundations.

All staff promote Welsh and the culture of Wales effectively. They use Welsh regularly with pupils and encourage them to respond. The school provides worthwhile opportunities for pupils to learn about the history and culture of the local area. Younger pupils enjoy making models of All Saints' Church and Chirk Castle. In addition, pupils learn about Welsh history and culture when studying Welsh authors, reading about Welsh myths and legends, and listening to music by the Welsh harpist, Catrin Finch.

Teachers use the locality and visits to enrich pupils' learning successfully. For example, a music co-operative supports pupils' appreciation and enjoyment of music through regular visits. Teachers identify interesting opportunities for pupils to apply their ICT skills through their topic work. For instance, pupils use computer apps to import photographs from visits and to write news reports. Older pupils use ICT competently to draw bar charts showing demographic changes in Australia as part of their geography work.

Care, support and guidance: Good

The school provides a positive environment where pupils and staff show caring attitudes towards each other and where everyone takes pride in the school. Staff place a high priority on ensuring the health and wellbeing of pupils. Teachers are beginning to gauge the views of pupils and involve them more in the planning of what they would like to learn. However, this is at an early stage of development.

The school makes appropriate arrangements to promote healthy eating and drinking. Pupils have easy access to drinking water and healthy snacks and there are frequent opportunities for them to take exercise at break times and in their lunch hour. All school and class rules are clear and pupils respond well to the high expectations relating to their behaviour. This has a strong influence on pupils' moral development and helps them to distinguish maturely between what is right and wrong.

There are comprehensive procedures that enable staff to measure pupil progress during the year. Staff, pupils and parents contribute to preparing a useful one-page profile that summarises a pupil's strengths, concerns and preferences as to how they learn best. Teachers administer a suitable range of assessments and oversee pupils' progress efficiently through a bespoke electronic tracking system. These procedures enable staff to identify any pupils whose progress is slower than expected and to provide prompt, targeted support as a result.

Leaders track and monitor pupils' attendance robustly and work closely with the school's attendance officer to work with families of pupils with low attendance. The school makes effective use of the expertise of external agencies so that pupils with special educational needs receive appropriate specialist support. Targeted pupils have suitable individual education plans that set out clear, measurable targets. Staff, pupils and parents review progress regularly. As a result, most targeted pupils make good progress towards their individual learning goals.

There are valuable opportunities for pupils to engage in a purposeful way with their local community. Pupils sing with residents of a local care home and have strong links with the local church. Staff provide worthwhile opportunities to promote pupils' social development. Pupil leadership groups, such as the school council and eco-committee, are beginning to make a purposeful contribution to school life. Pupils organise and act as waiters for a coffee morning in aid of a cancer charity. Most pupils benefit from opportunities to support community events, such as the commemoration of the Gresford Colliery disaster.

The school promotes pupils' cultural development well. It provides pupils with worthwhile opportunities to make music and to perform in school and at events such as the Manchester Young Voices concert. Staff raise pupils' sense of awe and wonder well through their treatment of environmental issues. Pupils speak with pride about the fact that they sponsor a sloth from a nearby zoo.

The school has strong links with parents, many of whom volunteer to accompany school visits. Most parents feel well informed about their children's progress and value the personal nature of end-of-year reports. The active home-school association supports the school well by arranging well-attended fund-raising activities, for example to help replace aging computer equipment.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The newly-appointed headteacher provides strong and effective leadership that ensures a clear strategic direction for the school. The school has a supportive culture that promotes the happiness, wellbeing and achievement of pupils and staff successfully. The headteacher sets appropriately high expectations in relation to the professional values and behaviours of staff. The senior leadership team has a good balance of skills and expertise and they support the headteacher well.

The headteacher recognises and nurtures the individual strengths of staff skilfully. There is careful distribution of leadership roles at all levels based on staff expertise and interests. This is helping to develop the school as a purposeful learning organisation. For example, the deputy headteacher is working on resources to support the teaching of numeracy across all areas of learning more effectively.

The school shares good practice and works successfully with other schools. This provides teachers with worthwhile opportunities to share their experiences with other professionals. It has developed the school's capacity for continuous improvement well and led to improved outcomes for pupils, for example in improved standards in pupils' independent writing skills.

All members of staff have specific, clear job descriptions. They understand their roles and responsibilities well and feel that senior leaders value their contributions to the school. The school supports the professional learning of staff successfully. Support staff are an integral part of the school team and attend staff meetings alongside teachers. Staff share good practice within the school regularly, and this improves their skills successfully, for example when developing pupils' Welsh language skills.

The governing body knows the school well and undertakes its supportive role effectively. Governors have valuable professional expertise and a suitable range of interests, which they use purposefully to support the school, for example by acting as reading mentors to pupils. The headteacher keeps governors well informed about developments and pupils' progress. Governors have a good knowledge of the school's performance data and its strengths and areas for development. They challenge the leadership team effectively as critical friends and hold the school suitably to account for its performance.

The headteacher and governors manage the school's resources diligently and monitor the effect of expenditure effectively. They respond appropriately to financial challenges and plan to mitigate any possible future risks quickly. The headteacher keeps a close eye on the costs of existing programmes and activities and considers

whether they are cost-effective. The school meets the needs of pupils who are vulnerable or who have special educational needs effectively. It makes effective use of the pupil development grant to provide extra support for pupils at risk of underachieving. As a result, all target pupils make strong progress from their individual starting points.

There is a broad range of processes to evaluate the work of the school. These include analysis of relevant data, scrutiny of pupils' work, half-termly pupil progress reviews and formal lesson observations. Overall, monitoring work gives leaders and teachers a useful overview of the school's strengths and areas for development. Since his appointment, the headteacher has introduced a more rigorous monitoring process, which focuses more robustly on key areas for improvement.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

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

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