



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

A report on

**St George Controlled Primary School
Primrose Hill
St George
Abergele
Conwy
LL22 9BU**

Date of inspection: November 2019

by

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

About St George Controlled Primary School

St George Church in Wales Primary School is in the small village of St George, about three miles from Abergele. Pupils attend from a wide area, including the local village. The school is under the voluntary control of the Church in Wales. The school has 68 pupils between the ages of 3 and 11, including 6 part-time pupils in the nursery. There are three classes at the school.

The average proportion of pupils eligible for free school meals over the last three years is around 19% which is close to the national average of 18%. Nearly all pupils are from a white British background. The school has identified around 19% of its pupils as having special educational needs, which is slightly below the national average of 21%.

The headteacher took up his post in September 2010. The school was last inspected in May 2015.

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

The headteacher is effective in establishing and promoting a vision for the school that is based on ensuring high standards of wellbeing and improving pupil outcomes. All staff work successfully to establish an effective and inclusive learning environment.

Nearly all pupils are friendly and courteous towards each other and adults. They are enthusiastic learners who work well in groups and pairs, and show a high level of maturity and respect for the views of others.

Across the school, staff establish very good working relationships with pupils. They provide an extensive range of rich learning experiences that meets the needs of pupils of all ages and abilities successfully.

The good quality of staff's care, support and guidance has a very positive effect on pupils' standards and wellbeing. As a result, nearly all pupils, including those with special educational needs, make good progress and achieve well.

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 Improve standards in Welsh across the school

R2 Provide more opportunities for pupils to develop their use of spreadsheets and modelling skills in information and communication technology (ICT)

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, nearly all pupils, including those with special educational needs, make good progress and achieve well. They recall previous learning well, and use and apply their literacy, numeracy and ICT skills successfully in a range of situations across the curriculum. Nearly all pupils develop as conscientious and confident learners.

In the foundation phase, most pupils listen well and communicate with their peers effectively. For example, they plan together sensibly in small groups to discuss how they will organise their activity outdoors. By Year 2, they talk confidently when explaining how to play a simple maths game or sharing a piece of work they enjoyed about plants. Most key stage 2 pupils listen to others attentively and respond well with relevant answers or questions. They use an increasing range of vocabulary when discussing and explaining in detail their work on solids, liquids and gases.

Most pupils in the foundation phase make good progress in learning to read. By Year 2, they choose reading materials independently and give valid reasons for their choices. They show interest, pride and enjoyment in reading aloud, and they do so with increasing confidence. In key stage 2, most pupils read accurately and fluently. By Year 6, their higher order reading skills are developing successfully, skimming and scanning texts effectively to find information about famous people to support their work on writing biographies.

In the foundation phase, most pupils write well, using simple sentences with capital letters and full stops correctly. By the end of Year 2, they write at length, for example using persuasive vocabulary in a letter to the head teacher about the advantages of school trips. In key stage 2, most pupils choose interesting vocabulary and spell, punctuate and paragraph correctly and write for different purposes and audiences. By Year 6, they produce writing that engages the interest of the reader successfully, for example when creating a book about a 'Secret Dragon'. Most pupils' handwriting and presentation of work is neat.

As pupils move through the school, many make gradual progress in developing their Welsh oral skills. Most respond to instructions and have a reasonable understanding of Welsh used by teachers in Welsh lessons. However, most pupils do not make enough progress in developing their Welsh in lessons or in less formal situations. In the foundation phase and in key stage 2, a majority of pupils' reading and writing skills in Welsh are at an early stage of development.

Most pupils' numeracy skills across the school are developing well. By the end of Year 2, nearly all pupils show a secure grasp of number facts up to 100. They handle different measurements and use mathematical vocabulary correctly. Most pupils tell the time accurately in analogue and digital format and use this information competently to solve number problems, for example, when working out how long it would take their superheroes to travel to a particular destination. Nearly all pupils know the properties of regular 2D and 3D shapes. In key stage 2, nearly all pupils have a good understanding of mathematical strategies. They solve addition and

subtraction problems confidently using a range of strategies. Most pupils in upper key stage 2 measure and calculate the area and perimeter of shapes correctly. They represent data accurately in a graph, for example, when comparing the temperature of Cardiff and Egypt as part of their topic work and come to sensible conclusions about their findings.

Most pupils' ICT skills are developing appropriately across the school. In the foundation phase, most pupils use software purposefully to create pictures. They collect information and produce an appropriate graph accurately. They upload their pictures to a tablet computer confidently and combine them with recordings to create animated pictures, for example, when making models using recycled materials. By the end of key stage 2, most pupils produce a poster with varying text and colours creatively, for example, to persuade people not to use plastic and to 'save our super sea'. Nearly all pupils research information and produce interesting multi-media presentations, for example, when presenting work about being an evacuee in World War 2. However, pupils' use of spreadsheets and their modelling skills in ICT are underdeveloped.

Wellbeing and attitudes to learning: Good

Nearly all pupils are friendly and courteous towards each other and adults. Most cooperate with each other successfully and nearly all are well behaved during lessons and playtime. They respond positively to school rules and understand the consequences of unacceptable behaviour. They are enthusiastic learners who work effectively in groups and pairs, and show a high level of maturity and respect for the views of others. Pupils' effective use of techniques such as talking partners, enables them to support each other's learning effectively and helps them to become confident learners.

Nearly all pupils enjoy their work, and persevere with their tasks for extended periods. From a very early age, most pupils show maturity and understanding when choosing the level of challenge for their work. Most have a good understanding of how well they are doing and what they need to do to improve their work.

Nearly all pupils feel safe at school and appreciate the high quality support that they receive from adults. They have the confidence to approach each other and any member of staff if they have any concerns. Older pupils show exceptional care for the younger pupils during break time. This is typical of the constructive and supportive relationship that exists across the school community. Nearly all pupils have a very sound understanding of the importance of eating healthily and keeping fit.

Nearly all pupils take full advantage of the valuable opportunities that the school provides for them to express their views and contribute to important aspects of its work. At the beginning of every theme, most pupils in all classes suggest suitable aspects of the topic they would like to learn about. By the end of key stage 2, many are confident and skilful in determining their own line of enquiry and, as a result, take a growing responsibility for their learning.

Members of the different committees show obvious pride in their contribution to several aspects of school life. The school council has successfully raised funds to buy a number of friendship benches to support their motto, 'A friend is the nicest thing to have and one of the nicest things to be'. They support humanitarian

activities regularly to raise money for a number of charities. This has a positive effect on their awareness of the needs of others in their community and the wider world. The eco council work conscientiously to recycle waste. They are proud of their compost bins and explain well how they use them to improve the soil in the school garden. They talk enthusiastically about the meadow they are creating and the importance of the trees they have planted in the environment. They have arranged for the dairy provider to deliver the school's milk in re-cyclable containers, some of which they use in their craft work.

Pupils are aware of the need to attend school regularly and punctually.

Teaching and learning experiences: Good

Across the school, staff establish very good working relationships with pupils, which foster a supportive and stimulating learning environment and ensures that pupils achieve well. Teachers and support staff have high expectations of all pupils and their teaching and questions to pupils are challenging and purposeful. This helps to ensure that nearly all pupils apply themselves well to their tasks, concentrate for extended periods and show clear motivation to succeed. Teachers and assistants work effectively as a team and provide regular opportunities for pupils to develop their listening, speaking and thinking skills.

Assessment for learning strategies are firmly established throughout the school. Pupils receive constructive feedback from teachers, which helps them to understand what they need to do to improve their work. Teachers provide beneficial opportunities for pupils to reflect on their own learning. This contributes effectively to pupils' ability to determine the level of challenge that best suits their needs. This is one of the school's strengths and contributes well towards pupils' progress and achievement.

The school provides an extensive range of rich learning experiences that meets the needs of pupils of all ages and abilities successfully. Through effective co-operation and setting clear guidance for pupils, teachers ensure that there are opportunities for all pupils to experience a range of stimulating activities. Cross-curricular themes contribute effectively to the development of pupils' knowledge and understanding. Opportunities for pupils to contribute their ideas, such as for the current theme on recycling and tackling the problem of plastic waste, sparks great interest among pupils and engages their enthusiasm and commitment well.

The principles of the foundation phase have been established firmly. Regular access to the outdoor area ensures that all pupils benefit from stimulating activities indoors and outdoors. Effective focused tasks and continuous learning activities include beneficial opportunities for pupils to investigate and role-play, for example using magnetic and 3D shapes to build houses. Key stage 2 teachers build well on this foundation by encouraging pupils to apply their skills in challenging tasks. The school provides a suitable range of learning experiences to develop pupils' literacy, numeracy and ICT skills successfully across the curriculum, and this ensures continuity and progression in their learning. However, pupils do not have enough opportunities to use spreadsheets and develop their modelling skills in ICT.

The school promotes pupils' understanding of Welsh culture and traditions effectively, for example through local studies, visits to the Urdd residential camp and learning about famous characters, such as Saint Dwynwen and Saint David. This

raises pupils' awareness and interest in Welsh traditions, culture and history successfully. However, planning for Welsh is not progressive enough and pupils do not have enough opportunities to develop their Welsh language skills regularly and consistently throughout the school.

Care, support and guidance: Good

The good quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. As a result, pupils' moral, social and cultural skills are developing very successfully. The strong focus of all staff on promoting high expectations and values encourages pupils to take responsibility for their actions maturely. Teachers' 'praise in a moment' strategy celebrates pupils' achievements and effort well. This has a positive influence on pupil confidence and encourages them to engage well in learning.

There are valuable opportunities for pupils to express their opinions in their work and through various committees. The school gives their views serious consideration, and this nurtures their confidence and their sense of pride and responsibility for others. Staff encourage pupils to become responsible citizens through activities that promote consideration for others, including supporting a wide range of charitable events and caring for the environment.

Staff know the pupils and their families well and have positive links with them. Staff share information about the school's activities with parents regularly, and guidance on homework enables them to support their children successfully, for example, in improving spelling.

The school has appropriate arrangements for promoting healthy eating and drinking and offers a comprehensive selection of after-school activities. As a result, most pupils understand the importance of eating and drinking healthily and many respond with enthusiasm to the range of opportunities they are given. Educational visits and talks from the police liaison officer provide purposeful experiences for pupils to develop their understanding of keeping safe.

There are effective procedures for tracking pupils' progress and staff update them regularly. Teachers make good use of assessment information to identify pupils' needs at an early stage. All pupils with special educational needs have a relevant individual education plan that identifies strengths and areas for improvement. Teachers consider these targets carefully when planning their lessons and any other relevant intervention programme such as daily diaries or directed phonics work. Staff monitor the progress of pupils who receive additional support carefully and adapt provision for them appropriately. As a result, nearly all pupils make good progress against their targets.

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

Leadership and management: Good

The headteacher is effective in establishing and promoting a vision for the school that is based on ensuring high standards of wellbeing and improving pupil outcomes. All staff work successfully to establish an effective and inclusive learning environment. This has a positive impact on pupils' progress, their attitudes to learning and behaviour.

All staff have a clear understanding of their roles and responsibilities and participate confidently in decision-making in order to take the school forward. Regular meetings focus clearly on priorities for improvement. There are effective performance management arrangements in place, which include relevant targets for staff that are linked to the school's priorities. This has a positive effect on the wide-ranging and valuable opportunities that are provided for pupils. A good example is the work on developing techniques, such as talking partners, and pupils setting their own levels of challenge, which enables them to support each other's learning effectively and become successful independent learners.

The school is developing well as a professional learning community. It shares good practice effectively and works well with other local schools. This provides teachers with worthwhile opportunities to share their experiences with other professionals and so supports the school's capacity for continuous improvement. This has resulted, for example, in improved standards in pupils' independent writing skills.

All members of staff have a sound understanding of the school's strengths and areas for improvement. They use information from effective evaluation processes, such as scrutiny of books, lesson observations and data analysis, to identify priorities for improvement to be included in the school development plan. This ensures that it is a useful and effective tool to move the school forward. Staff monitor progress carefully and this ensures that the school continues to give good attention to improving pupils' standards and wellbeing. Learning assistants are used effectively across the school to support individual pupils and implement relevant intervention programmes. This support contributes successfully towards improving pupils' literacy and numeracy skills.

Leaders keep the governors well informed about the standards that pupils achieve and, as a result, have a sound understanding of the school's performance. They work purposefully alongside members of staff in learning walks and scrutinise books. This enables them to challenge the school effectively and hold leaders to account for its performance.

Expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully, and ensure that financial resources are used fully to support priorities for improvement. Effective use of the pupil development grant to support the few pupils who are eligible for free school meals has led to improvement in their standards, particularly in improving their reading and writing skills.

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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