

Monitoring

of

**Wat's Dyke C.P. School
Garden Village
Wrexham
LL11 2TE**

School number: 665 2209

Date of inspection: February 2012

Wat's Dyke C.P. School was inspected in November 2010 and judged as requiring significant improvement. As part of the Welsh Government's requirements for schools requiring significant improvement, Estyn undertook a monitoring visit in February 2012 focusing on the key issues identified in the Section 28 inspection.

Outcome of the monitoring visit

Wat's Dyke C.P. School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in November 2010. As a result of this progress, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

Recommendation 1: Raise standards in the core subjects in key stage 2 particularly for more able pupils

This recommendation has been largely addressed.

Standards have improved since the previous inspection.

End of key stage 2 assessments for 2011 show that attainment has risen by nearly nine percentage points in the core subject indicator, almost 10 percentage points in English and science and six percentage points in mathematics. These results place the school near the top of its family of similar schools. When compared to schools with similar levels of free school meals, performance places the school in the upper 50% of schools for the core subject indicator and English and in the top 25% for science, although the school is in the lower 50% in relation to mathematics.

In 2011, there was a 10 percentage point rise in attainment at level 5 in English and a 13 percentage point rise in mathematics. This improvement was not reflected in science. The school's performance is above the family average for mathematics but still slightly below average for English and science.

Standards in pupils' books and in lessons show that pupils make good and often very good progress, especially in literacy and mathematics, and achieve highly for their ability. Work in science is less well developed.

Recommendation 2: Raise standards in the quality of teaching

This recommendation has been largely addressed.

Most lessons observed during the monitoring visit were judged to be good or better. This is an improvement on the last inspection.

Staff clearly identify learning intentions and success criteria and refer to these very well throughout lessons. Most lessons have good pace and provide pupils with high levels of challenge, especially for the more able. Staff use resources well to enhance pupils' learning experiences, resulting in improved outcomes for pupils.

Recommendation 3: Ensure that teachers differentiate tasks better and offer pupils feedback that tells them how to improve

This recommendation has been largely addressed.

Teachers plan lessons well and provide appropriately differentiated learning activities. Learning experiences challenge pupils very well and improve their engagement in learning.

Teachers' assessment of pupils' work is accurate. developing successfully. The introduction of a range of effective methods has meant that almost all pupils know their targets and what they need to do to improve their work.

Recommendation 4: Establish a rigorous system of self-evaluation and use this to inform planning for improvement

This recommendation has been fully addressed.

The school has a rigorous system for self-evaluation that is based on a range of first-hand evidence. Leaders monitor effectively the quality of teaching and learning and use this information well to prioritise school improvement

The school involves all staff, pupils and governors in the process and this has consequently raised staff morale and engagement. Regular meetings provide good opportunities for all staff to contribute to the strategic direction of the school. Data is analysed well to identify groups of pupils of all abilities for additional support.

Recommendation 5: Ensure that, in setting the strategic direction of the school, leaders and governors focus closely on improving learning outcomes for pupils

This recommendation has been fully addressed.

Planning at all levels focusses clearly on pupil outcomes. The governing body has a strong awareness of the school's strengths and shortcomings and is effectively involved in improvement planning. Governors and senior staff provide very effective challenge to the school.

All staff understand and contribute to the school's vision and there is a clear commitment to raising standards.

Recommendations for improvement

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

- continue to raise standards in the core subjects in key stage 2, particularly for more able pupils in science; and
- continue to improve the quality of teaching by sharing good practice.