

**Inspection under Section 28 of the
Education Act 2005**

A report on the quality of education in

**Blackwood Primary School
Apollo Way, Blackwood.
NP12 1WA**

School number: 6762379

Date of inspection: 28/09/09

by

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Introduction

Blackwood Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Blackwood Primary School took place between 28/09/09 and 01/10/09. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions	Half/around half	close to 50%
Most	90% or more	A minority	below 40%
Many	70% or more	Few	below 20%
A majority	over 60%	Very few	less than 10%

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and Key Stage s

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four Key Stage s as follows:

Key Stage 1	Year 1 and Year 2
Key Stage 2	Year 3 to Year 6
Key Stage 3	Year 7 to Year 9
Key Stage 4	Year 10 and Year 11

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Context

The nature of the provider

- 1 Blackwood Primary School was opened in 2001 in the market town of Blackwood following the amalgamation of Blackwood Junior and Infants Schools. The Infant school was already on the site, the Junior Department was added onto the new school. Many alterations took place to merge the two and a new hall, offices and central corridor to link both departments, were built, for whole school use.
- 2 Blackwood Primary is a local authority maintained primary school within Caerphilly County Borough Council. The school is part of the Blackwood cluster of schools and the local area is known as Islwyn region. The majority of the pupils who attend the school come from the immediate residential areas, of housing estates, surrounding the school. The community consists of a mixture of home ownership, private and local authority rented housing. Baseline figures show a mixed range of ability on entry. A small number of pupils travel from out of catchment.
- 3 Blackwood Primary caters for pupils between the ages of three and eleven years. Pupils represent the full range of academic ability and social background. On entry there is a mixed range of ability upon baseline.
- 4 There are currently 446 full time equivalent pupils on roll. This has increased over the past year. All pupils come from English speaking homes and there are no pupils who speak Welsh as their first language. A very small number of pupils are from other than white ethnic backgrounds. 16% of the pupils are currently entitled to free school meals.
- 5 The school currently has 80 pupils who are designated as having additional learning needs.
- 6 The school has achieved Investors in People twice in the past five years. Blackwood Primary has also achieved The Basic Skills Quality Mark for the second time in Summer 2008 and has achieved ECO Schools Green Flag Award in Autumn 2008. In addition the school accreditation for the BECTA ICT Quality mark and Forest Schools Summer term 2009.
- 7 The school was previously inspected in November 2003.
- 8 The present headteacher was appointed as acting headteacher in the summer of 2007 and appointed to the post of headteacher in September 2009.

The school's priorities

- 9 The school's priorities as stipulated in the school development plan are:
- To implement Foundation Phase in Reception and further develop Foundation Phase practice in Year 1
 - To continue to develop pupils' skills through thematic approach
 - To further develop bilingual skills throughout the school
 - To continue to develop self evaluation with all stakeholders and amend in line with School Effectiveness framework and new Inspection Framework
 - To develop the school website
 - To continue to develop the roles and skills, through effective CPD, of all Staff and Senior management team.

Summary

- 10 Blackwood Primary school is a good school with many outstanding features the commitment of a forward thinking headteacher staff and governors ensures that a high standard of quality learning activities are experienced by all pupils. There is a caring and supportive ethos in the school which is reflected in the confidence and adventure of the pupils in their work.
- 11 The inspection team agreed with the staff in all but three key questions in the self evaluation. Where there were differences the team felt that there were many outstanding features that pervaded all areas of the school.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 1
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 1

- 12 The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

- 13 Children entering Blackwood primary show a range of ability in relation to baseline assessments.
- 14 Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and ICT and they steadily acquire appropriate bilingual skills.
- 15 Pupils in all classes make very good progress in the targets set for them. Most achieve the targets set for them and often exceed them.
- 16 In both Key Stages pupils speaking and listening skills are good with outstanding features. They listen attentively at all times and speak confidently. As they progress through the school many ask searching questions of their teachers and of each other.
- 17 Reading skills in both Key Stage s are good and pupils enjoy reading and sharing their interests. Their writing skills are also good and become more advanced as they reach upper Key Stage 2 where some examples of outstanding extended writing were seen. However, presentation of work is not yet fully developed throughout the school.
- 18 Pupils' bilingual skills are at an early stage of development. They have a good understanding of Welsh and Wales. However though they show confidence in the early stages of schooling progression is not as expected.
- 19 During the period 2006-2008 end of Key Stage assessment results have been in line with National and local figures for pupils in Key Stage 1 in the core subjects of English, mathematics and science. When benchmarked against similar schools in the free school meals banding, the children perform at the middle quartile in English and mathematics and slightly above in science.
- 20 In Key Stage 2, during the period 2006-08 at the end of the stage results have been progressing steadily upwards and are, in 2009, in line with national and local levels. In relation to schools of a similar nature (FSM band) the school is performing slightly below the middle quartile in English and mathematics and slightly higher in science. However the standards witnessed by the team during the inspection show very good added value to pupils' achievements, a significant number of whom have low baseline figures.
- 21 There are no significant differences in the performance of girls and boys.
- 22 Pupils achieve similar standards irrespective of their social, ethnic or linguistic background. Pupils' additional learning needs make very good progress and achieve the targets set for them in their individual education plans (IEPs). Pupils with additional learning needs (ALN) and those recognised as more able and talented (MAT) are stretched and challenged appropriately.
- 23 Pupils have very positive attitudes to learning, show high levels interest in their work and nearly all pupils maintain concentration in lessons. They are very well motivated and show great enthusiasm for their schoolwork and related activities.

Overall, this has a positive effect on the standards they achieve and the quality of life in school.

- 24 The behaviour of pupils is very good. Pupils move around school in an orderly and very courteous manner. They are respectful to their fellow pupils and adults, listening and responding appropriately to instructions and suggestions.
- 25 Levels of attendance are satisfactory at 92.4%. This is just below the national average and in line with the LEA average. There are no significant or unexplained variations in attendance levels across the school or throughout the year. Overall, the main cause of pupils' absence is holidays being taken during term time, a practice not condoned by the school.
- 26 Pupils make outstanding progress in developing their personal and social skills and in their moral and wider development. The relationships between individual pupils and adults are superb and are evident throughout the school, which helps pupils to become secure and confident in their learning.
- 27 Pupils have a very good understanding of equal opportunities, adopt mature attitudes and recognise the need to treat consistently every person fairly and without any form of discrimination. Pupils have excellent moral values and show high consideration and fair play for others.
- 28 Pupils' knowledge and understanding of the workplace and the local community is extensive. In lessons they discuss the different work people do and the ways in which people look after and care for their community. Pupils' involvement in numerous community activities is an outstanding feature.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	55%	9%	0%	0%

- 29 Good and very good teaching is a major strength and a key element in the progress made by pupils and the high standards achieved. The quality of teaching in the lessons observed is higher than the national average reported in HMCI's report for 2007/08 which indicates that teaching is grade 1 or 2 in 83% of lessons in primary school in Wales. It is well above the percentage of lessons (16%) where teaching is grade 1.
- 30 The outstanding features in the teaching included:
 - very good role modelling by staff of subject specific language;
 - very effective use of specialist teachers who also improve the skills of staff;
 - excellent skills and strategies with regard to gaining and maintaining pupils' interest;
 - highly effective planning, organisation and management for a wide range of visual, auditory and kinaesthetic activities;

- outstanding use of questioning, enabling staff to develop pupil understanding and effectively assess learning;
 - excellent relationships between staff and pupils;
 - extremely high expectations;
 - very effective use of plenary sessions.
- 31 Teachers are very good role models. The high quality of the relationships between staff and pupils has a positive impact on standards. It also promotes motivation and pupils in every class demonstrate respect for their teachers.
- 32 Teachers are well qualified, and display good and often very good subject knowledge. This is an outstanding feature of the school. Specialist teaching is organised for the teaching of music and PE.
- 33 The quality of assessment, recording and reporting is good with outstanding features. There is a consistent application of a clear marking policy which includes 'two stars and a wish' and dialogue between pupils and teachers in KEY STAGE 2. Thorough but manageable system of assessment, are used effectively to match activities to pupils' needs and the wide range of strategies used to support assessment for learning, including the involvement of pupils in evaluating their own learning are consistently good across the school.
- 34 The overall quality of the learning experiences offered to pupils is good with outstanding feature. The broad, balanced, well –planned curriculum meets the needs of the range of pupils very well and the enhanced curriculum offers pupils a wide range of learning experiences. Extra curricular provision is also of the highest order and run by committed staff who clearly enjoy the activities they support.
- 35 A distinctive feature of the school is the provision for the promotion of pupils' personal and social development. This is an outstanding feature. As a result pupils have a very positive attitude towards the school and feel a sense of responsibility for the school environment. The ethos of mutual trust and respect has a positive influence on pupil motivation. The school also develops pupils' spiritual, social, moral and cultural education with outstanding approaches that encourage pupils to take responsibility for themselves.
- 36 The school has high expectations of its pupils and strongly promotes equality at every opportunity to staff parents and pupils. Any incident of stereotyping is appropriately challenged. Policies for promoting and practicing equality of access, equal opportunity and racial equality, are effectively and consistently implemented by all staff.
- 37 Provision of education for sustainability is very good. Energy conservation, paper recycling and re-using are well promoted by the school and practiced by pupils and adults. The school promotes Fair Trade. In addition, sustainability is effectively promoted through the formal curriculum, notably in science and geography.

- 38 Pupils are fully involved with the Healthy Schools initiative and the eco-committee. The school has been successful in achieving the Green Flag Eco-Schools award. There is a well-established healthy-eating programme.
- 39 There are outstanding features in the school's provision for overall care and guidance of pupils. These include the high standard of care and support that all members of staff offer to pupils, the outstanding quality of provision for pupils with additional and special educational needs, and the extent to which the school strives to be inclusive and to ensure equality of opportunity for all pupils.
- 40 The school's inclusive ethos ensures that all pupils receive the necessary support for them to develop as individuals and to achieve their potential.

Leadership and management

- 41 The headteacher, through her dynamism and leadership skills alongside an experienced and well informed governing body has set out the aims and values that are taking the school forward. This has been achieved in a very short time. The headteacher's contribution to driving school development and raising standards is an outstanding feature of leadership.
- 42 The headteacher is supported by a very committed and knowledgeable management team whose contributions are often outstanding.
- 43 There is good evidence to show that all stakeholders, pupils, parents, staff, and governors have been consulted and have contributed to setting the aims and values that are clearly about giving a wide range of learning experiences to all pupils within the school. The deputy headteacher who has recently joined the school is already making a contribution to learning and teaching and supporting the headteacher.
- 44 In addition experienced staff show very good leadership skills. The tiers of management work very well with clear focused objectives and targets that are regularly monitored. New staff have quickly adapted to the school's philosophy and team work contributes considerably to the high standards within the school.
- 45 The GB is very well informed and proactive. Together they contribute a wide range of experiences and skills to the school. They have exceptional collective knowledge about all aspects of the school and as a result have considerable impact on the development of the high standards that the school achieved. Good decision making has affected the acquisition of both human and material resources. Their contributions are an outstanding feature of provision.
- 46 A strong culture of self-evaluation, with an emphasis on improvement, exists across the whole school. The school's self-evaluation procedures are an outstanding feature and follow a carefully planned annual cycle of information gathering. Reviews of progress in a range of areas help all leaders and managers to measure the school's strengths and to identify areas where further improvement is possible.

- 47 The school has an appropriate number of well-qualified and experienced staff who contribute considerably to the school in all its aspects. They are very ably supported by talented and committed support staff who contribute to the team based approaches within the school. The team work extends to talented and supportive ancillary staff who help manage the day-to-day running of the school.
- 48 The improvement process has been successful in addressing all key issues arising from the previous inspection. Measurable improvements in attainment in English, mathematics and science are evident from attainment data.
- 49 As a result of efficient spending the acquisition of talented teaching and support staff, the governors and the headteacher have created a lively, caring and exciting learning environment where all pupils a significant number of whom come into the school with low ability, have an opportunity to succeed. The school gives outstanding value for money.

Recommendations

- 50 In order to improve the school the staff and governing body need to: -
- R1 Continue to maintain and improve on the very high standards of achievement throughout the school.
- R2 Raise standards of bilingualism across the school
- R3 Improve presentation skills throughout the school

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 51 The findings of the team differ from the school's self-evaluation in that the school judged this key question as Grade 2. The inspection team found many outstanding examples of children's progress and experience of a range of learning experiences that enhanced their knowledge and understanding.

- 52 The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 53 Children entering Blackwood primary show a wide range of ability in relation to baseline assessments where a significant number of pupils have low overall skills on entry to the school. Many pupils make outstanding progress throughout their time at the school.
- 54 Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and ICT and they steadily acquire appropriate bilingual skills.
- 55 Pupils in all classes make very good progress in the targets set for them. Most achieve the targets set for them and often exceed them. During the period 2006-2008 end of Key Stage assessment results have been in line with National and local figures for pupils in Key Stage 1 in the core subjects of English, mathematics and science. When benchmarked against similar schools in the Free school meals banding, the children perform at the middle quartile in English and mathematics and slightly above in science.
- 56 In Key Stage two during the period 2006-08 at the end of the stage results have been progressing steadily and in 2009 are in line with national and local levels. In relation to schools of a similar nature (FSM band) the school is performing slightly below the middle quartile in English and mathematics and slightly higher in science. Figures for 2009 in both Key Stage s show the school the core subject indicator has risen above the national averages showing a steady improvement in standards over the past three years. There are no significant differences in the performance of girls and boys.
- 57 In both Key Stages pupils speaking and listening skills are good with outstanding features. They listen attentively at all times and speak confidently. As they progress through the school many ask searching questions of their teachers and of each other.
- 58 Reading skills in both Key Stage s are good and pupils enjoy reading and sharing their interests. Their writing skills are also good and become more advanced as they reach upper Key Stage 2 where some examples of outstanding extended writing were seen. However, presentation of work is not yet fully developed throughout the school.
- 59 Pupils' numeracy skills are good with no important shortcomings in Key Stage 1 and as they progress through the school many develop outstanding skills, applying them in activities such as compass readings and use of complex coordinates.
- 60 Pupils' information and communication technology skills (ICT) are good with outstanding features. From an early age they are introduced to a wide range of multi media activities that cross the curriculum. They often work confidently and independently as individuals and in groups to produce work of a high standard.

- 61 Pupils' bilingual skills are at an early stage of development. They have a good understanding of Welsh and Wales. However though they show confidence in the early stages of schooling progression is not as expected.
- 62 Pupils achieve similar standards irrespective of their social, ethnic or linguistic background. Pupils with additional learning needs make very good progress and achieve the targets set for them in their individual education plans (IEPs). Pupils with special needs (SEN) and those recognised as more able and talented (MAT) are stretched and challenged appropriately.
- 63 Pupils have very positive attitudes to learning, show high levels interest in their work and nearly all pupils maintain concentration in lessons. They are very well motivated and show great enthusiasm for their schoolwork and related activities. Overall, this has a positive effect on the standards they achieve and the quality of life in school.
- 64 The behaviour of pupils is very good. Pupils move around school in an orderly and very courteous manner. They are respectful to their fellow pupils and adults, listening and responding appropriately to instructions and suggestions. Pupils' manners and attitudes at playtime and at lunchtime are very good. They are considerate of others and of school property and demonstrate a growing level of self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour.
- 65 Levels of attendance are satisfactory at 92.4%. This is just below the national average and line with the LEA average. There are no significant or unexplained variations in attendance levels across the school or throughout the year. Overall, the main cause of pupils' absence is holidays being taken during term time, a practice not condoned by the school.
- 66 Nearly all pupils arrive punctually at the start of school and throughout the school day sessions begin promptly. The school takes appropriate account of the requirements of National Assembly of Wales (NAW) Circular 3/99 that sets out the requirements for recording absence.
- 67 Pupils make outstanding progress in developing their personal and social skills and in their moral and wider development. The relationships between individual pupils and adults are superb and are evident throughout the school, which helps pupils to become secure and confident in their learning.
- 68 Staff support all pupils to become increasingly more sensitive to the needs of others, to care for those that are less fortunate than themselves and to be very aware of cultural and racial issues. Pupils are developing a very clear understanding of right and wrong. Acts of collective worship meet statutory requirements and assist pupils to develop further their spirituality. Local, national and international charitable causes are very well supported.
- 69 Pupils have a very good understanding of equal opportunities, adopt mature attitudes and recognise the need to treat consistently every person fairly and

without any form of discrimination. Pupils have excellent moral values and show high consideration and fair play for others.

- 70 Pupils' knowledge and understanding of the workplace and the local community is extensive. In lessons they discuss the different work people do and the ways in which people look after and care for their community. Pupils' involvement in numerous community activities is an outstanding feature.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

- 71 The inspection team's findings do not match the judgement of Grade 2 made by the school in its self-evaluation report as the school underestimated the quality of its teaching and learning. Examples of teaching with good or outstanding features were seen in all classes.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	55%	9%	0%	0%

- 72 Good and very good teaching is a major strength and a key element in the progress made by pupils and the high standards achieved. The quality of teaching in the lessons observed is higher than the national average reported in HMCI's report for 2007/08, which indicates that teaching is grade 1 or 2 in 83% of lessons in primary school in Wales. It is well above the percentage of lessons (16%) where teaching is grade 1.

- 73 The outstanding features in the teaching included:

- very good role modelling by staff of subject specific language;
- very effective use of specialist teachers who also improve the skills of staff;
- excellent skills and strategies with regard to gaining and maintaining pupils' interest;
- highly effective planning, organisation and management for a wide range of visual, auditory and kinaesthetic activities;
- outstanding use of questioning, enabling staff to develop pupil understanding and effectively assess learning;
- excellent relationships between staff and pupils;
- extremely high expectations;
- very effective use of plenary sessions.

- 74 Teachers are very good role models. The high quality of the relationships between staff and pupils has a positive impact on standards. It also promotes motivation and pupils in every class demonstrate respect for their teachers.

- 75 Teachers are well qualified, and display good and often very good subject knowledge. This is an outstanding feature of the school. Specialist teaching is organised for the teaching of music and PE. Some of these lessons are observed by members of staff, thereby enhancing their own professional development. Pupils are set by ability in English and Mathematics throughout Key Stage 2.
- 76 Lesson planning is of a high standard, objectives are clear, with effective identification of key skills. Pupils are made aware of the skills they need to develop. Teachers plan appropriately challenging work, which is well matched to differing needs and abilities.
- 77 Teachers have high expectations and effectively combine praise and challenge with directed learning. In classes, teachers are very enthusiastic and use a wide range of teaching strategies and relevant resources very effectively to meet the needs of all learners. The outstanding use of the interactive white board as a teaching tool was evident in many observed lessons. Teacher's class management is always fair and very good. Equal opportunities are ensured for every pupil.
- 78 The use of strategies to develop thinking skills is good and often outstanding. For example, in lessons observed in Upper KEY STAGE 2, teacher's use of strategies such as De Bono Thinking Hats to plan an outside area and CAME Mathematics strategies to resolve problems ensures high levels of questioning. Throughout the school, questioning is used effectively to determine prior knowledge, develop higher order thinking skills and assess learning. The few lessons awarded grade 3 are characterised by slow pace, lack of clear direction and insufficient evaluation of learning.
- 79 Across the school, teachers provide a stimulating learning environment. In classes for the under fives a wide range of interesting activities and appropriate resources are organised so that children settle into school happily and become independent learners. In Key Stage s 1 and 2 class displays celebrate pupil achievement and act as an aid to learning.
- 80 When working alongside teachers additional adults make a very valuable contribution to the quality of teaching and learning. They give very good help to small groups of pupils as well as supporting individuals and pairs who need additional encouragement to satisfy special educational needs. Teaching assistants are involved in the planning and evaluation of learning and understand what they are expected to do to support pupils in reaching objectives set in class work.
- 81 The quality of assessment, recording and reporting is good with outstanding features.

These include;

- the consistent application of a clear marking policy which includes 'two stars and a wish' and dialogue between pupils and teachers in Key Stage 2;

- the thorough but manageable system of assessment, which is used effectively to match activities to pupils' needs;
 - the wide range of strategies used to support assessment for learning, including the involvement of pupils in evaluating their own learning.
- 82 Teaching and learning aspects of the school's work are very well led by the Raising Attainment Group who meets weekly. Assessment is regularly undertaken in order to track the progress pupils make and in the best examples it effectively informs the next steps in teaching and learning. Assessment is accurate and consistent and records are clear and purposeful and based on good moderation processes produced with cluster schools.
- 83 The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class is good. Good use is made of the evidence produced to support children's needs. Continuous assessment by all adults in the Nursery and Reception classes is used to inform teaching and learning.
- 84 Teachers carefully monitor and note pupils' progress. They know their pupils very well and cater appropriately for the learning needs of all abilities. Pupil progress is recorded on a computerised tracking system, which is passed on through the school. During lessons, teachers regularly check with pupils whether or not they understand. Plenary sessions are used very effectively to consolidate and confirm knowledge and understanding.
- 85 The school has a wide range of strategies to support the use of assessment for learning. Peer assessment is used well in many classes, as is the use of highly skilled questioning to determine pupil knowledge and understanding. In outstanding lessons teachers adapt planned activities in response to pupil answers ensuring more effective learning.
- 86 Work is regularly marked and directly related to the learning objective. Detailed marking in Key Stage 1 is used effectively as a formative assessment tool. In Key Stage 2 there are some very good examples of appropriate guidance on how pupils can improve their work and a dialogue between teachers and pupils. Pupils are involved in setting their own targets. Procedures for assessing pupils with SEN are good.
- 87 Annual reports to parents comply with statutory requirements and are of a good quality. They give a positive and detailed picture of pupil achievement and identify targets for improvement. Parents appreciate the school's open door policy and the three open evenings to discuss their children's progress and achievements.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade: The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report as they underestimated the outstanding quality of provision.

- 88 The curriculum complies with the legal requirements of the NC and provides RE in accordance with the LEA agreed syllabus. The School Nurse provides sex education. The overall quality of the learning experiences offered to pupils is good with outstanding feature.
- 89 These include:
- the broad, balanced, well –planned curriculum which meets the needs of the range of pupils very well;
 - the enriched curriculum offered to pupils in Key stage 2 and specialist music provision;
 - outstanding provision is made for pupils to broaden and enrich their learning experiences through a very wide range of extra-curricular activities including clubs, visits and visitors;
 - provision for the promotion of pupils’ personal development.
- 90 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. In classes for the under-fives, continuity and progression is provided through well-planned themes, offering a good variety of stimulating experiences both indoors and outdoors.
- 91 In Key Stage 1 and 2 the school provides a broad, balanced, well-planned curriculum. Very detailed planning ensures the curriculum provides equal access and meets the needs and aspirations of all pupils, including those with ALN.
- 92 There are appropriate policies and detailed schemes of work for National Curriculum subjects, religious education and for the under-fives. Joint planning helps to ensure continuity and progression. Good progress is being made in implementing the Skills Framework. Cross-curricular provision is an outstanding feature of the school.
- 93 The school makes very good provision for the development of pupils’ basic and key skills of literacy, and ICT and good provision for numeracy. The high quality ICT resources in all classes provide pupils with very good opportunities to enhance ICT skills through all areas of the curriculum. Pupils in Upper Key Stage 2 enjoy making a CD of their activities in Llangrannog for display in the school entrance. Key Stage 2 pupils extend their ICT skills by producing a termly newsletter ‘Hot News’.
- 94 Thinking skill strategies are developing very well and are an outstanding feature of many lessons. Pupils have planned opportunities for learning outdoors to

enhance knowledge, understanding and skills in a number of curriculum areas. The school has achieved Forest school status.

- 95 Outstanding provision is made for pupils to broaden and enrich their learning experiences through a very wide range of extra-curricular activities, visits, visitors and residential visits to Llangrannog and Manor Adventure Park. Lunch time and after school activities include a wide range of indoor and outdoor sports coaching including Judo, Welsh folk Dancing, Dancing, Football, Netball and Rugby. Other clubs include media, drama, Celtic Band and Choir. Observations during the inspection and discussion with pupils proved that the clubs are very popular.
- 96 The school makes good use of a wide range of visitors including 'Mr Big' from 'Salt and Light', a local charity; a harpist; Welsh story tellers and poets; and older members of the community who all contribute positively to the work of the school and enhance learning experiences. The enriched curriculum for Year 4 includes sewing, cookery, gardening, ICT, art and craft and Forest Schools. Providers include family members, governors and the school Caretaker. This is an outstanding feature of the school. Extensive provision is made for the teaching of musical instruments, including, harp; violin; viola; recorders; wind instruments, brass, Celtic band and penny whistles.
- 97 Y Cwricwlwm Cymraeg is good with no major shortcomings. Visits to sites in Wales such as Caerleon, Llanciach Fawr, National Folk Museum, Cardiff Bay, Castle, Swansea Museum and Big Pit further enhance pupils' learning. Pupils in Years 5 and 6 take part in Urdd football and rugby tournaments. Good features outweigh shortcomings in the development of pupils' bi-lingual skills. Many pupils lack confidence when speaking Welsh. Discussions with Key Stage 2 pupils and lesson observations revealed that bilingual skill levels are not sufficiently age appropriate. Opportunities are missed for the further development of skills.
- 98 A distinctive feature of the school is the provision for the promotion of pupils' personal and social development. This is an outstanding feature. As a result pupils have a very positive attitude towards the school and feel a sense of responsibility for the school environment. The ethos of mutual trust and respect has a positive influence on pupil motivation.
- 99 Spiritual development is good with no major shortcomings. Acts of worship of a Christian nature meet statutory requirements and are well planned. Pupils listen attentively and actively participate in Welsh and English singing. Pupil awareness of religious celebration is enhanced by activities conducted by Mr. Big. The opportunity for personal reflection was not offered in the assemblies observed during the inspection.
- 100 Partnership with parents, other partners and the local community is very good. Parents are valued as partners in their children's learning. The school has good arrangements for parents and carers to discuss their children's progress with the staff. New parents are provided with a range of information. Home school links are enhanced through home reading books. Overall, homework is regular and is used to support pupil learning in school. A home-school pack of bilingual phrases supports the teaching of Welsh as a second language.

- 101 In the questionnaires and in the meetings before the inspection, most parents expressed satisfaction with the standards achieved by their children and the values promoted by the school. Many of those who responded felt they were encouraged to take an active part in the school.
- 102 Good partnerships exist with initial teacher training colleges. Arrangements for the transfer of pupils to the local high school are good. Discussions with Year 6 pupils show that they look forward to secondary school with confidence. Transition projects take place in several subjects; pupils and staffs visit the school and cluster moderation has been established. These links contribute significantly to the continuity and progression of teaching and learning from Key Stage 2 to Key Stage 3.
- 103 The school has high expectations of its pupils and strongly promotes equality in everything it offers. Any incident of stereotyping is appropriately challenged. Policies for promoting and practicing equality of access, equal opportunity and racial equality are effectively and consistently implemented by all staff.
- 104 Provision of education for sustainability is very good. Energy conservation, paper recycling and re-using are well promoted by the school and practiced by pupils and adults. The school promotes Fair Trade. In addition, sustainability is effectively promoted through the formal curriculum, notably in science and geography and through the eco-committee. The school has been successful in achieving the Green Flag Eco-Schools award.
- 105 Global citizenship is positively promoted through the high profile given to international charities and also through geography. The formal links with schools in other countries are exceptional and the school has received an International School Award. There are excellent links with school in Uganda and a teacher has visited the school.
- 106 Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are good and older pupils manage the fruit and vegetable co-operative.
- 107 The importance of setting regular homework is increasingly emphasised as pupils' progress through the school. As they mature, pupils are encouraged to take more responsibility for their own learning, and to be actively involved with community-based activities. In discussion, pupils indicate they understand and appreciate importance of adaptability, flexibility and tolerance. Pupils respect and appreciate their surroundings. They have a good understanding of the importance of learning and developing their skills and talents and are effectively preparing for the next stage of their education and life beyond school.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

- 108 The findings of the inspection team agree with the judgement of the school in its self-evaluation report. The outstanding features of the school's provision include the high standard of care and support that all members of staff offer to pupils, the outstanding quality of provision for pupils with additional and special educational needs and the extent to which the school strives to be inclusive and to ensure equality of opportunity for all pupils.
- 109 The school's inclusive ethos ensures that all pupils receive the necessary support for them to develop as individuals and to achieve their potential. Teachers and classroom support assistants work well together to provide care arrangements for groups and individual pupils.
- 110 Very good relationships exist between staff and children. Pupils say that they feel happy and secure and that they are valued. There are productive links with support agencies from the local authority.
- 111 The school maintains a very good partnership with parents and carers. The views of parents shown by the responses to the pre-inspection questionnaire, and at the pre-inspection meeting, clearly indicate their support for the school. Parents' evenings are held each term and the "open door" policy enables parents to share views and information easily with the school. Regular informative newsletters keep parents and governors well informed.
- 112 The school council and the eco- and sports councils meet regularly with teachers. They are effective in ensuring that pupils' opinions on a range of matters are heard and, when appropriate, acted upon. Pupils are increasingly encouraged to appreciate the democratic process and the part they should play in it.
- 113 The school's induction arrangements are very good. Visits to foundation phase classes and parent induction meetings are arranged for the term before the pupils start. There is a phased intake into the nursery classes each September. Well-planned arrangements ease pupils' transfer from the foundation phase and Key Stage 1 into the junior department.
- 114 The school has effective arrangements for identifying each pupil's needs and for tracking their progress. The contribution made by classroom support assistants in offering pupils academic and emotional support and guidance is strength of the school.
- 115 Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is simple and effective. Procedures for promptly following up lateness or unexplained absence are appropriately implemented. The current involvement of the educational welfare officer is good and the school works

closely with the service. The school continues to discuss with parents the effect of term time holidays with regard to their children's education.

- 116 The school promotes the well-being and health and safety of all on the campus in an appropriate manner. Pupils are fully involved with the Healthy Schools initiative. There is a well-established healthy-eating programme.
- 117 The school expects high standards of behaviour and does not tolerate inappropriate behaviour. Staff consistently implement the behaviour and anti-bullying policies. Pupils understand and generally adhere to the rules they have helped develop. The school's very effective systems for recognising and rewarding good standards of behaviour, attendance and achievement are understood and appreciated by pupils.
- 118 The school provides pupils with a range of pastoral care programmes which complement the very good arrangements for personal and social education. The school has an active healthy schools committee and healthy snacks are made available at break times. There is a good range of large and small equipment which encourages pupils to exercise during their playtime. Pupils' health and safety is given high priority; thorough risk assessments are undertaken in respect of all aspects of school life.
- 119 Arrangements for child protection comply with statutory requirements. The school's policy is comprehensive and all staff have received the appropriate level of training. The headteacher is the "named person" and there is a designated governor with responsibility for child protection.
- 120 The school's arrangements for identifying and supporting pupils with additional learning needs (ALN) have outstanding features. Pupils with SEN are identified at an early stage and appropriate support is given. Effective assessment systems track and monitor pupils' and their progress is analysed each term. The special needs co-ordinator (SENCo) and all class teachers and classroom support assistants share all relevant information concerning pupils' needs in formal and informal meetings.
- 121 The school has recently introduced a new LA version, pilot scheme of provision mapping to ensure that all pupils with ALN receive appropriate support. Individual education plans (IEPs) are written. They give detailed targets and support strategies for pupils with SEN. Pupils and parents are consulted in the writing of IEPs. The IEPs are child-friendly and contain cartoon figures which encourage pupils to work towards their targets. It is a strong feature of this provision that the majority of pupils not only meet their targets, but also regularly surpass them by the end of Key Stage 2.
- 122 Teachers plan their lessons so that they meet the needs of pupils with differing abilities, including those who are more able. The school carefully ensures that the needs of all pupils with sensory or physical needs are met. A strength of the school is the degree to which classroom support assistants have been developed and trained to support pupils with additional needs.

- 123 The school's positive behaviour programme successfully promotes good behaviour. Pupils understand that school rules are there to help them and keep them safe, and understand that breaking the rules would have consequences. Standards of behaviour are good and the school is a friendly and orderly community.
- 124 The school has very clear and well-documented arrangements, which appropriately contribute to pupils' well being when in its care. Risk assessments are undertaken and appropriately documented.
- 125 Most members of the school staff are trained in emergency first aid. The school's PSE programme contains appropriate topics related to health and safety and as a result pupils have an appropriate awareness of health and safety. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
- 126 Child protection arrangements follow local guidance and recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Relevant complaint and appeal procedures are in place.
- 127 The school ensures that all pupils, regardless of their social, linguistic or ethnic backgrounds, are given the same rights and opportunities. The importance of treating each other equally is often used as an assembly topic. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The range of activities available during and after school broadens the access for all pupils.
- 128 Measures to eliminate oppressive behaviour are very good. The school staff consistently implement its positive behaviour strategies and appropriately considers bullying and inappropriate behaviour very serious matters. Any reported instances of bullying, which are very rare, are comprehensively recorded and are dealt with promptly and effectively, using the range of sanctions available, as necessary and appropriate. Arrangements to eliminate racial discrimination, oppressive behaviour, bullying and harassment work extremely well because all teachers consistently apply relevant policies and procedures and have very high expectations of their pupils in these areas.
- 129 The school has carried out a detailed review of its accessibility for the disabled. A comprehensive accessibility plan is in place. Appropriate policies for disability equality are in place.
- 130 The school provides a suitably wide range of activities and experiences, which enables pupils to develop a good understanding of diversity within today's society. The school frequently recognises and celebrates diversity, for example in its assemblies, in religious ceremonies and services and in religious education and personal & social education lessons and activities.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

- 131 The grade awarded by the inspection team matches that awarded by the school in its self-evaluation report.
- 132 The headteacher through her dynamism and leadership skills alongside an experienced and well informed governing body has in a short time set out the aims and values that are taking the school forward. The headteacher's contribution to driving school development and raising standards is an outstanding feature of leadership.
- 133 There is good evidence to show that all stakeholders, pupils, parents, staff, and governors have been consulted and have contributed to setting the aims and values that are clearly about giving a wide range of learning experiences to all pupils within the school. The deputy headteacher who has recently joined the school is already making a contribution to learning and teaching and supporting the headteacher.
- 134 In addition experienced staff show very good leadership skills. The tiers of management work very well with clear focused objectives and targets that are regularly monitored. New staff have quickly adapted to the school's philosophy and team work contributes considerably to the high standards within the school.
- 135 It is also noticeable that the ancillary staff are also very committed and involved all aspects of the school including helping to give pupils interesting learning experiences. This contributes to the ethos within school of equal opportunities for all. All staff and pupils feel valued members of the school community. This is an outstanding feature of the school.
- 136 Target setting includes all stakeholders and targets set are challenging realistic and manageable. Pupils have appropriate individual targets and they are very aware of these and know how to meet them. Staff support and assist them in their development. Class teachers set themselves challenging targets to enhance learning.
- 137 The school is involved in a number of national and local initiatives not least the development of the Foundation Phase and curriculum 2008. The school also has very involved with the proactive cluster group of primary headteachers and leaders in the feeder comprehensive school. Regular meetings are held and projects followed which pupils who have recently moved to the high school attest. A group talked confidently of the transition processes and how this contributed considerably to a smooth move. The school is also involved with major projects such as sustainable development and global citizenship as well as achieving well in healthy living projects. Such initiatives are a particular strength of the school.

- 138 All staff have appropriate job descriptions and newly qualified staff (NQT) and new staff to the school are very well mentored. This contributes greatly to the development of the school and is an outstanding feature. The performance management processes are well embedded in the school and staff are well supported and monitored at all levels. Personal development and school targets are well considered and shared to ensure continuity of approach. Staff take full advantage of personal and professional development opportunities accessing local and national training.
- 139 The governing body are very well informed and proactive. They contribute a wide range of experiences and skills to the school. They have exceptional collective knowledge about all aspects of the school and as a result have considerable impact on the development of the high standards that the school achieved. Their decision making has affected the acquisition of both human and material resources. Their contributions are an outstanding feature of provision.
- 140 They fulfill their responsibilities in legal and statutory responsibilities and they monitor the school's work as a critical friend.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

- 141 The findings of the inspection team agree with the judgement of the school in its self-evaluation report. The meticulous analysis of a complex range of data, the careful prioritising of improvement targets, and the involvement of an experienced and committed team of school governors are outstanding features of the school's leadership and management.
- 142 Leaders and managers, including the headteacher, deputy headteacher and co-ordinators from the Raising Attainment Group (RAG) monitor standards of achievement and attainment through regular evaluation and review. Teams of co-ordinators in place of individual subject co-ordinators have been established to ensure that good practice in teaching and learning is shared across the school.
- 143 A strong culture of self-evaluation, with an emphasis on improvement, exists across the whole school. The school's self-evaluation procedures are an outstanding feature and follow a carefully planned annual cycle of information gathering. Reviews of progress in a range of areas help all leaders and managers to measure the school's strengths and to identify areas where further improvement is possible.
- 144 The school makes good use of a wide range of assessment data. The accuracy of teachers' assessments is supported by a series of annotated portfolios of pupils' work. These are shared with staff from local primary and secondary schools and with advisory staff from the local authority.

- 145 The self-evaluation procedures involve all those connected with the school. Staff, pupils, governors and parents are regularly consulted. All views are given due consideration and, when appropriate, action is taken. Assessments by outside agencies such as the Basic Skills Agency, Eco-schools, Healthy Schools, Investors in People and Becta have supported the school's self-evaluation.
- 146 The self-evaluation report prepared for the inspection team is detailed and comprehensive. The inspection team endorses the school's grade 1 judgements in respect of key questions 4, 5, 6, and 7. In key questions 1, 2 and 3 the inspection team believed that the school's grade 2 judgements are too modest, and that the outstanding features identified merit the higher grade 1.
- 147 Teachers' job descriptions describe clearly their roles and responsibilities in the review process. The supportive and collaborative role played by the governing body at each stage of evaluation, and in planning for improvement, is an outstanding feature of the school. Governors are experienced and knowledgeable and make a significant contribution to the process. For example, when improving the ICT provision at the school, governors were well placed to advise on hardware and funding options, so that the school could derive optimum benefit and best value for money.
- 148 The self-evaluation cycle and school improvement planning are inextricably linked. Priorities in the school development plan (SDP) are expressed as targets, which are specific, affordable and attainable within a one- or two-year time span. Progress towards the targets is reviewed by the head and governors each term.
- 149 The SDP ensures that sufficient resources are allocated to improvement targets. Some major priorities have required support from the LEA. The improvement process has been successful in addressing all key issues arising from the previous inspection. Measurable improvements in attainment in English, mathematics and science are evident from attainment data.
- 150 All the key issues from the previous inspection have been addressed thoroughly. Standards in music, mathematics, and education for under fives have improved considerably, as have the key skills of speaking, listening and numeracy. Much of the teaching is outstanding and reports to parents include opportunities for parents to comment on their child's progress. Facilities for ICT are very good with pupils having access to a wide range of multi media equipment.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

- 151 The findings of the inspection team match the grade given by the school in its self-evaluation report.
- 152 The school has an appropriate number of well qualified and experienced staff who contribute considerably to the school in all its aspects. They are very ably supported by talented and committed support staff who contribute to the team based approaches within the school they work alongside the teaching in

planning, presenting and monitoring progress of all the pupils in their care. It is a credit to them that many have sought further training and qualifications. It is also noticeable that ancillary staff use their own personal skills to contribute to the physical and community aspects of the school.

- 153 Posts of responsibility are adequately delegated and strengthen the quality of leadership and management throughout the school. Workforce remodelling is well organised and effective. Staff have ample opportunity to further their own professional development and arrangements for preparation, planning and assessment (PPA) are appropriate. Additional staff brought in to support particular skill areas especially in music contribute considerably to pupils overall development.
- 154 There is wide range of quality resources around the school. In addition to the ICT suite there are laptops available to be moved around the school. This is well organised and supervised and helps to develop what are a wide range of ICT activities witnessed in the school. Equipment both indoor and outdoor is well kept and suitably deployed for the age groups. Classroom equipment such as interactive whiteboards books and is utilised to great effect to make lessons lively and inspirational. Pupils access these independently in an effort to enhance their own learning. In discussion with pupils one referred to the fact that if they did not understand something their teachers would try as many ways as they could to help them learn.
- 155 The accommodation has been refurbished recently and there is a rolling programme for further development. The site is well maintained and all areas have been suitably developed to create interesting learning areas for all pupils. Indoor display is vibrant and in many areas outstanding learning tools for the pupils. The areas set aside at present for the Foundation Phase are appropriately resourced and all areas are utilised within the building and outside the building for learning experiences. There are many outstanding areas of provision.
- 156 Staff are very well deployed and the combinations of teacher and support staff mix well to teach and support the pupils.
- 157 Governors meet with teachers on a regular basis and often attend departmental meetings. They are fully involved in monitoring the targets identified in the school improvement plan and assist the head teacher in managing the finances. The management of the school finances is outstanding as the school is very well resourced in both staff and material terms as a result of the careful maintenance and efficient use of funds.
- 158 As a result of efficient spending the acquisition of talented teaching and support staff, the governors and the headteacher have created a lively, caring and exciting learning environment where all pupils have an opportunity to succeed. The school gives outstanding value for money.

School's response to the inspection

- The Governing Body and Staff of Blackwood Primary School are delighted and very proud to receive the inspection report, which confirms our school is a lively caring and exciting learning environment where all pupils have an opportunity to succeed. Our philosophy of making sure “It’s fun to learn” permeates all aspects of school life.
- This is recognition of the hard work, dedication and commitment of Staff, the Governing Body and everyone associated with our school, who work in partnership with us, including parents, carers, our Cluster schools, members of the community and the local authority.
- We are very pleased that the Inspectors highlighted many outstanding features across many areas of our school.
- This report will become the baseline from which we will continue to improve our school and move into the next phase of development. The recommendations are identified in the school development plan.
- The Headteacher, Staff and governing Body would like to sincerely thank the inspection team for the courteous, positive and professional approach demonstrated throughout the inspection process.
- The pupils would also like to thank the inspectors for talking to them and listening to their comments throughout the week.

Appendix 1

Basic information about the school

Name of school	Blackwood Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Apollo Way, Blackwood
Postcode	NP12 1WA
Telephone number	01495 224111

Headteacher	Ms Jane Mather
Date of appointment	September 2009
Chair of governors / Appropriate authority	Mr. Jeff Davies
Registered inspector	Mr. Glyn Scott
Dates of inspection	28 th September-1 st October 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	32	58	48	52	60	60	52	63	422

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	1	17.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:28
Pupil: adult (fte) ratio in nursery classes	1:8
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	28:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	84.4	91.9	91.0
Spring 2009	90.6	92.9	94.4
Autumn 2008	90.4	92.6	92.3

Percentage of pupils entitled to free school meals	16%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment Key Stage 1 Results 2009			Number of pupils in Y2:		60		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher	School	0	2	12	69	17
	Assessment	National	0	4	14	63	19
En: reading	Teacher	School	0	2	11	63	21
	assessment	National	0	4	15	55	26
En: writing	Teacher	School	0	2	13	71	13
	assessment	National	0	5	16	68	11
En: speaking and listening	Teacher	School	0	0	10	73	17
	assessment	National	0	2	11	63	24
Mathematics	Teacher	School	0	2	8	71	19
	assessment	National	0	2	11	65	22
Science	Teacher	School	0	0	8	85	8
	assessment	National	0	2	9	66	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	83	In Wales	81
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment Key Stage 2 Results 2009			Number of pupils in Y6		60						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher	School	0	0	0	0	0	2	16	54	29
	assessment	National	0	0	0	1	1	3	16	51	29
Mathematics	Teacher	School	0	0	0	1	0	0	14	62	24
	assessment	National	0	0	0	0	1	3	15	51	30
Science	Teacher	School	0	0	0	0	0	0	10	71	19
	assessment	National	0	0	0	1	1	2	11	54	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by teacher assessment		by test	
In the school	79.37	In the school	N/A
In Wales	76	In Wales	N/A

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

4 inspectors spent a total of 16 inspector days at the school, and met as a team before the inspection.

The headteacher attended team meetings and provided additional information as the nominee on the inspection team.

The inspectors visited:

- 45 lessons or part lessons at the school

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their school;
- documentation provided by the school before and during the inspection; and
- responses to a parents' questionnaire. Around 94% of responses were positive.

Before and during the inspection, members of the team held discussions with:

- the management committee, parents, pupils and staff;
- teachers and LSA's;
- mainstream school teachers;
- representatives of the local authority;

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Mr Glyn Scott	Rgi	Context, Summary, Key Questions 1,5 & 7	
Mrs. Liz Mayo	Team	Key Questions 2 & 3	Assessment
Mr. Chris Dolby	Team	Key Question 4& 6	SEN
Mrs. Liz Hall.	Lay	Contributions to KQ 1,3 & 4	PSE
Mrs. Catherine Archard.	Peer Assessor	Contributions to LEFS GEFS and support for key questions	
Ms. Jane Mather	Nominee	Nominee	

Acknowledgements:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation assistance and courtesy before and during the inspection.

Inspection Contractor:

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