



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

**A report on**

**St Anthony's R.C. Primary School  
High Street  
Saltney  
Flintshire  
CH4 8SG**

**Date of inspection: January 2019**

**by**

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

## About St Anthony's R.C. Primary School

St. Anthony's Catholic Primary School is a voluntary aided Catholic primary school in Saltney in the Flintshire local authority. The school has 124 pupils between the ages of 3 and 11, including 11 part-time pupils in the nursery. There are six classes.

The average proportion of pupils eligible for free school meals over the last three years is around 19% and the same as the national average. A very few pupils are from a minority ethnic background. The school has identified 28% of its pupils as having additional learning needs, which is above the national average of 21%.

The headteacher took up his post in April 2016. The school was last inspected in March 2013.

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

Nearly all pupils, including those with additional learning needs, make sound progress as they move through the school. Pupils achieve well by Year 6. Pupils settle into lessons quickly, demonstrate strong levels of concentration and enthusiasm, and move between tasks sensibly and efficiently. They are polite and well mannered. They show respect for adults and for one another within a purposeful learning environment. Teachers prepare interesting lessons for pupils and planned activities flow well.

The school has a strong caring and inclusive ethos. This has a very positive effect on pupils' wellbeing and behaviour. However, pupils' overall attendance is too low when compared with that in similar schools.

The headteacher has a clear vision for the future development of the school, which staff, governors and parents share. Governors are very supportive of the school and have a clear understanding of the school's strengths and areas for improvement. They use this information effectively to challenge the school about its performance.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Adequate and needs improvement</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 Improve standards in Welsh as a second language across the school
- R2 Improve attendance overall
- R3 Provide more opportunities for pupils in key stage 2 to take responsibility for their own learning in order to develop as independent learners
- R4 Provide more opportunities for pupils to develop their numeracy and information and communication technology (ICT) skills across different areas of learning

## **What happens next**

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

## Main findings

### Standards: Good

As they move through the school, nearly all pupils, including those with additional learning needs, make sound progress and achieve well by Year 6.

In the foundation phase, pupils listen well to adults and to each other. Many pupils in the nursery and reception class speak confidently, for example when explaining how eating fruit is good for you. In Year 2, pupils talk with enthusiasm about their work using a varied vocabulary. By Year 6, many pupils are becoming increasingly articulate. They express their opinions clearly and confidently, for example when discussing the dangers to wildlife from too much plastic in the ocean.

Most pupils in the foundation phase make at least good progress in learning to read. From an early age, they learn an appropriate range of phonics and other cues, such as pictures or the context, to help them read simple texts. By the end of the foundation phase, most read a suitable range of texts fluently and effectively. In key stage 2, most pupils develop their reading skills proficiently and nearly all read at the level expected for their age. They enjoy discussing books and can predict what might happen next. By the end of Year 6, many pupils are confident, independent readers. They use their reading skills purposefully to gather information from different sources, by using books, fact sheets and electronic devices.

Many pupils across the school develop their writing skills well. By the end of the foundation phase most pupils write in sentences, using correct punctuation, and spell common words correctly. Many write independently for different purposes. They write interesting stories and effective accounts, for example when writing a letter inviting the governors to their Christmas play. In key stage 2, pupils' writing skills develop well and engage the reader effectively. They use the writing skills they learn in English to good effect in other subject areas. For example, they use a firm yet polite tone when writing a letter to the local authority arguing a strong case for a zebra crossing to be installed on the busy main road next to the school. Many pupils use punctuation well to organise their writing and most pupils draft and refine their work successfully to improve its quality.

Most pupils' numeracy skills are developing effectively and nearly all pupils across the school enjoy mathematics. By the end of Year 2, most pupils develop a good understanding of measurement, time and data, for example when composing a bar chart of the pupils' favourite fruit. They use standard and non-standard units purposefully and skilfully. In key stage 2, most pupils have a good understanding of number strategies and use them successfully to solve problems. By the end of the stage, most pupils measure angles and calculate the area of a variety of shapes accurately. Following investigations of pulse rate and shadows, many pupils present their work appropriately in the form of a graph, and interpret the results effectively. However, pupils do not develop their number skills consistently enough across a range of subjects.

Most pupils' ICT skills are developing appropriately across the school. In the foundation phase, most have a good level of competence in using a keyboard. They use word processing programs effectively to record information about their senses

and use the tablet camera competently to take photographs and videos. By the end of Year 2, many pupils successfully program a toy to move in a set pattern. In key stage 2, nearly all pupils present information in interesting ways by using a wide variety of programs, for example to produce recruitment pamphlets for confirmation services. They confidently use software to make presentations about Christmas during the Second World War, combining text, images and sounds in an interesting manner. By the end of Year 6, pupils are beginning to develop their modelling skills and explain how changing one variable affects another in simulations. However, pupils' ability to use databases and spreadsheets independently to collect, store and manipulate data is limited. They do not consistently develop their ICT skills across the curriculum

As pupils move through the school, many make slow progress in developing their Welsh oral skills. Most respond to instructions and display a reasonable understanding of Welsh used by teachers in Welsh lessons. However, most pupils do not make enough progress in using Welsh in their work in other subjects and in less formal situations at school. 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.

### **Wellbeing and attitudes to learning: Adequate and needs improvement**

Nearly all pupils enjoy coming to school. Nearly all pupils feel safe in school and know what to do if they are worried or anxious. They demonstrate a good understanding of how to stay safe when using the internet. Older pupils speak confidently about the need to protect their identity online and know what to do if they come across inappropriate material.

Nearly all pupils behave well in lessons and around the school. They settle into lessons quickly, demonstrate strong levels of concentration and enthusiasm, and move between tasks sensibly and efficiently. They are polite and well-mannered and show respect for adults and for one another, listening carefully to what their friends and teachers say and responding to their ideas considerately. By the end of key stage 2, most pupils are becoming increasingly confident in understanding what they need to do to improve their work.

Pupils take pride in the roles they take in the life of the school. Members of different pupil councils represent other pupils maturely and keep other pupils informed. For example, the eco council has corresponded with the local council to conduct a campaign against dog fouling in the area. The school council promotes positive attitudes towards eating and drinking healthily. Pupils take part in fundraising for several charitable causes, including those linked to children's needs and a national cancer charity. This helps them to gain a good understanding of the needs of others in their community and the wider world.

While attendance rates for the current academic year are showing signs of improvement, the school's overall attendance over recent years is too low when compared to that in similar schools. The rate of persistent absence is also too high.

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

There is an effective working relationship between adults and pupils, which supports a purposeful learning environment. Teachers prepare effective lessons and activities

flow well. They explain new ideas carefully and extend pupils' learning through practical experiences well. They ask probing questions to broaden pupils' understanding and encourage them to use their thinking skills throughout the lesson. Support staff make a positive contribution to the quality of pupils' learning.

Teachers and support staff give pupils useful oral feedback and question them effectively to explore their understanding. This encourages them to reflect on their learning and evaluate their efforts regularly. Where appropriate, teachers also give pupils constructive written feedback, which enables them to develop a good understanding of how well they are doing and what they need to do to improve further. However, there is a tendency at times for teachers in key stage 2 to over-direct pupils. This limits the opportunities for pupils to take responsibility for their own learning.

Staff in the foundation phase provide a suitable balance of focused and continuous activities. They give pupils purposeful opportunities to investigate, role-play and practise their physical skills. In key stage 2, the curriculum is broad and balanced. Teachers plan creatively to build systematically on the skills that pupils develop in the foundation phase. Teachers set out interesting and imaginative learning experiences for pupils, such as the topic about Wonderful Wales. Teachers give pupils purposeful opportunities to offer suggestions and ideas about what they would like to study at the beginning of each topic. This engages their interest and curiosity towards learning skilfully and strengthens their commitment to their work.

Teachers identify many worthwhile opportunities for pupils to use their literacy skills to support and to extend their work across the curriculum. They use a variety of numeracy and literacy intervention programmes effectively in order to target groups of pupils. As a result, nearly all pupils make good progress. However, the planning to ensure that pupils develop their numeracy and ICT skills regularly across a range of subjects as they move through the school is limited.

Planning for the development of Welsh is beginning to be effective in developing pupils' oral, reading and writing skills, and designated Welsh lessons engage their interest and foster positive attitudes to the language. However, pupils do not have enough opportunities to develop their Welsh language skills regularly and consistently throughout the school.

The school promotes pupils' understanding of Welsh culture and traditions effectively, for example through participating in the school eisteddfod and visits to the Urdd residential camp and their work on Saint Dwynwen and Saint David. This raises pupils' awareness and interest in Welsh traditions, culture and history successfully.

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

The quality of care, support and guidance provided by the school is of high quality and ensures that pupils develop a sound understanding of values, such as honesty and fairness. The strong caring and inclusive ethos has a very positive effect on pupils' wellbeing and behaviour. It is a welcoming environment with a clear sense of community. Adults and pupils show a high level of respect for each other. Staff know the children very well and respond sensitively and effectively to their individual needs. As a result, pupils feel valued and this helps develop their self-confidence and self-esteem.

The school has developed a robust system for tracking and monitoring pupils' progress and wellbeing. The information is used purposefully by staff to plan and provide comprehensive support to address the needs of individuals and specific groups of pupils successfully. Teachers identify pupils' educational, emotional and social needs at an early stage and classroom assistants work skilfully under the guidance of teachers to implement a wide range of purposeful intervention programmes.

All pupils with additional learning needs have a clear education plan, which includes specific, measurable and appropriately challenging targets. The school works effectively with support agencies to produce these plans. This ensures that the careful and suitable provision for pupils has a positive effect on their progress and wellbeing.

The school has a productive relationship with parents which helps them to support their children's learning effectively. Parents feel that the staff listen to their views and deal with any issues that may have an effect on their child's learning and wellbeing in a timely manner. The family liaison officer has developed valuable relationships with parents and works closely with them to implement a range of strategies to promote pupils' attendance and punctuality. While this is beginning to improve attendance rates, they remain too low overall.

The school provides numerous opportunities for pupils to have their say through various pupil forums. It places great store on developing learners that are responsible citizens by encouraging them to develop their awareness of the needs of others and raising money for charity regularly. Pupils have worthwhile experiences to develop their understanding of cultural issues by participating in the school's eisteddfod and in their studies of Santes Dwynwen and Saint David. In their physical education lessons, they learn traditional Welsh folk dances. The school has very robust arrangements for promoting eating and drinking healthily and for ensuring that pupils understand how to stay safe.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

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

The headteacher has engaged successfully with all staff to create a whole-school ethos that places pupils' wellbeing at the centre of its work. He has set out a clear vision for the future development of the school which staff, parents and governors share. The headteacher and senior management team receive good support from members of staff and they work together effectively as a team. All staff show a strong commitment to promoting continuous and sustainable improvements, for example in staff meetings and joint planning sessions. There is a strong focus on encouraging learners to attain good standards in the national priority areas of literacy, numeracy and ICT.

Governors are supportive of the school and well informed about its performance. The establishment of the data committee has enabled governors to gain a clear understanding of the school's strengths and areas for improvement. They use this information effectively to challenge the leadership about the school's performance.



All members of staff have a sound understanding of the school's strengths and areas for improvement. They use information from a range of self-evaluation processes, such as scrutiny of books, lesson observations and data analysis, in order to identify priorities for improvement within the school development plan. The school seeks the views of parents and pupils regularly to ensure that all stakeholders have clear opportunities to make comments and suggestions in terms of improving provision and raising standards. There is a strong link between the findings of the self-evaluation processes and the school development plan, which ensures that it is a useful and effective tool for staff and governors in driving forward improvement. Staff monitor progress carefully and present rigorous reviews in relation to the school's priorities. This ensures that the school continues to give purposeful attention to improving pupils' standards and wellbeing.

The school has robust performance management procedures for staff which promote the professional development of staff successfully. The school is developing well as a strong learning community by working effectively with other schools on projects such as improving the outdoor learning environment and pupils' extended writing skills.

Expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully, and ensure that the school uses its financial resources effectively to support priorities for improvement. Effective use of the pupil development grant support pupils who are eligible for free school meals well. This has led to a significant improvement in the standards achieved by targeted pupils, particularly in their reading skills.

## 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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