

RE-INSPECTION
OF
ST WINEFRIDE'S CATHOLIC PRIMARY SCHOOL
HOLYWELL
FLINTSHIRE
MARCH 2004

St Winefride's Catholic Primary School was inspected in January 2003, and judged as having serious weaknesses, as set out in Section 5 of the Welsh Assembly Government's Circular 28/03: *Schools requiring special measures or found to have serious weaknesses following inspection under Section 10 of the School Inspection Act 1996* (December 2002).

As part of the Welsh Assembly Government's requirements for schools with serious weaknesses, Estyn undertook a follow-up inspection, which focused on the key issues identified in the inspection in January 2003.

Outcome of the re-inspection

St Winefride's Catholic Primary School was judged to have made sufficient progress to be removed from the list of schools with serious weaknesses. This report is a written summary of the re-inspection findings.

Progress since the last inspection

The school is making progress in:

- improving the achievements of children under five;
- raising standards in both key stages. Overall, in key stage 1, standards are satisfactory and, in key stage 2, standards range from satisfactory to good. Boys and girls achieve comparable standards.
- improving key stage 1 and 2 assessment results in 2003, which were above the local education authority (LEA) and all-Wales averages. The percentage of pupils in key stage 2 attaining level 4 or above in English, mathematics and science has improved significantly since 2002;
- involving pupils in their learning. Pupils are enthusiastic to learn and the majority concentrate well and work well together in groups and pairs;
- improving the quality of teaching; which now varies between satisfactory and good;
- improving the quality of planning for the development of key skills;
- improving pupils' behaviour which is generally good in classes across both key stages. There are good relationships between staff and pupils and praise is used appropriately;
- improving the contribution of senior staff and subject leaders to educational leadership, which is now satisfactory. Staff are beginning to develop clear processes for self-evaluation and becoming aware of the school's strengths and areas for development; and
- using in-service training to have a positive impact on the work of the school, for example, in managing pupils' behaviour and developing pupils' listening skills.

Recommendations

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

- help a small number of pupils who find it difficult to sustain concentration in lessons and enable a minority of pupils in key stage 2 to develop self-discipline;

- raise the standards of speaking of the most able pupils in key stage 1. In key stage 2, improve pupils' ability to conduct independent investigations in science;
- provide tasks that are well matched to pupils' abilities and make certain learning activities provide suitable challenge for the most able pupils;
- ensure teachers' introductions are not over-long for pupils in key stage 1 and, in both key stages, ensure teachers' explanations of learning activities are clear;
- continue to improve teachers' understanding of the expectations of the National Curriculum;
- make certain assessment information is used to identify pupils' strengths and areas for development;
- ensure the monitoring of teaching and standards by subject leaders covers all subjects of the National Curriculum;
- analyse end of key stage assessments in enough detail to allow clear comparisons to be made with other similar schools; and
- make certain the senior management team meets often enough to effectively monitor, plan and manage the improvements needed.