

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ewloe Green Primary School  
Old Mold Road  
Ewloe**

**School Number: 664/2012**

**Date of Inspection: 6/06/06**

**by**

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5542**

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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Ewloe Green 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 Ewloe Green Primary School took place between 13/06/06 and 15/06/06. An independent team of inspectors, led by Margaret Elizabeth Morgan 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.

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 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 stages

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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages 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. Ewloe Green Primary School is situated in the semi-rural area of Ewloe near to Queensferry in Flintshire. At the time of the inspection, there were 434 pupils on the school roll including 50 part-time nursery children. This number is an increase of 25 children from the time of the previous inspection in 2000. The school attracts a small but significant proportion of pupils from beyond its traditional catchment area. Nursery children are admitted to the school at the beginning of the term following their third birthday. Pupils begin full-time education at the start of the academic year during which they will be five. The area surrounding the school is relatively prosperous.
2. Ninety-eight per cent of pupils come from English speaking homes and no pupils speak Welsh at home. The remaining pupils come from other ethnic groups mainly consisting of Chinese and Pakistani backgrounds. Ten pupils receive support for learning English as an additional language. Approximately two per cent of pupils are entitled to receive free school meals. This is a slight increase from the time of the previous inspection and is below both Local Education Authority (LEA) and national averages. Pupils' ability on entry is generally higher than the LEA average. Fifty-two pupils have been identified as having special educational needs (SEN) and three pupils have a statement of SEN. This is a decrease from the time of the previous inspection and is below the national average. No children are looked after by the local authority.
3. There are the equivalent of 18.8 full-time teachers and an additional six teaching assistants on the staff. Nine teachers including the head teacher have been appointed since the time of the previous inspection. The head teacher started in September 2005. The school has received the Basic Skills Quality Mark, Investors in People, Healthy Schools Initiative and Eco Schools awards.

### The school's priorities and targets

4. The school's vision statement is: 'Always Aiming High.'

Shorter-term targets outlined in the school development plan (SDP) include:

- improving the environment;
- providing staff with professional development opportunities;
- improving provision in early years, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education, music, religious education, science, Welsh (second language), personal social, health and citizenship education and modern foreign languages;
- improving provision for pupils with special educational need including the more able;
- further developing assessment procedures;
- establishing effective self-evaluation processes.

## Summary

5. Ewloe Green Primary School is an effective school that has started to implement some important but relevant changes in the current academic year. It has good features and no important shortcomings in the standards pupils achieve, the effectiveness of teaching, leadership and strategic management and the use of resources.

### Table of grades awarded

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

### Standards

6. Standards of attainment are good in Ewloe Green Primary School. Overall, pupils achieve good levels in their knowledge skills and understanding regardless of their social, ethnic or linguistic background.
7. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
8. Pupils with additional learning needs, including the more able, those learning English as an additional language and those with SEN, achieve well relative to their age and ability. The majority of pupils achieve the challenging targets they are set in English, mathematics and science at the end of key stages 1 and 2.
9. Overall, pupils' use of the key skills has good features that outweigh shortcomings. Throughout the school, pupils use their speaking and listening skills well and key stage 1 pupils write effectively for a range of purposes. Under-fives and key stage 2 pupils do not develop their writing skills quite as confidently. When reading from their reading books, pupils read well. Since the recent purchase of new library books and a new computer suite, pupils have started to use their reading skills more effectively for a broader range of purposes.

10. Pupils' mathematical skills have good features that outweigh some shortcomings. Under-fives are confident using Welsh words and phrases and do so routinely throughout the school day. Although there is some good practice, pupils in key stages 1 and 2 are generally more reluctant and hesitant using their bilingual skills.
11. Taken over the last three years, end of key stage 1 statutory assessment results have been considerably above the LEA and national results in the three core subjects of English, mathematics and science. More pupils than average achieve the higher level 3.
12. Over the last three years, the end of key stage 2 statutory assessment results have also been considerably above LEA and national averages in the three core subjects. More pupils than average achieve the higher level 5.
13. Over recent years, there has been no significant difference between boys' and girls' performance in statutory assessment results. High standards have been maintained over several years in both key stages.
14. Under-fives make good progress as they move through the early years classes. They acquire new knowledge and skills in a broad range of areas. Pupils in key stages 1 and 2 make good progress in the core subjects. In other subjects, where their experiences are more limited, they gradually develop their knowledge, skills and understanding and make appropriate progress towards fulfilling their potential. Pupils are generally prepared and ready to move on to the next stage of their learning.
15. Pupils' awareness of how well they are doing and what they can do to improve the quality of their work has good features that outweigh some shortcomings. In some classes, pupils talk enthusiastically about their targets and what they have achieved but this is not consistent throughout the school.
16. Throughout the school, pupils have a good awareness of personal, social, moral and wider values. They are aware of the school's expectations and the vast majority of pupils behave well. Virtually all pupils have positive attitudes towards their work and show interest in their tasks. They display good motivation and work productively during lessons.
17. The level of pupil attendance is consistently good, averaging around 95 per cent. It is significantly better than both the LEA and national averages.
18. In all classes, pupils have a good awareness of equal opportunity issues. Boys and girls work and play together well and pupils show a good respect for diversity in society. They develop a good awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig* and appreciate some of the different beliefs and cultures that exist within society.

## The quality of education and training

19. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	55%	30%	4%	0%

20. In early years classes, adults stimulate and challenge pupils to do well. All teachers and teaching assistants intervene effectively and provide children with a good range of practical activities. In key stages 1 and 2, teachers focus much of their teaching on the core subjects.
21. Relationships between teachers and pupils are good. Teachers generally make their expectations clear regarding both pupils' work and their behaviour. They are fair and are successful in treating pupils equally, irrespective of their gender, race or ability.
22. All lessons are thoroughly planned and are firmly based on termly plans. Key skills are clearly identified and teachers discuss the skills pupils will develop at the beginning of lessons. Lesson objectives are clear in planning and are usually shared with pupils.
23. Assessment procedures have good features but there are shortcomings in some areas. Currently assessment strategies are being revised and consequently some elements of provision remain under-developed. In key stages 1 and 2, teachers do not always use assessment data in a focussed way to help to inform planning. Lesson plans sometimes do not cater for the different needs of pupils and do not always make sufficient reference to how well groups of pupils have understood the concept being taught. Marking does not always focus on how pupils can improve the quality of their work. Teachers do not routinely track pupils' progress as they move through the school. Assessment of the foundation subjects has not yet been fully developed.
24. The school provides a flexible and broad curriculum that meets legal requirements and the needs and interests of pupils. The provision ensures equality of access and opportunities for all and continually challenges stereotyping. However, the balance of the curriculum is affected significantly because of the emphasis that is given to English and mathematics.
25. Services of collective worship are provided daily and make a good contribution towards the pupils' spiritual development. The provision for out of school hours activities for key stages 1 and 2 pupils is very good and an outstanding feature. The regular setting of homework is a good feature throughout the school.
26. The school provides a safe, secure, welcoming, happy and caring environment for pupils to learn and play. Staff expect high standards of behaviour and do not tolerate bullying or inappropriate behaviour. School buildings provide a safe and secure environment for pupils. A good Child Protection Policy is in place and staff have received relevant training.

27. Provision for pupils with additional learning needs has some good features but there are shortcomings in important areas. The school does not accurately assess and identify the individual learning needs of pupils. Consequently, support is often inappropriate.
28. There is appropriate guidance and support available for those pupils and adults with disabilities. A suitable access plan is in place.

### **Leadership and management**

29. Ewloe Green Primary School has a clear vision statement, which is proudly displayed in the school and in documentation. There is an unambiguous set of aims that promotes equality for all and is reflected in practice. Since the appointment of the current head teacher, several new objectives and targets have been correctly identified in order to ensure the continued improvement of the school. However, not all those involved in the life and work of the school are fully aware of the principles and priorities. The head teacher is clear about how the school needs to continue to improve.
30. Governors are supportive of the school and meet regularly. Governors, many recently appointed, are not yet fully involved with setting the strategic direction of the school. The Governors Annual Report and school prospectus have some minor omissions.
31. The school has begun to address the issue of establishing formal self-evaluation procedures. The work undertaken to date, such as the detailed monitoring of a limited number of subjects, lays a solid foundation on which to build. There are allocated leaders for all subject areas. Although they have started to analyse the performance of their subjects, they are not fully informed about the precise strengths and shortcomings. Current arrangements are not implemented comprehensively and not based on enough direct evidence. Neither subject leaders nor senior managers systematically track pupils' progress.
32. The self-evaluation report prepared for the inspection gives a lengthy but useful overview of the school. It makes clear judgements on several aspects of school provision and correctly identifies the strengths together with many of those issues that require further development. Recommendations made by the inspection team match areas for development identified by the school. In four out of the seven key questions, the school's grades match those made by the inspection team.
33. Since the time of the previous inspection, good standards and teaching have been maintained but there have been some shortcomings in areas such as SEN and assessment in particular. However, in recent months, actions taken have resulted in good levels of improvement.
34. Resources are generally well matched to the needs of pupils and efficient use is made of available resources. The head teacher and governors manage the

available resources effectively and ensure that spending is linked to those priorities identified in the school improvement plan. Overall the school provides good value for money.

## Recommendations

29. In order to continue to improve and develop, staff and governors should:

R1 further challenge pupils to maximise their potential by extending the breadth of the curriculum;

R2 ensure greater consistency and rigour in assessment and recording procedures by ensuring greater pupil involvement, improving marking and providing greater clarity regarding expectations; \*\*\*

R3 ensure accurate diagnosis of pupils with SEN so that resources can be targeted more effectively; \*\*\*

R4 continue to develop the role of subject leaders so that they develop a greater understanding of strengths and shortcomings in standards and achievement; \*\*\*

R5 develop a system to track pupils' progress more precisely as they move through the school. \*\*\*

Those recommendations marked \*\*\* have already been identified by the school as requiring further improvement.

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 2: Good features and no important shortcomings

30. The inspection team agrees with the school's self-evaluation of this key question.
31. Standards of attainment are good in Ewloe Green Primary School. Overall, pupils achieve good levels in their knowledge skills and understanding regardless of their social, ethnic or linguistic background.
32. Children settle into school quickly and engage readily in a wide range of activities.
33. Pupils with additional learning needs, including the more able, those learning English as an additional language and those with SEN, achieve well relative to their age and ability. The majority of pupils achieve the challenging targets they are set in English, mathematics and science at the end of key stages 1 and 2.
34. Overall, pupils' use of the key skills has good features that outweigh shortcomings. Throughout the school, pupils use their speaking and listening skills well and key stage 1 pupils write effectively for a range of purposes often devising their own strategies for recording work. Under-fives and key stage 2 pupils do not develop their writing skills quite as confidently. In key stage 2 in particular, pupils' writing skills are hampered by an over-dependence on worksheets. When reading from their reading books, pupils read well. Since the recent purchase of new library books and a new computer suite, pupils have started to use their reading skills more effectively for a broader range of purposes such as searching for information.
35. Pupils' mathematical skills have good features that outweigh some shortcomings. Pupils lack confidence using their mathematical knowledge in situations other than during mathematics lessons. Until recently, pupils have not used their ICT skills often enough to develop a broad range of competences; some of their skills are at an early stage of development. Under-fives are confident using their bilingual skills and do so routinely throughout the school day. Although there is good practice in some classes, in year 3 three for example, pupils in key stages 1 and 2 are more reluctant and hesitant using Welsh. Their bilingual skills are therefore underdeveloped.
36. Baseline data available for 2005 indicates that pupils start the reception year with scores higher than the LEA average.
37. Taken over the last three years, end of key stage 1 statutory assessment results have been considerably above the LEA and national results in the three core subjects of English, mathematics and science. More pupils than average achieve the higher level 3.

38. When compared with similar schools (those schools with up to eight per cent of pupils entitled to receive free school meals), key stage 1 results in 2005 were in the lower 50 per cent in mathematics, in the upper 50 per cent in English and in the upper 25 per cent in science.
39. Taken over the last three years, the end of key stage 2 statutory assessment results have also been considerably above LEA and national averages in English, mathematics and science. More pupils than average achieve the higher level 5.
40. When compared with similar schools, key stage 2 results in 2005 were in the upper 50 per cent in English and mathematics and below the upper 50 per cent in science. Over recent years, there has been no significant difference between boys' and girls' performance in statutory assessment results.
41. High standards in attainment have been maintained over several years in both key stages. However, mathematics is the lowest performing subject when compared with English and science.
42. Under-fives make good progress as they move through the early years classes. They acquire new knowledge and skills in a broad range of areas. Pupils in key stages 1 and 2 make good progress in the core subjects. In other subjects, where their experiences are more limited, they gradually develop their knowledge, skills and understanding and make appropriate progress towards fulfilling their potential. Pupils are generally prepared and ready to move on to the next stage of their learning.
43. Pupils' awareness of how well they are doing has good features that outweigh some shortcomings. In some classes, such as in year 2, pupils talk enthusiastically about their targets and what they have achieved but this is not consistent throughout the school.
44. The vast majority of pupils have positive attitudes towards their work and show interest in their tasks. They display good motivation and work productively during lessons. However, some take a long time to begin their tasks. Pupils show good development as independent learners and are confident researching information collaboratively. They have good problem solving and creative skills.
45. Pupils have a good awareness of personal, social and moral and wider values and they understand the school's expectations. The behaviour of the vast majority of pupils is good when they are in classes, when moving around the school and at break and lunchtimes. They are considerate and show respect and courtesy to each other, to all staff and visitors to the school. A small minority have difficulty concentrating during lessons.
46. The level of pupil attendance is consistently good, averaging around 95 per cent. It is significantly better than both the LEA and national averages and about the same as the average for similar schools (based on free school meal entitlement). Unauthorised absence is consistently well below one per cent.

47. There are no significant or unexplained variations in attendance levels across the school or throughout the year. Punctuality is very good at the start and throughout the school day. The school takes due account of the requirements of National Assembly of Wales Circular 3/99.
48. Throughout the school, pupils have a good awareness of equal opportunity issues. Boys and girls work and play together well. At all stages, pupils show a good respect for diversity in society. They develop a good awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig* and appreciate some of the different beliefs and cultures that exist within society.
49. Pupils have a strong sense of community within the school and take an active part in its life and work. Pupils' knowledge and understanding of the world of work is beginning to develop well.

## The quality of education and training

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

Grade 2: Good features and no important shortcomings

50. The inspection team agrees with the school's self-evaluation of this key question

51. The quality of teaching in the lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	55%	30%	4%	0%

52. In early years classes, adults stimulate and challenge pupils to do well. All teachers and teaching assistants intervene effectively and provide children with a good range of practical activities to extend their knowledge and understanding. In key stages 1 and 2, teachers focus much of their teaching on the core subjects.

53. Relationships between teachers and pupils are good. Teachers generally make their expectations clear regarding both pupils' work and their behaviour. They are fair and are successful in treating pupils equally, irrespective of their gender, race or ability. This successfully creates a positive work ethos in their classes.

54. Adults in the under-fives classes have good subject knowledge. They are aware of recent developments in early years curriculum and are adapting their teaching accordingly. In key stages 1 and 2, teachers have good subject knowledge.

55. All lessons are thoroughly planned and are firmly based on termly plans. Key skills are clearly identified and teachers discuss the skills pupils will develop at the beginning of lessons. Lesson objectives are clearly identified in teachers' planning and are shared with pupils.

56. The majority of lessons are well paced. Teachers give pupils clear indications of the time available for activities. In the best practice, they stop lessons at appropriate points to ensure that pupils understand what they should be doing or to provide them with additional ideas. The language needs of learners are met effectively especially in under-fives, key stage 1 and lower key stage 2 classes.

57. The schools' assessment procedures have good features but there are shortcomings in some areas. Currently assessment strategies are being revised and consequently some elements of provision remain under-developed. Assessment in under-fives classes is good and follows LEA guidelines.

58. Teacher based assessment is used in the core subjects to identify ability groups at the upper end of key stage 2 in mathematics and English. Very recently, the school has introduced assessments at the end of each term that provide a basis

for future planning and these are beginning to impact on standards as it helps to compare attainment within year groups.

59. However, not all teachers consistently use assessment data to help to inform planning. They do not routinely track pupils' progress as they move through the school. Assessment of the foundation subjects has not yet been fully developed. Lesson plans do not always cater sufficiently for the different needs of pupils.
60. Tests are used to assess pupils' ability levels in reading but their results are not fully utilized. Insufficient use is made of teachers' informal assessments. There are no guidelines in place to give an indication of expectations at different levels.
61. The school has established a rigorous marking policy but practice is not consistent. In the best practice, marking contains positive comments about pupils' work, how they could improve and how they have progressed towards their targets. Although there is some good practice in year 2, some teachers do not always ensure that pupils are aware of their individual targets for improvement.
62. Written reports to parents are clear. There are also two formal meetings when parents have the opportunity to discuss their child's progress. The school meets statutory requirements regarding reporting to parents.

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

Grade 3: Good features outweigh shortcomings

63. The inspection team does not agree with the school's self-evaluation of this key question as Grade 2. Even though there are some good features in the provision of learning experiences, the curriculum focuses too much on the core subjects and in some subjects, work is not covered in sufficient quantity and depth.
64. The school provides a flexible and broad curriculum that meets legal requirements. It meets the needs and interests of the pupils. The provision is socially inclusive and ensures equality of access and opportunities for all. However, the balance of the curriculum is affected significantly because of the emphasis that is given to English and mathematics.
65. Effective policies that conform to requirements are provided for all National Curriculum subjects and religious education. A review timetable exists to update several policies. Schemes of work are of varying quality and do not all reflect the required progression and continuity between year groups and key stages.
66. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. A range of purposeful and challenging activities is provided for the under-fives that succeed in nurturing and developing the children's key skills.

67. In key stages 1 and 2, the school is making progress in developing basic and key skills. Currently, the development of the key skills is not firmly embedded into the school's planning process.
68. Pupils' spiritual, moral, social and cultural development is promoted effectively and consistently through the school's Personal and Social Education (PSE) programme. The vast majority of pupils display initiative and develop an appropriate understanding of how to behave responsibly in a civilised society.
69. Services of collective worship are provided daily and make a good contribution towards the pupils' spiritual development. However, little time is given in some of these services for pupils to reflect and contemplate.
70. The provision for out of school hours activities, for key stages 1 and 2 pupils, is very good and an outstanding feature. The school has weekly sports clubs, choir practices and a science club at key stage 1. Pupils attend purposeful residential courses. The provision is enhanced through regular visitors and visits arranged by the school to support class based work.
71. Close links exist with local secondary schools that ensure that pupils transfer smoothly to year 7. There are good links with other local primary schools and also, training agencies.
72. Throughout the school, careful attention is given to promoting pupils' understanding of the Welsh cultural heritage through *Y Cwricwlwm Cymreig*. The school's provision for promoting bilingual skills has good features that outweigh shortcomings. Many members of staff are not confident in their use of Welsh and as a result the use of incidental Welsh varies significantly from one class to another.
73. Vocational topics contained in the school's PSE programme help provide pupils with some work-related education. There are very few partnerships or formal links with employers or local industry and the current provision of effective work related education is limited. Teachers have yet to undertake industrial/commercial placements and use their experiences to enrich the curriculum.
74. The school has high expectations of its pupils and strongly promotes equality of access and equal opportunities, and continually challenges stereotyping. Policies for promoting equal opportunity and racial equality are formally adopted and consistently applied by all teachers. No pupil is barred from any of the school's activities. Equality and stereotyping are topics often covered in assemblies.
75. Numerous practical examples of promoting sustainable development, including the nature trail, wildlife pond and recycling/composting facilities, are visible in and around the school. Through these initiatives and through other subjects, pupils develop a growing understanding of this aspect. Paper recycling, composting and energy conservation are strongly promoted and practised by pupils at school

and at home. Pupils are actively and enthusiastically involved with the Eco-schools' initiative and have, to date, achieved two green flags status.

76. The school promotes healthy lifestyles and is a designated Healthy School. Pupils are aware of the healthy eating programme. Pupils' understanding of global citizenship is steadily progressing and this is an area the school has identified for further development. Opportunities to develop pupils' entrepreneurial skills are not yet fully developed. This is another area for development identified by the school.
77. The regular setting of homework is a good feature throughout the school. Pupils are encouraged to complete their set homework tasks promptly and to take an increasing level of responsibility for their own learning. A number of aspects of the school's PSE programme are helping to develop pupils' understanding of tolerance, flexibility and adaptability. In its plans, the school identifies wider involvement in community regeneration as an area of further development.

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

Grade 3: Good features outweigh shortcomings

78. The inspection team does not agree with the school's self-evaluation of this key question as Grade 2. Even though there are some good features in the care support and guidance offered to pupils, there are some important shortcomings in the provision for SEN.
79. The school provides a safe, secure, welcoming, happy and caring environment for pupils to learn and play. Pupils confirm that they are well cared for, guided and supported. The vast majority of parents consider pupils are very happy in school, and they are satisfied with the help and guidance provided for their children.
80. Teachers identify and constructively support individual pupils' needs. The deployment of available support staff is organised appropriately to meet these needs and requirements. External support services are used appropriately and effectively.
81. Strong and meaningful relationships exist between pupils, staff, parents and members of the local community. The school has an 'open door' policy and parents are invited to attend two formal parents' meeting per year to discuss their child's progress and/or any other matter related to their education. These meetings are very well attended.
82. The school uses questionnaires and a suggestion box to seek parents' views and opinions on a range of relevant matters. An increasing number of parents help with school activities on a regular basis. The very supportive 'School Association' raises valuable funds for the school. The school newsletter is issued regularly and informs parents about events and activities. The school has a good home—

school agreement for its pupils. Involvement with local employers and industry is underdeveloped.

83. The family atmosphere and the outstanding induction arrangements for pupils joining the nursery and reception classes help them settle into the school quickly and happily. The 'moving up day' arrangement for pupils changing class at the end of each year is effective. The 'buddy' system helps the few very shy and reserved pupils to settle into school quickly. There are well-established transfer arrangements for pupils moving from year 6 to the high school.
84. Support staff work effectively to satisfy each pupil's particular needs. Health education related topics are contained within the PSE programme. The school makes good use of all available specialist services, when necessary. For example, the Educational Welfare Officer (EWO), the Educational Psychologist, the Health Visitor, the School Nurse and the Speech Therapist, are involved, as appropriate.
85. The system for recording attendance is robust and accurate. The school ensures that both pupils and parents clearly understand that all pupils are expected to attend regularly and punctually. Registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Procedures for following up the very few cases lateness or unexplained absence are very effective.
86. The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour. However, there are varying interpretations of the policy by different members of staff. In discussion, pupils confirm that bullying is rare and any instances reported to members of staff are dealt with quickly and effectively. The system for rewarding good standards of attendance, punctuality and behaviour is effective.
87. School buildings provide a safe and secure environment for pupils to learn and play. Security of the playground area is generally sound with the exception of the gaps in the wire fence at the sides and at the rear of the large grassed playing field.
88. The head teacher and a nominated governor undertake risk assessment and safety surveys regularly. The school's PSE programme contains 'health and safety' related topics and pupils have an appropriate awareness of 'Health and Safety'.
89. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school. Four members of staff are trained in emergency first aid. Parents are satisfied that the school gives a high priority to pupils' health, welfare, safety and security.
90. The head teacher is the designated Child Protection Co-ordinator. A good Child Protection Policy is in place and staff have received relevant training and update briefings and are aware of the specific procedures they must follow.

91. Provision for pupils with additional learning needs has some good features but there are shortcomings in important areas. The school does not accurately assess and identify the individual learning needs of pupils. As a result, high numbers of pupils are included on the SEN register. The planning of support for these pupils is ineffective and relies on a narrow programme of support based on targets that lack specific detail.
92. Targets are often based on pupils' understanding of phonic awareness and do not focus on other equally important areas. Consequently, support is often inappropriate and too often teachers rely on practice worksheets that do not cater for the pupil's specific need.
93. Teaching assistants, who have recently received additional training, make a valuable contribution to supporting pupils with additional learning needs but they are not all aware of targets in individual learning plans (IEPs). Support for those pupils with physical disabilities, including hearing impairment and those learning English as an additional language is good. Links with parents of pupils with additional learning needs are appropriate.
94. There is a clear behaviour policy that is properly implemented throughout the school. 'Golden Rules' are prominently displayed and pupils adhere positively to their principles. There is a comprehensive policy that includes effective measure to deal with oppressive behaviour.
95. The school makes good efforts to promote positive race relations. Pupils from different ethnic backgrounds are very well integrated. Multi-cultural themes are regularly discussed in PSE for example. Cultural diversity is celebrated positively and the school has an established link with pupils in Malawi.
96. There is appropriate guidance and support available for those pupils and adults with disabilities. A suitable access plan is in place.

## Leadership and management

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

Grade 2: Good features and no important shortcomings

97. The inspection team agrees with the school's self-evaluation of this key question
98. Ewloe Green Primary School has a clear vision statement, 'Always Aiming High', which is proudly displayed in the school and in documentation. There is an unambiguous set of aims that promotes equality for all and is reflected in practice. Since the appointment of the current head teacher, several new objectives and targets have been correctly identified in order to ensure the continued improvement of the school. However, not all those involved in the life and work of the school are fully aware of the principles and priorities.
99. The head teacher is clear about how the school needs to continue to improve. Currently, there is no permanent deputy head teacher in position but there is a common sense of purpose among senior members of staff who willingly contribute to school developments. Other teachers take responsibility for specific aspects of school improvement, such as subject leadership, the School Council and the Eco-Committee. They do so conscientiously following recent changes in procedures. Policy documents are thorough.
100. The school takes good account of local and national priorities. For example, it has worked hard to promote awareness of sustainability and Healthy Schools issues. Good links have been established with other schools, including neighbouring primary and the local secondary school. Several joint projects have been undertaken such as recent work on the development of the science curriculum.
101. All pupils are given challenging but realistic targets for their attainment at the end of key stages 1 and 2 based on their individual capabilities. The majority of pupils achieve their targets. Other goals for development over recent years, such as improving provision for the under-fives, increasing ICT hardware and software and enhancing the accommodation, have all been achieved.
102. Staff development has had a positive impact on individual teachers and members of the support staff, for example, in subjects such as early years and personal and social development. Training opportunities for teachers and teaching assistants are provided in a variety of ways including school-based training, staff meetings and attendance at externally organised courses. Arrangements for teachers to plan, prepare and assess (PPA) their work are appropriate. A structure for teaching and learning responsibilities (TLR) has been agreed by senior managers and governors.
103. There are suitable arrangements in place to review and monitor the performance of members of the teaching staff and to identify training needs.

Newly qualified teachers and students are well supported by their assigned mentor. However, similar opportunities do not exist for teaching assistants.

104. The governing body is supportive of the school and meets regularly, at least once every term. The head teacher provides governors with useful, detailed information about the school's activities. Governors, many recently appointed, are not yet fully involved with setting the strategic direction of the school. Neither are they effectively involved with evaluating the successes and aspirations of whole school development.
105. The role of the governing body as a critical friend is at the early stages of development. Some governors have recently undertaken appropriate training and, through link governor status, have adopted subject and curricular interests. The governing body meets the majority of its regulatory and legal requirements. However, there are some minor omissions in the Governors Annual Report and school prospectus.

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

Grade 3: Good features outweigh shortcomings

106. The inspection team does not agree with the school's self-evaluation of this key question as Grade 2. Even though there are some good features in the way that leaders and managers evaluate and improve quality and provision, many processes are at an early stage of development and are not yet firmly embedded.
107. The school has begun to address the issue of establishing formal self-evaluation procedures. There are allocated leaders in all subject areas. Although subject leaders have started to analyse the provision in their areas of responsibility, they are not fully informed about the performance in their subjects. They do not use the information they have obtained in a focussed manner to bring about improvement.
108. The work undertaken to date, such as the detailed monitoring of a limited number of subjects, lays a solid foundation on which to build. Senior members of staff have recently produced a timetable for monitoring provision. However, currently the arrangements are not implemented comprehensively and not based on enough direct evidence to provide a full picture of performance. Neither subject leaders nor senior managers systematically track pupils' progress as they move through the school.
109. The self-evaluation report prepared for the inspection gives a lengthy but useful overview of the school. It makes clear judgements on several aspects of school provision and correctly identifies the strengths together with many of those that

require further development. Recommendations made by the inspection team match areas for development identified by the school. In four out of the seven key questions, the school's grades match those made by the inspection team.

110. Through the School Council and Eco committee, pupils have an opportunity to make suggestions about the future development of the school. Parents are encouraged to complete questionnaires fairly regularly to provide their perception of school life. The new staffing structure outlines a line management system for staff. However, some members of support staff feel they are not sufficiently involved in school developments.
111. The school improvement plan targets a number of priorities for the current year, and provides an outline of other issues to be addressed in the longer term. It contains clear actions to be taken, criteria for success, responsibilities for action, together with timelines and expected costs. The school has correctly identified areas such as ICT, the school library, provision for SEN and assessment procedures that need further development. Sufficient resources have been provided for their improvement.
112. Since the time of the previous inspection, good standards and teaching have been maintained but there have been some shortcomings in areas such as SEN and assessment in particular. However, in recent months, actions taken have resulted in good levels of improvement.

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

Grade 2: Good features and no important shortcomings

113. The inspection team agrees with the school's self-evaluation of this key question
114. There are sufficient teachers and support staff. The school also makes appropriate use of external agencies and volunteers to support teaching and learning. Administrative staff manage day-to-day procedures efficiently.
115. Resources are generally well matched to the needs of pupils. The new library and ICT suite are already having a positive impact on learning. However, resources to support SEN pupils are limited. The school makes effective use of external facilities and resources to enhance its own supply.
116. The school makes good use of the available accommodation and this has recently been enhanced. Attractive displays enhance the learning environment. However, the school hall is too small to house 'whole school' events and physical education for example. Some classrooms are very cramped and unsuitable for practical activities. The fields and playgrounds are spacious and are used extensively as a learning resource for sustainable development and

science for example. Outdoor areas for the under-fives are safe and enclosed but lack suitable shade.

117. Efficient use is made of available resources. Staff are deployed well and developed appropriately. Teachers make good use of their PPA time to plan, prepare and assess their work for classes and for their subject responsibilities.
118. The head teacher and governors manage the available resources effectively and ensure that spending is linked to those priorities identified in the development plan. There are close links with the LEA regarding monitoring of the budget and the school retains a small contingency fund. Overall the school provides good value for money.

## **School's response to the inspection**

The head teacher, staff and governors appreciate the rigour of the Estyn inspection are in complete agreement with the findings, which are in line with the school's own self-evaluation.

Although these findings are an integral part of our current school development plan, they will hold a significant priority in our new Improvement Plan.

As we are committed to school improvement, we will ensure that all recommendations are acknowledged and practices developed further to ensure best provision and practice, building on our strengths and our recent developments to address the issues identified.

## Appendix 1

### Basic information about the school

Name of school	Ewloe Green Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Old Mold Road Ewloe Flintshire
Postcode	CH5 3AU
Telephone number	01244 532569

Headteacher	Mrs Ruth Dyas
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mrs Hilary Baines
Registered inspector	Margaret E Morgan
Dates of inspection	June 6 – 8 2006

## 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	25	55	56	59	43	59	56	56	409

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	3	18.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.9:1
Pupil: adult (fte) ratio in nursery classes	12.5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27.4
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	88.9	94.3	95.6
Autumn 2005	90.4	93.4	93.7
Spring 2006	90.25	93.5	94.9

Percentage of pupils entitled to free school meals	2
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 KS1 Results 2005			Number of pupils in Y2:					41
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School	0	0	2.4	80.6	17	
		National	0	4	13	63	20	
En: reading	Teacher Assessment	School	0	0	7.3	46.3	46.3	
		National	0	3	11	63	23	
En: writing	Teacher Assessment	School	0	0	2.4	87.8	9.8	
		National	0	5	14	69	11	
En: speaking and listening	Teacher Assessment	School	0	0	0	85	15	
		National	0	4	14	55	26	
Mathematics	Teacher Assessment	School	0	0	4.9	78	17.1	
		National	0	2	11	63	24	
Science	Teacher Assessment	School	0	0	0	80.5	17	
		National	0	2	10	65	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	95.2	In Wales	80

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 KS2 Results 2005__			Number of pupils in Y6		60						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	3.3	0	0	0	0	3.3	40	53.3
		National	1	0	0	0	1	5	16	46	30
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	3.3	0	0	0	0	6.6	33.3	56.6
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	3.3	0	0	0	0	6.6	76.6	13.3
		National	0	0	0	0	0	1	11	50	37

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	83.9	In the school	N/A
In Wales	70	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**

Four inspectors spent a total of 11 inspector days in the school. A team meeting was held prior to the inspection.

The head teacher was the Nominee.

Inspectors visited:

- 27 lessons or part lessons
- All classes
- Acts of collective worship
- A range of extra-curricular activities
- The School Council
- The Eco-Committee

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began
- Senior managers, teachers, other members of staff and groups of pupils during the inspection

The team also considered:

- The school's self evaluation report
- 117 responses to the parents'/carers' questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work

The inspection team also held post inspection meetings with the head teacher, staff and governors

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1, 2, and 5
Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5
Glyn Griffiths Team Inspector	Contributions to Key Questions 2, 4 and 7
Nicholas Jones Team Inspector	Contributions to Key Questions 1,3 and 6
Ruth Dyas Nominee	Contributions to Class Observations and Team Meetings

**Contractor** Partneriaeth Dyfri Partnerships  
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### Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils, for their co-operation and courtesy throughout the inspection