

Anne-Marie Adkins
Christchurch (C.I.W.) Voluntary Aided Primary School
Rodney Street
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21/1/2025

Dear Anne-Marie Adkins

Interim visit: December 2024

A team of inspectors recently visited Christchurch (C.I.W.) Primary School to consider how the school has progressed in addressing the recommendations from its core inspection in October 2022. Below is a summary of progress against recommendation two, and one of the school's current priorities. Leaders should use these findings to support further improvements in these areas.

During the visit, the team had the opportunity to:

- Observe learning in all classes
- Talk to pupils about their learning
- Meet with teachers and leaders
- Scrutinise documentation

Focus of visit

Develop pupils' numeracy skills across the curriculum, especially in the older year groups.

- Leaders and staff have accessed useful professional learning focusing on improving mathematics provision throughout the school. This has been helpful in developing teachers' knowledge and has enabled leaders to evaluate provision for numeracy and mathematics more robustly.
- The school has worked well with the cluster to create shared progression maps, including mathematical vocabulary. This has supported teachers to improve their understanding of progression in mathematics and numeracy.
- Most teachers plan engaging activities that support pupils to develop their mathematical knowledge and understanding well.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Overall, provision ensures that most pupils across the school make good progress in mathematics. Staff have considered the breadth and depth of their mathematics curriculum and made attempts to identify opportunities for authentic cross-curricular links. For example, during the topic Money, Money, Money, pupils learn about how banks work and how difficult life can be if you fall into debt. However, staff identify few effective opportunities for pupils to use and apply their numeracy skills.
- Teachers plan together regularly with the aim of providing opportunities for pupils to apply their numeracy skills across the curriculum. A few of these opportunities are refined sufficiently to enable the application of a range of skills at an appropriate level of challenge. However, staff do not always revisit previous learning or support pupils to recall known calculation methods well enough. As a result, pupils often find it difficult to recall helpful strategies to apply in their work across the curriculum.

To establish independent learning and skills development

- Since the core inspection, leaders have identified the development of pupils' independent skills as a priority across the school. Leaders value independent learning and plan to develop it as a key element of their curriculum. Staff have been working on a new approach to increase pupils' engagement in their learning. Pupils have designed 'Shine Along' characters to promote positive characteristics for learning and life.
- As they move through the school, most pupils develop positive attitudes to learning. They behave well, engage in tasks readily and work purposefully with others. Most pupils try hard in lessons and are proud of their work. A few pupils display strong resilience in their learning.
- Leaders and staff value pupils' views and consult them about what they would like to learn. Pupils influence the content of a few lessons. For example, they decide they want to share the languages they speak and learn more about the countries where their families live. However, the extent to which this approach is integrated into curriculum planning is inconsistent across the school.
- In the younger classes staff provide appropriate opportunities for pupils to make simple choices about their learning. They are beginning to develop suitable areas of provision that promote independent learning through play.
- Leaders recognise that most pupils have not yet developed a range of strategies to support them when they face challenges with their learning. Often, pupils first response, when they need help with their work, is to ask a teacher rather than trying to find a solution independently. Teachers provide a few resources, such as alphabet cards and number lines to encourage pupils to work independently.
- The school has successfully created an ethos where many pupils are not afraid to make mistakes and see them as an opportunity to learn. Pupils value the feedback they receive from teachers and feel it helps them make improvements to their work.

Overall, leaders and staff at the school have worked purposefully to begin to address recommendation two. They have suitable plans to make further improvements.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

www.estyn.gov.wales/education-providers/christchurch-c-i-w-voluntary-aided-primary-school/

Yours sincerely



Liz Miles
Assistant Director