

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

**A Report on the Quality of Education in**

**Pengam Primary School  
Commercial Street  
Pengam  
Blackwood  
NP12 3ST**

**School Number: 6762058**

**Date of Inspection: 23 – 25 April 2007**

**by**

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Pengam 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 Pengam Primary School took place between 23/04/07 and 25/04/07. An independent team of inspectors, led by Dr Jim Hewitt 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 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 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   | 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 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. Pengam Primary School is a maintained Community School situated in the village of Pengam near the town of Blackwood. The majority of pupils are drawn from the immediate area with a small number transported by bus from a nearby housing estate. The school has a mixed catchment area and pupils display the whole range of ability. However, information from baseline assessment tests indicates that pupils' attainment on entry to school is generally below the local authority average.
2. The school caters for pupils between three and eleven years of age. There are currently 176 boys and girls on roll together with 28 nursery-aged children who attend in the morning. Nursery-aged children are admitted to the school in the term following their third birthday. There is a one class for pupils of reception age and six mixed-ability classes for pupils in key stages one and two. Each of these covers a single year group. The number of pupils on roll remains steady with some slight fluctuation over the past four years.
3. English is the home language of all the pupils. Less than one per cent of pupils come from families of mixed ethnic origin or non-white British backgrounds. There are no pupils for whom English is an additional language and no pupils speak Welsh as their first language.
4. Currently, 27 per cent of pupils are entitled to free school meals which is well above local authority and national averages. Three pupils are 'looked after' by the local authority and one has been excluded in the past 12 months. The school identifies 48 pupils (27 per cent) as having special educational needs [SEN] which is above the national average; of these, four pupils have a statement outlining their needs. The national curriculum is not modified for any pupil and none are disapplied from it.
5. The school has received several awards including *Investors in People* status in 2006 and the *Basic Skills* Quality Mark in 2007, both for the second time. The school gained the *Healthy Schools* Award in 2006 and the *Eco Schools* Silver Award in 2007.
6. The head teacher, who is also head of a neighbouring school, was appointed in May, 1995. An acting deputy head has been in place since April 2006.
7. The school was last inspected in June 2001.

## The school's priorities and targets

8. **Extract from the school's mission statement:**  
"Underpinning all that takes place within the school is a strong belief that both parents and children feel valued and have a voice that is not only heard but is listened to. These are "the first steps" and it is the belief of the school that it should do everything in its power to ensure that it is a very positive experience for all concerned."  
The school's motto: "Gorau cam, cam cyntaf" The first step is the most important.
9. **The school has a comprehensive list of aims for pupils by which it seeks to:**
- offer a full and challenging curriculum which meets the needs of all children;
  - ensure the learning environment is both emotionally secure and academically challenging; and
  - create a happy family feeling, a sense of pride and an awareness of right and wrong.
10. **Targets identified in the school improvement plan 2006/7 include the following:**
- developing assessment of pupils' work in reading, writing, oracy, mathematics and science;
  - developing problem-solving skills in mathematics;
  - developing the use of laptop workstations to improve key skills across the curriculum;
  - developing a strategic plan for the introduction of reading exercises for all pupils;
  - extending healthy schools initiatives;
  - implementing a new scheme of work for music;
  - preparing for re-assessment for the 'Basic Skills' Quality Mark; and
  - developing strategies for whole school self-evaluation.

## Summary

11. Pengam Primary School is a good and improving school with many strengths. High quality teaching and support together with a wide range of stimulating learning experiences ensure that standards have continued to rise and that pupils are increasingly well prepared to meet the challenges of their next phase of learning and for adulthood. The school's success is built on the very good leadership of the head teacher and the enthusiasm and commitment of the team he is building around him.
12. The inspection team judged the school's work as follows:

### Table of grades awarded

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

13. Overall, standards of attainment are good. Pupils achieve good levels in their knowledge, skills and understanding regardless of their social, ethnic or linguistic background.
14. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
15. Pupils in the early years and in key stages 1 and 2 make good progress and achieve good standards in using the key skills of speaking, listening, reading, writing, numeracy and information and communications technology across the curriculum. 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. Pupils' use of creative skills to enhance learning in other subjects is also good. However, although there are some good features in pupils' bilingual competence, there is insufficient progress and development in key stages 1 and 2.
16. The school's results in end of key stage national assessment tests in 2006 show continuing steady improvement. In English, mathematics and science,

results across both key stages either match or are above local authority and national averages. When compared to similar schools in Wales (based on the number of pupils receiving free school meals) the school is in the upper 25 per cent in mathematics at both key stages and in science at key stage 2. It is in the upper 50 per cent in English at both key stages and in science at key stage 1.

17. The percentage of pupils gaining the higher level 3 at key stage 1 exceeds local authority, but is below national, averages in mathematics. It is below both local authority and national averages in English and science. The percentage of pupils gaining the higher level 5 at key stage 2 is just above local, and matches national, averages in mathematics and science. It is below both sets of averages in English.
18. In 2006, boys outperformed the girls in all three subjects at key stage 1 and in science at key stage 2. However, traditionally, there has been no significant difference in performance.
19. The majority of pupils fulfil their potential and are well prepared to move on to the next stage of learning. In conjunction with the local authority, the school sets challenging targets in both key stages which the school regularly exceeds. Pupils with SEN attain well in relation to their age and ability. Pupils make good progress overall in the core and foundation subjects. However, pupils understanding of what they are doing, how well they are progressing and what they need to do to improve lacks consistency across the school.
20. Pupils are enthusiastic learners. They have positive attitudes to their work, sustain concentration well and apply themselves conscientiously to the tasks presented. When provided with appropriate opportunities, pupils enjoy collaborating in pairs and groups on creative and problem-solving activities. They are developing good skills in learning independently.
21. Pupils have a good awareness of personal, social, moral and wider values. Very good behaviour, positive attitudes and very good relationships are evident throughout the school. This is an outstanding feature. Pupils, whatever their ability, background or gender, participate equally in all aspects of school life.
22. Pupils have a good sense of citizenship within the school community and extend this through community events. They take an active part in the life of the school, for example, through their roles on the school council and the Eco committee.
23. The school places a high priority on attendance and punctuality but, despite its many efforts, attendance rates remain just below expected levels for primary schools.

## The quality of education and training

### Grades for teaching

24. The quality of teaching in the inspection was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 5%      | 79%     | 16%     | 0%      | 0%      |

25. Overall, teaching is good and has shown continued improvement since the previous inspection. The percentage of lessons at grade 2 or better is well above the national average. Teachers and teaching assistants work effectively as teams and have developed excellent relationships with the pupils. This is an outstanding feature.
26. In lessons graded as having outstanding features, teachers display excellent classroom management skills, deliver stimulating and challenging experiences and ensure the very good development of key skills and independent learning. However, in those lessons with shortcomings, tasks are not matched to the abilities of pupils, particularly the more able. Pupils are not always made aware of the purpose of the tasks they are undertaking and the pace of lessons is slow.
27. The school fully complies with statutory requirements for assessment, recording and reporting and arrangements such as pupil tracking systems, subject portfolios and transition records are good. Arrangements for consulting with parents are also good. However, although marking is generally effective, pupils are not always sufficiently involved in assessing their own work and identifying how they can improve.
28. The school provides a broad, balanced, comprehensive and flexible curriculum which is accessible to all and builds on what pupils know and can do. The provision for delivering basic and key skills is a notable feature of this. There is a wide range of extra-curricular activities which extend and enhance pupils' learning experiences. Pupils' moral, social and cultural development is very well addressed. However, although the school ensures an increasing awareness of Welsh culture and heritage through *Y Cwricwlwm Cymreig*, insufficient attention is given to developing bilingualism. Acts of collective worship and assemblies contribute to pupils' spiritual development. However, pupils have too few opportunities to reflect on their own and other people's lives and beliefs.
29. Links with parents, the local community, and other schools and colleges are all good. The school has a strong commitment to work-related education, to education for sustainable development, and to issues of social inclusion and equality. Provision to develop pupils' entrepreneurial skills have many good features but are at an early stage of development. Many of the school's initiatives lead to pupils' increasing awareness of the need to be independent learners and also helps them develop a sense of responsibility towards their school, their community and the wider world.

30. The school's care arrangements are well planned and managed and provide a happy, safe and secure environment for the pupils. Good links with specialist support services and organisations contribute effectively to the support and guidance pupils receive. The school has adequate and appropriate measures for ensuring the healthy development, safety and well being of all pupils. Health and safety, first aid and child protection procedures are all effectively in place.
31. The quality of provision for pupils with additional learning needs is good and fully complies with the requirements of the Code of Practice. Arrangements for identification, assessment and provision are well managed by the school's newly-appointed SEN co-ordinator. Good additional support from a wide range of agencies is provided for these pupils.
32. The school ensures through its policies and practices that all pupils regardless of gender, race, social background, ability or disability have full access to all provision.

### **Leadership and management**

33. The head teacher leads and manages the school very well. He is ably supported by the newly-appointed senior management team and, together, they provide clear direction and a common purpose for the school. They are continually seeking ways to maintain and improve the good standards it has so far achieved. There is good team work amongst all staff and effective management structures that enable the school to function smoothly. The school's policies and practices promote equality of opportunity and take good account of local and national initiatives. Subject leaders are well informed about their subjects and play a vital role in raising standards.
34. Performance management systems for teachers and the general professional development of all staff are an outstanding feature. The governing body is very supportive of the head teacher, staff, and of the pupils. They take their responsibilities seriously in acting as critical friends to the school and have a developing understanding of the school's strategic direction. All statutory requirements are fully met.
35. The head teacher, staff and governors are committed to school improvement and are developing effective self-evaluation procedures to identify strengths and areas for school development. The self-evaluation report itself is thorough, accurate and comprehensive although the school has identified the need to streamline it. It has also identified the need to extend the involvement of pupils, parents and other interested parties in its production.
36. Overall, good progress has been made in meeting the recommendations made in the previous inspection and, as a result, standards have continued to rise.
37. The inspection team agrees with the school's overall grading in six of the seven key questions. For key question 4, it considers that the care, support

and guidance pupils receive have many strong features and no shortcomings and so gave this key question a grade 2.

38. The school has a sufficient number of well-qualified and trained teachers, teaching assistants, administrative and other supporting staff to enable it to deliver every aspect of the curriculum fully and appropriately.
39. The budget is prioritised effectively to ensure a good range of resources for every age and subject. Investment in information technology resources is proving particularly beneficial. The constraints of space in the school present difficulties. Although the school manages these as well as it can, the small hall, the library which is based in an external mobile, and lack of space for teachers to prepare and plan inhibits both teaching and learning.
40. School finances are well managed and monitored in accordance with identified priorities. The school achieves good value for money.

## Recommendations

In order to move the school forward, the staff and governing body need to:

- R1 Ensure continuity and progression in the development of pupils' bilingual skills.
- R2 Ensure that learning tasks consistently extend more able pupils across all lessons and subjects.
- R3 Further develop pupils' skills of evaluating and planning for their own improvement.

**Note:** The school has already identified R1 and R3 in its own self-evaluation report and school improvement plan.

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

41. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
42. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
43. The under-fives make good progress and achieve good standards in using the key skills of speaking, listening, early reading, writing, numeracy and information and communications technology in their activities in the six areas of learning. Their early bilingual skills are also developing well. They also make good progress in their problem-solving and creative skills. Their personal and social development is very good and an outstanding feature.
44. Pupils at key stages 1 and 2 also achieve good standards in the key skills of speaking, listening, reading, writing, numeracy and in information and communications technology in subjects across the curriculum. Pupils generally listen attentively to their teachers and to each other. The standard of pupils' speaking skills is generally good. When speaking tasks are appropriately demanding such as in a debate, pupils express their ideas and opinions using powerful, persuasive language and, on those occasions, speaking skills are of a high standard. However, if not pressed by teachers, responses are limited on some occasions. Pupils' reading and writing skills are well developed at an appropriate level across a range of contexts.
45. Numeracy skills are good overall and pupils apply them confidently to measure and calculate in a variety of contexts across the curriculum. Pupils' information and communications technology skills are well developed and pupils use a wide variety of information technology equipment, software and information sources competently to support their learning.
46. In their bilingual development, pupils in key stages 1 and 2 achieve standards that have good features that outweigh shortcomings. They are unable to move with ease between the two languages and while they understand and respond to commands and simple questions, this is at a limited level. Pupils' use of spoken Welsh outside of specific Welsh second language lessons is very limited. This is particularly evident in key stage 2 and is a shortcoming.
47. The results of end of key stage 1 teacher assessment results in 2006 show pupils just exceeding local authority and national averages in English, mathematics and science and the core subject indicator (the number of pupils gaining level 2 in all three subjects). When compared to similar schools across Wales (based on the number of pupils taking free school meals) the school is in the upper 50 per cent in English, science and the core subject indicator and the upper 25 per cent in mathematics.

48. Key stage 1 performance has improved consistently over the past three years in each of the core subjects when compared to similar schools.
49. The percentage of key stage 1 pupils gaining the higher level 3 is below local authority and national averages in English and science. It is above local authority and below national averages in mathematics. Boys outperformed the girls in all three subjects in 2006 although this has not been the general pattern.
50. The end of key stage 2 teacher assessment results in 2006 show pupils matching local authority and national averages in English and exceeding them in mathematics, science and the core subject indicator (the number of pupils gaining level 4 in all three subjects). When compared to similar school across Wales, the school is in the upper 50 per cent in the English and the core subject indicator and the upper 25 per cent in mathematics and science.
51. In key stage 2, performance in mathematics and science has improved consistently over the past three years when compared to similar schools. Performance in English has remained stable.
52. The percentage of key stage 2 pupils gaining the higher level 5 is above local authority but matches national averages in mathematics and science, and is below both sets of averages in English. In 2006, girls outperformed boys in English, mathematics and the core subject indicator and boys did better than the girls in science, although there has been no clear pattern apart from girls generally performing better than boys in English at key stage 2. However, the gap is reducing.
53. Nursery baseline assessment indicates that children enter the nursery with differing levels of ability but overall initial attainment is generally below the local authority average. However, children quickly settle into school, and readily engage in a wide range of activities. They acquire new knowledge and skills in a broad range of areas. They make good progress through the early years and this is built upon successfully in key stages 1 and 2.
54. Pupils in key stages 1 and 2 make good progress in the core subjects. In other subjects, they gradually develop their knowledge, understanding and skills and make appropriate progress towards fulfilling their potential. Pupils are generally well prepared and ready to move on to the next stage of learning.
55. Pupils progress well regardless of their social, ethnic or linguistic backgrounds. The school analyses the performance of different groups and takes appropriate measures when necessary; for example, successful action has been taken to address boys' underachievement in literacy with a resulting improvement in standards.
56. Overall, the progress made by pupils with special educational needs is good and pupils achieve well relative to their age and ability and they meet the targets set for them. When provided with stimulating and challenging tasks,

more-able pupils also achieve well although this is not consistent across all lessons or subjects. This is a shortcoming.

57. 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. Pupils show good development as independent learners and are confident researching information collaboratively. They have good problem-solving and creative skills and use an appropriate range of strategies to explore ideas creatively in a number of media.
58. Pupils at both key stages have a good level of understanding of the work which they complete but are not always aware of their individual learning targets. Target setting is at an early stage of development and many pupils do not understand how well they are progressing and what they need to do to improve. This is a shortcoming.
59. Pupils are very well behaved, have excellent manners and show real respect for adults and one another. Even the youngest children know what is expected of them. Pupils move sensibly around the school and are friendly and polite. As a result of the very good support provided for them, pupils with behavioural problems are gradually helped to manage their behaviour, a feature acknowledged by the local authority. All pupils understand the school's Golden Rules and respond very well to them.
60. Staff ensure that pupils make good progress in their personal, social, moral and wider development. The personal and social education programme successfully promotes good relationships within the school and this has a positive effect on the work and standards achieved. Pupils develop good attitudes and values. They have a strong sense of right and wrong and show respect, care and concern for others.
61. Pupils, whatever their ability or background, take an active part in school life and their attitudes to equal opportunities are positive and constructive. They show a good awareness of equal opportunity issues. Boys and girls work and play very well together and display no stereotypical attitudes. The ethos of the school promotes equality and respect and, as a result, pupils demonstrate good attitudes of fairness and respect for diversity and for the views of others.
62. A strong bond amongst pupils and staff is developed through the wider curriculum as a result of initiatives such as the school council, circle time and the varied programme of extra-curricular activities. Pupils are well prepared to take a constructive part in the life and work of the community.
63. Whole school attendance for the three terms preceding the inspection was 92.1 per cent and is near to the national average for primary schools in Wales. The school is working towards its target of 92.9 per cent. Unauthorised absence for the same period averaged 1.4 per cent. With few exceptions, pupils arrive on time. The school takes due account of the requirements of the National Assembly of Wales.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

64. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

65. The quality of teaching observed was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 5%      | 79%     | 16%     | 0%      | 0%      |

66. The quality of teaching in the school has further improved since the previous inspection and is a strong feature of provision. The percentage of lessons which are good or better, at 84 per cent, is well above the national average.

67. The quality of teaching for children under five is consistently good. Adults encourage the children to do well and provide children with a good range of practical activities to extend their knowledge and understanding. They are fully aware of recent developments in the early years curriculum and are adapting their teaching accordingly.

68. Overall, the quality of teaching in key stages 1 and 2 is good. Teachers and teaching assistants work effectively as teams, and the very strong relationship between staff and pupils successfully fosters positive attitudes to learning and has led to the continued raising of standards. This is an outstanding feature.

69. In the lessons which have outstanding features, members of staff:

- display excellent classroom management skills;
- deliver well-planned lessons which stimulate, challenge and excite all pupils;
- intervene very effectively to support and extend learning;
- ensure very good development of key and basic skills; and
- strongly promote and develop independent learning.

70. In the majority of lessons where teaching is good, members of staff:

- use a variety of teaching strategies effectively;
- use questioning skills well to recap and build on previous learning;
- use their good subject knowledge in an interesting and effective way;
- deliver lessons with good pace within appropriate time limits; and
- incorporate pupils' own experiences and contributions effectively into lessons.

71. In those lessons which have some shortcomings, teachers do not always:

- match tasks well to the abilities of the pupils;
- provide sufficient challenge for more-able pupils;

- make pupils aware of the purpose of the tasks they are undertaking; or
  - maintain pace and keep to time limits, resulting in unfinished work.
72. Teachers have good and sometimes very good subject knowledge and, in their practice, combine this well with knowledge and understanding of recent developments about how children learn. Teachers plan thoroughly and build in effective provision for key skills which ensures that subjects are linked in a meaningful way. Lesson objectives are clearly set, but on some occasions pupils are not sufficiently aware of how these objectives should be met and how they can judge if they have been successful.
73. Overall, teachers maintain their pupils' interest well and classroom management skills are at least good throughout the school. Teachers use a wide variety of effective and appropriate teaching strategies and physical resources to maximise their impact on learning. Support staff give good quality help and guidance to small groups of pupils and individuals and contribute effectively to the progress pupils make in learning, behaviour, personal development and social skills.
74. Where teachers' questioning is most skilful it consolidates learning and enables pupils to move on but, on some occasions, teachers accept brief answers to questions and opportunities to extend learning are lost. Classroom routines are organised well and understood by all. Homework complements work undertaken in class well especially in upper key stage 2 and extends pupils' learning effectively.
75. All staff actively promote equal opportunities and there is an appropriate emphasis on issues of race, gender and disability equality. Discussion with pupils confirms that they consider that everyone in the school is treated equally and fairly.
76. In some lessons incidental Welsh is used well, especially to give instructions and to conduct daily routines but, overall, there is insufficient emphasis on the teaching of bilingual skills and insufficient opportunities created for pupils to use such skills across the curriculum.
77. In the main, teachers plan well to meet pupils' individual needs. Individual education plans for pupils with SEN clearly identify progress and targets required for continued specific development for personal targets. However, these targets do not always match the work set for those pupils in classes. Generally, tasks are well matched to pupils' ability but in some lessons more-able pupils need further challenge.
78. The school fully complies with all statutory requirements for assessment and for recording and reporting its outcomes. The quality of assessment is good overall with no important shortcomings.
79. Effective use is made of the school's arrangements to assess, record and monitor pupils' work and a comprehensive tracking system has been developed to provide a clear picture of standards achieved by individuals and

year groups. The school systematically implements an appropriate range of standardised tests to measure progress. Individual subject portfolios of examples of pupils' work which have been graded in accordance with national curriculum levels are securely in place. Useful transition records have been developed which incorporate information on pupils with additional learning needs (both SEN and the more able) for use by the comprehensive school when pupils leave.

80. Teachers mark all work conscientiously and follow the school's comprehensive marking policy. In the best practice, marking enables pupils to understand how they can improve their work and make progress, but on some occasions marking only recognises completion of tasks rather than indicating the way forward. Pupils are not always sufficiently involved in assessing their own work and agreeing how they can improve. This is a shortcoming which the school is addressing.
81. Individual reports to parents are of very good quality and meet all statutory requirements. They provide a good balance of information relating to both the academic and the personal progress made by pupils and provide opportunities for parents to respond. The school's arrangements for parental consultations with teachers to discuss pupils' progress are well established and greatly appreciated by them.

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

|   |
|---|
| <b>Grade 2: Good features and no important shortcomings</b> |
|---|

82. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
83. The aims of the school provide a good foundation for the planning and organisation of its work. The school provides a broad and balanced curriculum which is equally accessible to all pupils including those with additional learning needs and which builds systematically on what pupils know and can do. The appropriate balance between the delivery of core and foundation subjects and between separate subject teaching and topic work has a positive effect on pupils' learning. It is supplemented by a good range of extra-curricular activities and meaningful visits.
84. The school meets the statutory requirements of the national curriculum and the locally-agreed syllabus for education. The school's provision for personal and social education reflects national recommendations and includes sex education, drug and substance awareness.
85. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Detailed plans are in place to ensure that pupils benefit from a wide range of learning experiences in each

area. The outdoor curriculum is being developed effectively in readiness for the Foundation Phase.

86. The school plans carefully to ensure that basic and key skills are systematically implemented across all subjects in the curriculum and teaching plans identify opportunities for the application of these skills in each lesson. Pupils, especially in key stage 2, are aware of the key skills they are using and staff reinforce to pupils the purpose and importance of practising them. However, as the school has recognised, the use of bilingualism is inconsistent. Opportunities to promote bilingualism are frequently missed.
87. The school offers a wide variety of extra-curricular activities at lunch time and after school which broaden and enrich pupils' experiences. All are of good quality and are well supported by staff and pupils. Additionally, well-planned visits are used to enhance the curriculum, especially in history and geography, and an annual residential visit to the Isle of Wight gives pupils further opportunities for independence and working together.
88. Pupils' spiritual, moral, social and cultural development is promoted effectively by the school and a strong, caring family ethos is evident. Acts of collective worship meet statutory requirements, are of good quality, and challenge and enrich pupils' experiences. However, within the spiritual dimension, there are too few opportunities for pupils to reflect on their own and other people's lives and beliefs.
89. Moral and social development is promoted very well. Pupils have a good understanding of right and wrong and show in their behaviour and good relationships with others that they are acquiring values of truth, honesty and fairness in their behaviour and relationships with others. There is a strong emphasis on ensuring that pupils behave politely to each other, to staff and visitors and, overall, pupils show very good social behaviour and self-discipline. Pupils are provided with a number of opportunities to take responsibility; for instance by running the healthy eating tuck shop, and they carry out their responsibilities conscientiously and with a positive attitude.
90. Cultural development is promoted by pupils studying their own and other cultures in subjects such as religious education, geography, art and history. *Y Cwricwlwm Cymreig* is promoted well across the curriculum and pupils are developing a good understanding of their own heritage and culture. Pupils have visited a mosque and opportunities are planned to further pupils' knowledge and understanding of other beliefs, attitudes and cultural traditions. The pupils also support international issues through contacts with Our Child (Romania) and Open Door (Africa).
91. The school is successful in promoting effective links with parents who are very supportive of the school. The parent-teacher association, "Pengam Pals", regularly supports the school in a variety of activities and raises a considerable amount of money each year that is used for the benefit of all pupils. Parents appreciate the breakfast club which provides a range of suitable activities. Parents are kept well informed through regular newsletters

or e-mails, the school website, the school prospectus, school reports, curricular evenings and the statutory meetings. Parents also appreciate being able to access curriculum and topic information on the school website. An appropriate home/school agreement is in place and is well supported by parents.

92. Community links are strong and the local community is used well to enhance curricular provision; for example, in links with the fire service, police service, the local church and the Groundwork Trust who have supported the school's Eco initiative. Pupils also attend the cenotaph service on Remembrance Sunday and support the local Tenovus charity by singing in the "Lovelight Service." Pupils' personal and social education skills are greatly enriched by the school's community involvement.
93. The school has strong links with cluster primary schools and with Blackwood Comprehensive. Liaison and electronic transfer of appropriate records is very good and through a variety of well-planned initiatives, pupils are encouraged to have a confident and positive attitude to their transfer to secondary school.
94. The school welcomes Initial Teacher Training students from local universities and also students from Ystrad Mynach and Cross Keys College. School staff provide several mentors for students.
95. The school's commitment to work-related education is good. Links are maintained with employers such as a tacograph company and Tesco so that pupils have positive, first hand experiences of the world of work. Several school staff have had career placements arranged through the local Education Business Partnership and these are just beginning to make a positive impact on pupils' learning.
96. The school has a strong commitment to social inclusion and issues of equality. The head teacher and staff promote equal opportunities for all pupils and have high expectations of behaviour and achievement. Policies for promoting equal opportunities, racial equality and equality of access are formally adopted and implemented effectively. Incidents of stereotyping are promptly explained and corrected by staff.
97. Education for sustainable development and global citizenship is successfully promoted through the personal and social education curriculum, collective worship and the geography curriculum. Pupils' understanding of global citizenship is good and is enhanced by the school's links with India and Africa. The school has also signed the National Head teacher's charter to promote the concept of sustainable development and global citizenship. The school has an enthusiastic Eco committee which includes a school governor and has recently gained the silver *Eco schools* award.
98. Pupils are actively involved in a number of recycling and conservation issues such as a gardening project, the Yellow Woods Challenge, a well supported "walking" bus, various recycling initiatives and Birdwatch. Through these wide-ranging initiatives pupils greatly enrich their understanding.

99. Pupils' entrepreneurial skills are developing well through their involvement in several new initiatives such as selling garden produce, sports shirts and teatowels and running the healthy-eating tuck shop. The school is looking to extend these experiences.
100. Many of the school's initiatives are successful in helping pupils to understand the importance of becoming independent and flexible learners and of taking responsibility for their own learning. Pupils have a good understanding of their community and the school council and Eco committee, in particular, help pupils to develop their sense of responsibility towards their school, their community and the wider world.

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

|   |
|---|
| <b>Grade 2: Good features and no important shortcomings</b> |
|---|

101. The findings of the inspection team differ from the judgements made by the school in its own self-evaluation report in which it judged this key question as a grade 1. The inspection team recognised many strong features and no important shortcomings in care, support and guidance but did not identify a sufficient number of outstanding features to warrant the highest grade. It therefore graded this key question as 2.
102. The head teacher, governors and staff work together to provide good care and support services for all pupils. These care arrangements are well planned and managed. The school provides a very happy, safe, secure and welcoming environment for pupils to learn and play.
103. The school has developed a strong partnership with parents and carers. Their views are taken into account and good systems of communication have been set up. The governors' report and meeting takes place annually and there is a formal home-school agreement.
104. The induction arrangements for pupils entering school are highly effective and ensure that pupils settle quickly and successfully into their new environment. They feel safe and secure in their new surroundings. Pupils who join at a later stage are warmly welcomed and quickly settle. The school has good links with Blackwood Comprehensive School and other local schools to which pupils transfer for the next stage of their education.
105. The school has a well thought out programme of personal and social education which has a positive impact on the general well-being and emotional development of the pupils. The school has good links with specialist support services and organisations such as the health service, speech and language therapy, educational psychology and behaviour support services.
106. The school has introduced a new electronic system of recording attendance which is very effective for monitoring attendance. Attendance levels are closely scrutinised by the head teacher and school administrator. Most

absences are the result of sickness or family holidays taken in term time. The introduction of the breakfast club has improved levels of punctuality, although a small number of pupils continue to arrive late.

107. Teachers apply the school's behavioural management policy consistently and act as positive role models. Older pupils show maturity and care through their willingness to help younger ones and assist during breaktimes as 'buddies'. All pupils are aware of the consequences of unacceptable behaviour.
108. Adequate measures are in place for ensuring the healthy development, safety and well being of all pupils. Access into the school buildings is through security doors controlled from the school office. Staff are trained in first aid and there are good procedures in place for meeting the needs of pupils who are unwell or who have an accident. Pupils' contact details are regularly updated. Safety checks are carried out on all electrical appliances and fire safety equipment is regularly tested; evacuation drill is practised each half term. Health and safety audits are carried out within the school and risk assessments are undertaken before school visits. The school has achieved the Healthy Schools Award.
109. Appropriate procedures based on the local authority recommendations are in place for child protection; these are implemented and understood by all staff. The head teacher is the named person with responsibility for this.
110. The quality of provision for pupils with additional learning needs is good. Procedures for the identification of pupils with SEN is good. Pupils' work and progress is followed up with regular reviews of progress including a comprehensive annual review. The school's policy on SEN is detailed and informative and complies with the recommendation of the SEN Code of Practice. The school has good procedures to identify pupils who demonstrate academic and cultural talent.
111. The co-ordination of support for pupils with SEN is effective throughout the school. The newly appointed SEN co-ordinator provides clear and positive guidance to class teachers, support staff and liaises effectively with parents and outside agencies to provide good quality support for the pupils. Attitudes to pupils with SEN are positive and constructive, thus ensuring that they are well integrated into the life and work of the school. Pupils make good progress.
112. Pupils with SEN have good quality individual education plans which are reviewed and updated on a regular basis. Teaching assistants have copies of the plans and they keep good quality notes which enable work to be planned to meet the needs of pupils. However, pupils are not yet involved in the planning or self-evaluation of their own short-term targets.
113. The school ensures that all pupils have the opportunity to learn effectively without interference or disruption. The support that the school provides for pupils with behavioural problems is very good and the care taken to ensure the integration of these pupils is a notable strength of the school.

114. The quality of provision for equal opportunities is good and the school places a high priority on the inclusion of pupils in all activities. Staff recognise the diversity of pupils' backgrounds and ensure that all pupils are valued equally and are treated with respect. Stereotypes are challenged and gender equality promoted. Both boys and girls have equal access to the curriculum and all other facilities in the school.
115. Good race relations are promoted successfully throughout the work of the school. The policies for equal opportunities and racial equality are well implemented through clearly defined procedures that promote a good understanding of tolerance. and diversity. Staff and pupils recognise, respect and celebrate diversity.
116. Effective measures are in place to eliminate all forms of oppressive behaviour and harassment. Pupils respect the school rules and all staff monitor behaviour closely. Both the local authority and the parents feel that the school has effective behavioural policies which result in good standards of behaviour.
117. The school has good facilities for the physically disabled. For example, ramps and disabled toilets have been provided. The school fully meets the requirements of the Disability Discrimination Act.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

118. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
119. The school is very well led by the head teacher who provides purposeful leadership, excellent organisation and a clear sense of direction in the identification and achievement of priorities for development. The school has consistently improved its performance against local and national criteria. In this, he is effectively supported by the acting deputy head teacher and the newly-appointed senior management team. The head teacher, who is also head of a neighbouring school, manages his time and workload very well and has created a common sense of direction and unity amongst staff who willingly contribute to developments. Policy documents are thorough and the general organisation of the school is effective.
120. Clear aims and values, which promote equality for all, are reflected in the life of the school. Values and expectations about learning, relationships and behaviour are shared by staff and pupils alike and are a particular strength. Following revision of roles and responsibilities, staff are increasingly involved in policy-making and review.
121. Teachers and teaching assistants alike conscientiously take responsibility for specific aspects of school improvement.
122. The school takes good account of national priorities, local partnerships and cluster agreements. There are close links with the local primary schools and very effective links with the high school. The development of initiatives such as healthy eating, sustainable development, and raising standards in literacy and numeracy together with the activities of pupils on the school council, eco committee, and anti-bullying committee are having a positive impact on the day-to-day life of the school. However, the school is in the early stages of developing its provision for bilingualism.
123. Analysis of data and target setting is increasingly effective throughout the school. Whole school targets are set according to statutory requirements and appropriate use is made of comparative information. The majority of pupils, including those with SEN, reach their targets although the school has identified the need to refine this process more and to involve pupils more in setting and monitoring their own targets.
124. The management team has put in place good arrangements to monitor the performance of individuals and teams. This has had a beneficial effect on teaching and the standards pupils achieve. Subject leaders monitor standards

and provision in their areas and have produced subject evaluation reports and action plans of a good standard.

125. Staff development has had a positive impact on individual teachers and teaching assistants. This is evident from the school's recent achievement of '*Investors in People*' status. Training opportunities 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 their work are appropriate. A structure for teaching and learning responsibilities has been agreed and introduced by senior managers and governors.
126. Performance management arrangements are very effective in identifying and meeting teachers' professional development needs. These are appropriately linked to the school's improvement agenda. The majority of teachers have a qualification in leadership and management and both the head teacher and the acting deputy head teacher have completed nationally provided courses for their own development in their current managerial roles. The school's arrangements in this area are an outstanding feature.
127. The governing body is very committed to the school and the chair of governors provides a strong lead. Governors are well informed of the needs of the school through their own involvement and by regular meetings with teaching and non-teaching staff. Governors help set the strategic direction of the school through their involvement in compiling the school's improvement plan and self evaluation report.
128. Through detailed reports from the head, teachers and curriculum leaders, governors are well informed about the work of the school. Governors are linked to subjects and work closely with subject co-ordinators. The 'governor of the month' initiative is effective in allowing all governors in turn to visit the school, monitor the quality of provision, meet with co-ordinators and observe lessons and school events. The governing body fulfils the legal duties placed upon them.

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

|   |
|---|
| <b>Grade 2: Good features and no important shortcomings</b> |
|---|

129. The findings of the inspection team match the judgements made by the school in its self-evaluation.
130. The inspection team's judgement match that of the school in its self-evaluation report in six of the seven key questions. The team considered that there were many strong features and no important shortcomings in key question 4 but was unable to identify a sufficient number of outstanding features to warrant a grade 1. It therefore judged this key question as grade 2.
131. The head teacher, staff and governors are committed to school improvement, use a range of procedures to monitor and review the work of the school and

have successfully introduced a range of initiatives, such as the improved whole school assessment process, that are effectively raising standards in the school.

132. The school's self-evaluation arrangements are developing well. All members of the teaching staff are involved in discussion and evaluation of their own work and of that of the areas for which they are responsible. Governors have good opportunity to question and challenge the report and have contributed positively to its publication.
133. The school council and Eco committee have opportunities 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. However, the school has recognised the need to extend more formally the input all pupils and parents make into the self-evaluation process.
134. The school carries out a thorough analysis of assessment tests including the results of baseline tests in reception and national curriculum assessments at the end of both key stages. Challenging targets are set based on information from each year group and discussed and verified with the local authority.
135. The school's self-evaluation report is comprehensive and sets out the school's good features and areas for improvement. This is a working document of good quality, although it is a little unwieldy in its current format. It is currently being used effectively to determine priorities for the school improvement plan 2006-2009.
136. The school improvement plan is an effective and comprehensive document which clearly sets out priorities, the action required against each priority, costings, timescales and success criteria for the year 2006-2007. It also provides an outline of other issues to be addressed in the longer term. Targets relating to the whole life and work of the school together with local and national priorities are effectively incorporated into the plan. The governing body and head teacher provide good resources to support priorities in teaching and learning. This year the school improvement plan was produced by the acting deputy head as part of his own professional development.
137. Arrangements for subject leaders to analyse provision in their areas of responsibility are good. Leaders are well informed about the performance in their subjects and they use the information they have obtained in a focussed manner to bring about improvement. An appropriate timetable for monitoring provision has been effectively established and implemented. Subject leaders and senior managers systematically track pupils' progress as they move through the school.
138. Since the time of the previous inspection, standards in learning and teaching have improved steadily. There has been good progress in the development of pupils' key skills, the role of subject leaders and in the school's assessment and self-evaluation processes. Overall, progress has been good.

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

### Grade 2: Good features and no important shortcomings

139. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
140. There are sufficient, qualified, experienced and specialist teachers and support staff to deliver the curriculum and meet the needs of the pupils. The governors have awarded Teaching and Learning Responsibility points to two members of staff to assist the head teacher with the organisation and management of the school as the head teacher has commitments in managing the neighbouring primary school. Support staff demonstrate a good range of expertise when providing additional help for both SEN and mainstream pupils and they take a constructive part in pupils' learning during lessons.
141. Efficient use is made of available resources. Staff are deployed well and developed appropriately. Teachers make good use of their planning, preparation and assessment time to organise work for their classes and their subject responsibilities.
142. Effective administrative support is provided which ensures that the routines of the school run smoothly and efficiently. The caretaker, together with the supervisory, cleaning and catering staff, are valued members of the school team and they make an important contribution to implementing its values and caring ethos.
143. The level of provision, deployment and condition of books, materials and equipment held centrally and in classrooms is good and positively promotes pupils' learning. The school library is well used but, through lack of space, is based in the early years demountable building and access is difficult in bad weather. The school has equipped a computer suite and purchased a transportable suite of laptops and associated software. This investment has had a positive impact on pupils' information and communications technology skills and in their general learning throughout the school.
144. Good use is made of off-site facilities, for example, places of scientific, historic and cultural interest are visited to support the curriculum and enhance pupils' learning experiences.
145. The school buildings are well maintained and effective use is made of all available facilities and space. Staff work hard to ensure that classrooms and work areas are well organised for learning, and the environment is further enhanced by celebrating pupils' achievements through attractive displays of their work. The school hall is used for many different activities but is of insufficient size to satisfy the needs of the school. Accommodation for small group music tuition and administration is inadequate.

146. The appraisal and performance systems in place ensure that staff development is well organised and focused. Training is appropriately linked to the priorities identified in the school improvement plan. Teachers and teaching assistants work together effectively as a team to provide a good quality education for the pupils of the school.
147. The head teacher and governors regularly monitor the work of the school to ensure that the school improvement plan is effectively implemented and that spending decisions are matched to the school's priorities. Careful budget control has ensured that the finances are in good order and the school carries a sensible surplus at the end of the year.
148. Subject leaders review their resources regularly for their own subjects. Efficient and effective use is made of the finances and resources. The school achieves good value for money.

## School's response to the inspection

The Governing Body, head teacher and staff welcome the inspection report and are very pleased with its positive outcomes.

We are proud that the positive report states that Pengam is a good school that gives its pupils a good start in their education, that the majority of pupils fulfil their potential and are well prepared to move on to their next stage of learning. We agree with the inspectors' judgements that the school has a positive ethos that is reflected in the very happy, safe, secure and welcoming environment for pupils to learn and play and we also agree that the school achieves good value for money.

The report clearly demonstrates the improvements that have been made since the last inspection, notably the significantly high standard in the quality of teaching, the outstanding personal and social development in the under fives, the pupils; self discipline and consideration for others and the good standards in the key skills throughout the school. These improvements are a testament to the vision, teamwork and hard work from staff, pupils and governors. We are also pleased that the report highlights that the quality of provision for pupils with special needs is a strength of the school.

The school would like to thank the inspection team for their professionalism, fairness and the courteous way in which they undertook the inspection. Their overall attitude and approach ensured there was a rigorous examination of the school.

As well as the many positive features identified within the report, it also makes clear those areas on which we must focus in order to meet the high expectations we have set ourselves. We will address the need to ensure continuity and progression in the development of pupils' bilingual skills and that learning tasks consistently extend more able pupils across all lessons and subjects. We will refine our systems to further develop pupils' skills of evaluating and planning for their own improvement. We will strive to achieve our goal of 100 per cent of our teaching to be at least good in quality.

Pengam Primary School is not complacent and will work conscientiously to meet the recommendations put forward by the inspection team. The staff are confident that they can work together with pupils' governors and parents to implement the recommendations during this academic year and over the next few years. A copy of the school's Action Plan in response to the inspection report's recommendations will be sent to all parents. The Governor's Annual Report to Parents will also report in detail on the progress we are making on the report's recommendations.

## Appendix 1

### Basic information about the school

|                     |   |
|---------------------|---|
| Name of school      | Pengam Primary School                     |
| School type         | Nursery and Primary                       |
| Age-range of pupils | 3 - 11                                    |
| Address of school   | Commercial Street,<br>Pengam<br>Blackwood |
| Postcode            | NP12 3ST                                  |
| Telephone number    | 01443 830429                              |

|   |                    |
|---|--------------------|
| Head teacher                              | Mr E W Berry       |
| Date of appointment                       | May, 1995          |
| Chair of governors/ Appropriate authority | Mrs J Lancaster    |
| Registered inspector                      | Dr J Hewitt        |
| Dates of inspection                       | 23 – 25 April 2007 |

## 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                    | 14      | 21 | 25 | 17 | 26 | 27 | 28 | 32 | 176   |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 8         | 2         | 9                          |

| Staffing information   |          |
|--|----------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 25.1 : 1 |
| Pupil: adult (fte) ratio in nursery classes                        | 14.0 : 1 |
| Pupil: adult (fte) ratio in special classes                        | n/a      |
| Average class size, excluding nursery and special classes          | 25       |
| Teacher (fte): class ratio   | 1.1: 1   |

| Percentage attendance for three complete terms prior to inspection |      |      |                |
|--|------|------|----------------|
| Term   | N    | R    | Rest of school |
| Autumn 2006  | 76.8 | 91.6 | 92.1           |
| Summer 2006  | 88.0 | 91.7 | 93.4           |
| Spring 2006  | 84.8 | 86.8 | 91.0           |

|  |     |
|--|-----|
| Percentage of pupils entitled to free school meals             | 27% |
| Number of pupils excluded during 12 months prior to inspection | 1   |

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

| National Curriculum Assessment KS1 Results 2006 |                    |          | Number of pupils in Y2: |   |    |    |    | 28 |
|---|--------------------|----------|-------------------------|---|----|----|----|----|
| Percentage of pupils at each level              |                    |          |                         |   |    |    |    |    |
|   |                    |          | D                       | W | 1  | 2  | 3  |    |
| English:  | Teacher assessment | School   | 0                       | 4 | 11 | 71 | 14 |    |
|   |                    | National | 0                       | 4 | 12 | 64 | 20 |    |
| En: reading                                     | Teacher assessment | School   | 0                       | 4 | 11 | 68 | 18 |    |
|   |                    | National | 0                       | 4 | 14 | 56 | 26 |    |
| En: writing                                     | Teacher assessment | School   | 0                       | 4 | 11 | 71 | 14 |    |
|   |                    | National | 0                       | 5 | 14 | 69 | 12 |    |
| En: speaking and listening                      | Teacher assessment | School   | 0                       | 0 | 7  | 79 | 14 |    |
|   |                    | National | 0                       | 2 | 11 | 64 | 23 |    |
| Mathematics                                     | Teacher assessment | School   | 0                       | 0 | 3  | 69 | 24 |    |
|   |                    | National | 0                       | 2 | 10 | 63 | 24 |    |
| Science   | Teacher assessment | School   | 0                       | 0 | 7  | 83 | 7  |    |
|   |                    | National | 0                       | 2 | 9  | 65 | 24 |    |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment |    |          |    |
|---|----|----------|----|
| In the school   | 79 | In Wales | 81 |

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

Because some percentages have been rounded up or down, they may not always total 100%.

National percentages are derived from 2005 data.

**National Curriculum Assessment Results**  
**End of key stage 2:**

| National Curriculum Assessment KS2 Results 2006 |                    |          | Number of pupils in Y6 |   | 30 |   |   |   |    |    |    |
|---|--------------------|----------|------------------------|---|----|---|---|---|----|----|----|
| Percentage of pupils at each level              |                    |          |                        |   |    |   |   |   |    |    |    |
|   |                    |          | D                      | A | F  | W | 1 | 2 | 3  | 4  | 5  |
| English   | Teacher assessment | School   | 0                      | 0 | 0  | 0 | 0 | 0 | 23 | 60 | 17 |
|   |                    | National | 0                      | 0 | 2  | 0 | 1 | 4 | 15 | 47 | 32 |
| Welsh   | Teacher assessment | School   | 0                      | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  |
|   |                    | National | 0                      | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  |
| Mathematics                                     | Teacher assessment | School   | 0                      | 0 | 0  | 0 | 0 | 0 | 7  | 60 | 33 |
|   |                    | National | 0                      | 0 | 2  | 0 | 1 | 3 | 15 | 47 | 32 |
| Science   | Teacher assessment | School   | 0                      | 0 | 0  | 0 | 0 | 0 | 7  | 60 | 33 |
|   |                    | National | 0                      | 0 | 2  | 0 | 0 | 2 | 11 | 51 | 34 |

| 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   | 77 | In the school | n/a |
| In Wales  | 74 | 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

Because some percentages have been rounded up or down, they may not always total 100%.

National percentages are derived from 2005 data.

## Appendix 4

### Evidence base of the inspection

A team of four inspectors spent a total of 7 inspector days in the school. The head teacher attended team meetings and acted as nominee on the inspection team.

The inspectors observed:

- 19 lessons or part lessons, covering all classes;
- acts of collective worship;
- pupils throughout the school day including break-times, lunch-times and when entering and leaving school; and,
- extra-curricular activities.

The team considered:

- a wide range of pupils' past and present work;
- comments from the pupils about their school;
- 46 responses to the parents'/carers' questionnaire; and
- the school's self-evaluation report, school improvement plans, policy documents, schemes of work and other documentation.

Before and during the inspection, the team held discussions about the life and work of the school with:

- parents of pupils at the school;
- the head teacher and staff;
- the governing body; and,
- representatives of agencies linked to the school.

The team reported back to the staff and the governing body following the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

| <b>Team member</b>                 | <b>Responsibilities</b>   |
|------------------------------------|---|
| Jim Hewitt<br>Registered Inspector | Context, Summary, Recommendations,<br>Appendices,<br><u>Contributions to:</u><br>Key Question 1<br>Key Question 5<br>Key Question 6 |
| Sue Parsons OBE<br>Team Inspector  | <u>Contributions to:</u><br>Key Question 1<br>Key Question 2<br>Key Question 3  |
| Cliff Brace<br>Team inspector      | <u>Contributions to:</u><br>Key Question 1<br>Key Question 4<br>Key Question 7  |
| Charles Brentnall<br>Lay Inspector | <u>Contributions to:</u><br>Key Question 1<br>Key Question 3<br>Key Question 4<br>Key Question 5                                    |
| Ed Berry<br>Nominee                | Supplying information for the inspection team<br>Attending team meetings  |

The contractor was:

Evenlode Education Ltd.,  
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CH5 3QJ

### Acknowledgement

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