

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

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

**Thornwell Primary School  
Thornwell Road  
Bulwark  
Chepstow  
NP6 5NT**

**School Number: 6792246**

**Date of Inspection: 18 September 2007**

**by**

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Thornwell 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 Thornwell Primary School took place between 18/09/07 and 20/09/07. An independent team of inspectors, led by Linda Jane Williams 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	3
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key Question 7: How efficient are leaders and managers in using resources?	24
 <b>School's response to the inspection</b>	
 <b>Appendices</b>	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

## Context

### The nature of the provider

1. Thornwell Community Primary School with its attached Nursery Unit is situated in a residential suburb of the town of Chepstow. The traditional catchment area of the school is neither prosperous nor economically disadvantaged. The vast majority of pupils live within the catchment area of the school. However, a significant number of children who attend the nursery come from other areas of Chepstow and outlying villages.
2. Monmouth Local Authority (LA) controls admission to the school. Nursery children start school in the term following their third birthday. Pupils begin full-time education at the start of the academic year during which they will be five.
3. At the time of the inspection there were 303 pupils on roll, including 63 children who attend the nursery on a part-time basis. Numbers have decreased since the last inspection but have stabilised over the past three years.
4. Baseline assessments undertaken in the first term in the reception indicate the ability of the majority of children is similar to or slightly below the LA average. The score for approximately 20 per cent of the children is below average.
5. English is the home language for 99 per cent of the pupils. One per cent of pupils speak English as an additional language (EAL), and the first language for these pupils is Polish. No pupils speak Welsh as their first language.
6. Thirty two pupils are identified as having special educational needs (SEN) and seven pupils have formal statements of SEN. Three pupils are 'looked after' by the LA. Approximately 25 per cent of pupils are entitled to free school meals, which is above the national average and significantly above the county average. Three pupils have been excluded from the school in the past twelve months.
7. The school has achieved the Basic Skills Quality Mark on three occasions and phase four of the Healthy Schools Awards.
8. The head teacher was appointed in January 2004 and the school was last inspected in November 2001. Since the previous inspection, the outdoor area of the school has been developed to allow safe and regular access for children in the early years classes throughout the day.

<b>The school's priorities and targets</b>
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9. The school's mission statement is:- 'Together we make a difference'.
10. The school's major priorities and targets for 2007 – 2008 include:
  - Raise standards in mathematics and reading.
  - Continue to raise standards in writing.
  - Develop the provision for Sustainable Development and Global Citizenship.
  - Further develop planning, assessment, recording and reporting.
  - Continue preparations for the introduction of the Foundation Phase.
  - Clarify management roles within the school.

## Summary

11. Thornwell Primary School is a good school which provides an inclusive education for all its pupils. The inspection team agrees with the judgement made by the school in five of the seven key questions.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	3
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?	3
7 How efficient are leaders and managers in using resources?	2

12. The overall quality of 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.
13. Pupils regardless of their background achieve good standards in their acquisition of knowledge, understanding and skills. All pupils achieve good standards as they move through the school. The vast majority of pupils achieve well against the individual targets set for them by the school, including SEN pupils who achieve well in relation to their prior attainment.
14. Key stage 1 National Curriculum assessment results for 2007 show that 86 per cent of pupils achieved level 2 or above in each of the core subjects of English, mathematics and science. Assessment results at the end of key stage 2 in 2007 also show that 86 per cent of pupils achieved level 4 or above in the core subjects. Results are well above the national average, but slightly below the LA average.
15. Over the past three years fewer than average pupils achieved the higher than expected level three at the end of key stage 1. When the percentage of key stage 2 pupils reaching the higher level 5 in 2007 is compared with the national average for 2006, results in each of the core subjects is above the national average. Results achieved at the end of key stage 2 are generally higher than those achieved at the end of key stage 1, showing good and continuous progress from the time pupils enter school.
16. When the schools' results for 2006 are compared with results in schools having similar numbers of pupils entitled to receive free school meals, key

stage 1 results were in the highest 50 per cent in both mathematics and science, but in the lowest 25 per cent for English. Results for pupils in key stage 2 were in the highest 25 per cent in mathematics and science and the highest 50 per cent in English. In the majority of instances, the school achieves well compared with similar schools.

17. Under-fives and pupils in key stage 1 and key stage 2 achieve good standards in the key skills of communication and numeracy. Standards achieved in the key skills of information and communications technology (ICT) and bilingualism are less well developed.
18. Most pupils are well behaved, considerate and courteous and this contributes positively and constructively to the overall quality of life in the school. Nearly all pupils demonstrate respect for each other and work well together both in the classrooms and at other times in the school day. The behaviour of a small number of pupils occasionally gives cause for concern, but these instances are dealt with promptly and appropriately by the school.
19. Pupils make good progress in developing their learning skills. They demonstrate a good attitude towards learning and most pupils are eager to participate in their lessons. They respond well to challenges offered to them by their teachers. However, the involvement of pupils in their own learning is limited. Pupils' understanding of their strengths and weaknesses and what they need to do in order to improve is underdeveloped.
20. Across the school, pupils make good progress in their personal, social and moral development. They have good moral values and demonstrate these regularly in the daily life and work of the school. Pupils' awareness of issues related to equal opportunities is good and their relationships with each other are exemplary. They show respect and understanding of the needs and abilities of other pupils.

### **Grades for standards in subjects inspected**

21. In the 35 lessons observed during the inspection, the quality of teaching was judged as follows:-

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
14%	43%	40%	3%	0%

22. The quality of teaching is below the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79 per cent of lessons. The quality of teaching in the early years is consistently of a high standard.
23. Features in lessons judged as outstanding include inspirational teaching that gives all pupils enriched opportunities to widen their knowledge; the development of pupils' thinking and creative skills to a level of excellence; exceptional planning and organisation, with work set at the right level for children and pupils of all ages and abilities.

24. The main strengths of good teaching include lessons which are well planned, with clear learning goals which are shared with pupils; appropriate opportunities for pupils to improve their basic and key skills; and the use of stimulating resources and methods which promote learning.
25. Shortcomings in teaching include lessons where the management of a few pupils' poor concentration and behaviour impedes the progress of the lesson; lessons in which learning objectives are not shared with pupils at the beginning of the session so many pupils are unclear as to the focus of their learning; and occasions when group activities lack a clear focus with good pace.
26. Teachers plan very effectively to include all pupils with additional needs, including EAL pupils and the very able. Regular reviews of their progress provide valuable information for the next stages of pupils' learning. Teachers and support staff recognise and celebrate the needs of individual pupils in all settings.
27. Regular Welsh lessons contribute towards developing pupils' awareness of the Welsh language. However, the use of bilingualism is inconsistent and generally insufficient across the school. This is a shortcoming which adversely affects pupils' progression in bilingual skills throughout the key stages.
28. Assessment procedures in place for children under-five are good. Assessment of pupils in key stages 1 and 2 includes information obtained from an extensive range of tests. This provides good information on pupils' progress in the core subjects. Teacher assessments in the core and foundation subjects undertaken in individual classes vary across the school. The maintenance and use of assessment records in some classes provides insufficient information to monitor pupil progress.
29. Reports to parents are informative and provide parents with detailed information on their child's learning, behaviour and their personal and social education. Pupils' work is marked regularly in all classes, but recently introduced initiatives to develop pupils' involvement in their own learning are not used consistently across the school.
30. The curriculum meets statutory requirements and provides appropriate breadth and balance. The school responds well to pupils' learning needs and successfully meets the needs and ability range of all pupils. Good access is provided to a range of learning opportunities for all pupils, including SEN and EAL pupils. However, there are insufficient opportunities for pupils to develop their ICT and bilingual skills within the lessons.
31. The curriculum is greatly enhanced by excellent trips arranged to local places of interest and through the arrangements for learning at each end of the school day and during the lunchtimes. Learning experiences to develop pupils' awareness and understanding of sustainable development and global citizenship are at an early stage of development.

32. The provision for pupils' spiritual, moral, social and cultural development is good in key stages 1 and 2. It is exceptional for the under fives. Effective work-related education is planned for across the school.
33. The school is a good example of an inclusive community. There is a clear policy for promoting equality of opportunity for all pupils, and the life and work of the school reflect these well. The quality of provision for pupils with additional learning needs is outstanding.
34. Pupils are well looked after and there is good attention given by the school to their care and guidance. There is a very effective pastoral and behaviour management structure with outstanding staff leadership, providing sensitive support and care. The school's strong commitment to raising standards of behaviour is evident across the school.
35. New pupils and staff are helped to settle quickly in school. In the nursery, the induction arrangements are exceptionally good. The links with parents and carers are also outstanding.
36. The school has clear and well-documented procedures that contribute to pupils' well-being when in the schools' care. The school promotes pupils' well-being through its effective programme of personal and social education and through its participation in the Health Schools Initiative.

### **Leadership and management**

37. The head teacher provides positive leadership that gives a clear sense of direction to the school. She leads and manages the school very well. She is ably supported by a committed team of teachers and support staff who work closely together.
38. The school has taken good account of national priorities. It has achieved the Basic Skills Quality Mark and the Healthy School's Award. A free breakfast club is available to all pupils each morning and the school is successfully working towards introducing the Foundation Phase.
39. The governing body is very supportive and is regularly provided with good quality information about the school's performance and work. Governors have good knowledge of the aims and vision of the school. The governing body fulfils its legal and statutory obligations.
40. The school's self-evaluation report is concise, accurate and comprehensive. It clearly identifies strengths and areas where improvements are needed. All staff and governors are fully involved in the process of self-evaluation. The views of parents and pupils have been sought both informally and formally, through the use of questionnaires, and have been taken into account as part of the self-review process.
41. Leaders and managers use a variety of approaches in order to inform themselves of performance in a range of areas. Good use is made of the

information obtained in order to plan for improvement. However, the number of formal classroom observations undertaken is limited and therefore the quality of teaching and learning is insufficiently monitored.

42. The School Improvement Plan is a three-year strategic document which details action to address areas identified for development. Recent improvements in standards are the direct result of work outlined in the plan. However, links between the school's self-evaluation and the School Improvement Plan are underdeveloped. The school makes insufficient use of self-evaluation to inform strategic planning.
43. The school has made good progress since the last inspection in addressing a number of areas which had shortcomings. In particular the overall provision for SEN pupils, which had some specific shortcomings, is now an outstanding feature. However, a small percentage of teaching continues to have important shortcomings and the need to disseminate good practice and improve the quality of teaching has not been adequately addressed.
44. The school has a sufficient number of teachers and support staff on roll to ensure expertise in the teaching of all aspects of the National Curriculum. All teachers have good subject knowledge that is relevant and up-to-date.
45. The accommodation is good with spacious classrooms which help to establish a good learning environment. Pupils have access to a wide range of suitable resources which are carefully chosen to match the developmental stages of pupils, including those with SEN.
46. The school exercises good budgetary control, ensuring that an adequate amount of capital is kept in hand to meet any unforeseen circumstances. Overall the school provides good value for money.

## Recommendations

47. In order to maintain and improve the current good standards, staff and governors should:
- R1 Raise standards in the use of ICT\*\*\* and bilingualism in lessons across the curriculum.
  - R2 Ensure consistent high standards in the quality of teaching through the sharing of good practice.
  - R3 Establish a rigorous system to monitor and evaluate standards, teaching and the quality of provision. \*\*\*
  - R4 Develop the use of the school's self-evaluation to fully inform strategic planning.
  - R5 Improve assessment procedures and marking with a focus on developing pupils' involvement in improving their own work. \*\*\*
- \*\*\* These recommendations had been identified by the school prior to the inspection.

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 with no important shortcomings

48. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
49. The overall quality of 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.
50. Baseline assessments undertaken within the first term of entry into the reception indicate that the majority of children's ability is similar to or slightly below the LA average. Assessments undertaken in the nursery and reception classes show that children in the early years make good progress towards the Desirable Outcomes for Children's Learning. All pupils make good progress as they move through the school.
51. Key stage 1 National Curriculum assessment results for 2007 show that 86 per cent of pupils achieved level 2 or above in each of the core subjects of English, mathematics and science. Assessment results at the end of key stage 2 in 2007 also show that 86 per cent of pupils achieved level 4 or above in the core subjects. Results are well above the national average, but slightly below the LA average.
52. Over the past three years fewer than average pupils achieved the higher than expected level three at the end of key stage 1. When the percentage of key stage 2 pupils reaching the higher level 5 in 2007 is compared with the national average for 2006, results in each of the core subjects is above the national average. Results achieved at the end of key stage 2 are generally higher than those achieved at the end of key stage 1, showing good and continuous progress from the time pupils enter school.
53. When the schools' results in 2006 are compared with results in schools having similar numbers of pupils entitled to receive free school meals, key stage 1 results were in the highest 50 per cent in both mathematics and science, but in the lowest 25 per cent for English. Results in key stage 2 were in the highest 25 per cent in mathematics and science and the highest 50 per cent in English. In the majority of instances, the school achieves well compared with similar schools.
54. Trends in performance show that overall the school is maintaining or slightly improving the high standards, particularly in the results achieved at the end of key stage 2.
55. Results over past years indicate that in some areas, particularly reading and writing, girls have outperformed boys. The school has recognised this trend and has taken positive steps to address the issue.

56. Pupils with additional learning needs, including EAL pupils, pupils 'looked after' by the LA and very able pupils, achieve good standards. SEN pupils achieve well compared with the targets set for them in their individual education plans. Pupils, regardless of their social, ethnic or linguistic background, make good progress and are well placed to move on to the next stage in their learning.
57. Challenging targets for pupil attainment are set annually and agreed with the LA. In the vast majority of instances, pupils succeed in achieving the targets set.
58. Throughout the school, pupil's listening skills are good. They listen well to their teachers and to other pupils when working in small groups. Many pupils speak well and express themselves fluently and clearly using appropriate vocabulary.
59. Most pupils demonstrate good writing skills using a variety of styles and presentation in subjects across the curriculum. Many pupils read well and with confidence. They use their reading skills effectively to gather information relevant to projects they are studying and access specific books within the school library.
60. Pupils across the school make good and effective use of their numeracy skills to support their work in a range of subjects. Key stage 2 pupils confidently interpret and present data in various forms, for example interpreting grid references on maps.
61. Key stage 2 pupils make effective use of graphic representation of data using information and communication technology (ICT), and create good powerpoint presentations. However, the majority of pupils do not make sufficient independent use of ICT on a regular basis to support their work across the curriculum.
62. Most pupils in early years, key stage 1 and key stage 2 demonstrate a good awareness of the Welsh language and respond appropriately to a variety of basic greetings and requests. However, they do not make sufficient use of the language to develop their skills confidently. A number of pupils rely on printed structured phrases as a means of support.
63. Pupils' knowledge of Welsh culture and heritage, *Y Cwricwlwm Cymreig*, is well developed in areas where specific planning in subjects has ensured good coverage. However in some subjects *Y Cwricwlwm Cymreig* is insufficiently planned for and as a result pupils' knowledge is limited. Overall pupils' bilingual skills and knowledge of *Y Cwricwlwm Cymreig* show good features which outweigh shortcomings.
64. Throughout the school, pupils are developing creative skills especially in music, art and physical education. They use these key skills competently in different subjects across the curriculum.

65. Children under five and pupils in key stages 1 and 2 respond well to the range of learning opportunities available and make good progress in developing their learning skills. Pupils demonstrate a good attitude towards learning with most pupils eager to participate in their lessons. They respond well to challenges offered to them by their teachers. Nearly all pupils work well with each other, in pairs or in small groups. They are well motivated with the desire to improve. Pupils concentrate for long periods when working independently.
66. During lesson times the vast majority of pupils understand clearly what they are doing. However, the involvement of pupils in their own learning is limited. They do not have a clear understanding of their strengths and weaknesses or what they need to do in order to improve.
67. Most pupils are well behaved and this contributes positively and constructively to the overall quality of life in the school. The behaviour of a small number of pupils occasionally gives cause for concern, but these instances are dealt with promptly and appropriately by the school.
68. Attendance over the three terms prior to the inspection averaged 93.5 per cent. This is close to the figure expected by the Welsh Assembly Government. Attendance for the under fives is very good. Unauthorised absence is negligible. Punctuality at the start of the day and for individual classes is good, with repeated lateness only evident from a very small minority.
69. Despite the school's best efforts, one child was permanently excluded from the school during the twelve months prior to the inspection, with two pupils excluded on a temporary basis.
70. Across the school, pupils make good progress in their personal, social and moral development. They have good moral values and demonstrate these regularly in the daily life and the work of the school. Most pupils are considerate, friendly and polite to each other, to staff and to visitors to the school. They co-operate in lessons and mix together well at break times and during other informal occasions.
71. Pupils' awareness of issues related to equal opportunities is good and their relationships with each other are exemplary. They show respect and understanding of the needs and abilities of other pupils. Pupils' understanding of a variety of religions and cultures is also good. These are reflected well in their work in subjects such as religious education and art.
72. Pupils have a well-developed awareness of the community and the world of work. They make effective use of visits to work places, and demonstrate a good understanding of the roles of various people who work within their community. They enjoy listening to people who visit the school to talk to them about their work and are well prepared for effective participation in the community.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings.

73. The school, in its self-evaluation report, judged this key question as grade 2. However, the findings of the inspection team differ from the school's self-evaluation. There are good and sometimes outstanding features in much of the teaching, but there are also shortcomings in important areas in some lessons.
74. During the inspection, the grades allocated for teaching in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	43%	40%	3%	0%

75. The quality of teaching is below the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79 per cent of lessons.
76. Lessons judged as outstanding have features that include:
- Exceptional planning and organisation, with work set at the right level for children and pupils of all ages and abilities.
  - Excellent induction for children entering school for the first time that greatly enhances their learning experiences.
  - Inspirational teaching that gives all pupils enriched opportunities to widen their knowledge, both in school and when visiting local places of interest.
  - Very good support for pupils with additional needs that provides excellent access to the curriculum.
  - Development of pupils' thinking and creative skills to a level of excellence.
77. Other good features evident in most lessons are:
- Good planning and clear learning goals which are shared with pupils.
  - Good subject knowledge and enthusiasm, leading to good levels of pupil understanding and co-operation.
  - Use of a wide range of teaching resources and methods to promote learning.
  - Effective planning to ensure pupils improve their basic and key skills.
78. In lessons where there are shortcomings:
- Learning goals are not shared with pupils or measured regularly enough so that pupils' understanding of what to do next is limited.
  - Management of some pupils' poor attention and behaviour is affecting these pupils and occasionally other pupils' behaviour and progress.
  - ICT is not used effectively to improve pupils' learning.
  - Group activities lack a clear focus and good pace.

79. The quality of teaching in the under fives classes is consistently of a high standard. When children start school, experienced staff plan and organise highly appropriate activities to encourage their immediate involvement in school life. Younger children are being taught very well, in line with the Desirable Outcomes for Children's Learning.
80. Older pupils enjoy lessons that enrich and extend their knowledge and understanding of a full range of subjects. These include first-hand information on slavery, taught during a visit to the museum. The follow-up teaching back in the classroom then inspires them to re-enact the day's events.
81. There is also excellent teaching when pupils of all abilities and physical skills are given equal opportunities to perform with their partners in physical education to demonstrate what they can do. All staff members are fully committed to giving pupils equal access to learning. There is very good teamwork amongst all adults in the school.
82. In most lessons, teachers use a wide range of resources to enhance the quality of learning, particularly when teaching the under fives. Where teaching lacks clear planning and organisation, and where equipment and tasks are not prepared and checked before lessons, time is wasted and some pupils become distracted and misbehave.
83. Regular Welsh lessons contribute towards developing pupils' awareness of the Welsh language. The staff use everyday Welsh through basic informal greetings and requests. However, the use of bilingualism is inconsistent and generally insufficient across the school. This is a shortcoming, which adversely affects pupils' progression in bilingual skills throughout the key stages.
84. Teachers plan very effectively to include all pupils with additional needs, including EAL pupils and the very able. Regular reviews of their progress provide valuable information for the next stages of pupils' learning. Teachers and support staff recognise and celebrate the needs of individual pupils in all settings.
85. There are some examples of purposeful homework activities that are well linked to learning in class. However, especially in key stage 2, homework is not used consistently or effectively to enhance teaching and learning. The type of homework given varies too widely between classes.
86. The rigour of the school's assessment procedures, and the use made of assessment in planning and improving learning, has good features which outweigh shortcomings. The school meets its statutory requirements for assessing and reporting on National Curriculum subjects. Relevant data is transferred to the local high school, to ensure smooth progression from key stage 2 to key stage 3. Governors are well informed concerning results achieved by the school.

87. Assessment procedures in place for children under-five are good. Assessments are based on direct observation and discussion with children. Good use is made of this information to plan for future work.
88. Assessment of pupils in key stages 1 and 2 includes information obtained from an extensive range of assessment tests, as well as the results obtained from baseline and National Curriculum assessments. The outcomes of testing are well used to monitor the progress made by all pupils towards the individual targets set for them by the school and to identify the learning needs of SEN pupils.
89. Teacher assessments for both the core and foundation subjects undertaken in individual classes vary across the school. In the best examples, records are manageable, systematic and well used to plan the next steps in pupils' learning. However the maintenance and use of assessment records in some classes provides insufficient information to monitor pupil progress.
90. Marking is undertaken regularly throughout the school and pupils receive constructive verbal feedback during their lessons. A recently updated policy on marking outlines a number of initiatives recently adopted by the school. For example the use of a 'star and a wish' system for key stage 1 pupils and the use of learning diaries for key stage 2 pupils. However, the use of these initiatives is currently inconsistent across the school and the involvement of pupils in their own learning is underdeveloped. As a result pupils do not have a clear idea of their strengths and weaknesses and what they need to do in order to improve.
91. Parents are provided with an end-of-year report which meets statutory requirements. Reports are informative and provide information on pupils' achievements in all subjects, and in their personal and social education. Termly grades for behaviour are also reported to parents. Targets are included for the next steps in pupils' learning and for behaviour. Parents are given the opportunity to comment on the reports and good use is made of their responses. Appropriate opportunities are arranged for parents to discuss their child's progress.

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

**Grade 2: Good with no important shortcomings**

92. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
93. The quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Their curriculum is very well planned and offers a rich range of opportunities to enhance their learning, both in and out of the classroom.

94. In key stages 1 and 2, the curriculum meets statutory requirements. It provides good access to a range of learning opportunities for all pupils, including those pupils with SEN. There are suitable policies in place for all areas of the curriculum, and effective planning is evident for the development of basic and key skills. As a result, pupils' attitudes and achievements are good overall.
95. The school responds well to pupils' learning needs and successfully meets the needs and ability range of all pupils.
96. The school holds the Basic Skills Quality Award and teachers ensure that aspects of basic skills are included in lesson planning and provision. Schemes of work indicate aspects of key skills, which are included appropriately in each lesson. Planning for key skills ensures that relevant aspects of personal and learning skills are included within a suitable context in many lessons. However, there are insufficient opportunities for pupils to develop their ICT and bilingual skills within the lessons.
97. There are very good arrangements for learning before and after school and during lunch times. These include games, gym, music and art clubs which are well attended. In addition, there are excellent trips arranged to local places of interest to enable pupils to access their particularly rich cultural and historical surroundings. Trips to Magor Marsh, Caerleon Fort and local museums and art centres have inspired some very high quality displays and artefacts which can be seen around the school.
98. Overall, provision for pupils' spiritual, moral, social and cultural development is good in key stages 1 and 2. It is exceptional for the under fives, where the care and empathy shown, alongside magical moments of wonder and discovery, are evident. Pupils feel safe and cared for. They show mutual respect for themselves and others. A strong sense of moral values pervades the curriculum.
99. The school's provision for personal, social and health education is good and promoted through well planned learning opportunities identified across the curriculum.
100. Across the school, children and pupils are encouraged to consider their place in the world and celebrate their achievements. Whole school assemblies and class services focus on these important themes. They also provide opportunities for praise, tuneful singing and rewarding individual and group achievements. Opportunities for reflection and quiet contemplation are less frequent.
101. Since the last inspection, much work has been done to improve links with parents, local businesses and other interested partners. In the main, parents are actively involved in their children's learning and many visit school to support events and fundraise very successfully.

102. Adult education is a new and successful venture. Attendance is very high at the many classes held for parents on the school's premises, such as aerobics and slimming. There are regular literacy and numeracy sessions on site for parents and other adults from the community. A group of parents bring along their babies and younger children to enjoy baby gym.
103. Visitors to school are numerous and always made welcome. Partnerships with local schools, colleges and universities, alongside support from local stores and businesses, all serve to enrich the provision.
104. Effective work-related education is planned for across the school. Key stage 2 pupils visit the local supermarket to learn how such an operation works and a local vet brings animals along during visits to the school. Similar work is carried out through the Educational Business Partnership when pupils visit places such as Magor Marsh Wildlife Centre. This also increases their understanding of work on environmental issues. Amongst a number of other work-related visits, the school goes to the RSPCA kennels, the post office and the old Lucas factory in Cwmbran. There is regular liaison with the Neighbourhood Policing Team and the school's liaison officer. Officers from the Fire Service and the school nurse lead sessions with pupils.
105. All staff make every effort to learn and improve their confidence in using the Welsh language. They use basic greetings and requests, together with words of praise in their lessons. However, there is insufficient emphasis on developing pupils' bilingual skills progressively throughout the key stages.
106. The inclusion of the *Y Cwricwlwm Cymreig* has some good features, especially in subjects such as art and history, and serves to enhance pupils' appreciation and understanding of Welsh culture. The annual school Eisteddfod and the Welsh Week contribute greatly to this aspect of provision. However, the inclusion of *Y Cwricwlwm Cymreig* is not yet fully embraced across all areas of the school's curriculum.
107. The school's provision for tackling social disadvantage and ensuring equality of access to all learners is good. Good and positive aspects of social inclusion are evident in all activities for all pupils. The school makes good use of specific grants to nurture and support pupils who are identified as having literacy, numeracy, behavioural or emotional difficulties. Results of tests and observation by staff show that these pupils are making good progress, both academically and socially within the school.
108. Learning experiences to develop pupils' awareness and understanding of sustainable development and global citizenship are at an early stage of development. Specific lessons aimed at developing pupils' understanding have recently been established within the school's timetable. The school acts in a sustainable way, for example paper and vegetable peelings are recycled routinely, and water is saved on site. A project to introduce a wildlife area and pond within the grounds is ongoing. Sponsorship has been agreed with a local construction company. Links with three schools in France are in their early stages.

109. The school successfully promotes the development of pupils' entrepreneurial skills. The school council organises fundraising for school equipment with activities which include running various types of school shops and washing cars. Pupils are given the responsibility of planning these events, arranging materials, working out the costs and determining profit margins. This develops their understanding of dealing with business matters and making decisions. Key stage 1 pupils are involved in simpler projects, but they too are given responsibility for organising them and determining the financial issues.
110. Experiences that reflect the priorities for lifelong learning and community regeneration are good with no important shortcomings. Pupils' understanding of the need to be flexible, enterprising and adaptable is developed well throughout the school. Planning of the curriculum for pupils at the end of key stage 2 reflects the strong link with the local high school. Pastoral links are also good.

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

##### **Grade 2: Good with no important shortcomings**

111. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
112. Pupils are well looked after and there is good attention given by the school to their care and guidance. There is a very effective pastoral and behaviour management structure with outstanding staff leadership, providing sensitive support and care. As a result, pupils trust staff to deal with their concerns very efficiently and quickly.
113. In addition, there are other specialist staff on site and in the community who provide excellent and regular support to individual pupils with additional needs, such as in the nurture group. These include SEN staff, social services and health specialists.
114. The school works very closely with parents. They are actively involved in school life and express their views freely to staff and at pre-inspection meetings, knowing that their views will be respected and acted upon.
115. New pupils and staff are helped to settle quickly into the life and work of the school. In the nursery, the induction arrangements are exceptionally good. These programmes for the under fives provide outstanding opportunities for personal support, and access to personal and social education. They also enable pupils to feel very confident and have extremely high levels of self-esteem.
116. The school has introduced a specialist teacher role to manage behaviour. This is a proactive measure that shows the school's commitment to raising standards of behaviour. A range of reward schemes exists to promote good behaviour, attendance, effort and other achievements. These range from daily

star charts and raffle tickets, to weekly and termly certificates for groups or individuals. Sanctions do exist however as part of the process, for example red cards for misbehaviour.

117. The school council is well established and effective in providing a voice for all pupils. Meetings are held at least each month and good arrangements are in place which enable all pupils to bring matters to the attention of their elected members. Members of the council make carefully considered decisions regarding many issues connected with the running of the school. Good communication exists between the council, all pupils, senior management and the governing body.
118. Attendance targets and achievement figures for each class are displayed in classrooms to encourage pupil involvement. The school uses paper copy registers in the classrooms, but attendance data is compiled on a computer system by the secretary. This information is used to address individual or group needs. Where pupils have to stay away from the school for lengthy periods, academic support is available following an assessment of individual need. A further assessment is available on their return.
119. Parents are aware that they must contact the school as soon as possible if their child is going to be absent or late. Once the registers are returned to the secretary each morning, and where there is no explanation for absence, the home is contacted by 10am. Good links exist with social services and the Educational Welfare Officer to deal with any issues that arise from this.
120. There are discussions in assemblies and science lessons on how to stay healthy and safe. Clear policies and procedures outline health, safety and well-being. They are regularly reviewed and amended when necessary. There are regular checks on areas of potential risk and assessments are carried out which inform future planning for individual pupils, specific groups and classes.
121. The school has clear and well-documented procedures that contribute to pupils' well-being when in the schools' care. The school promotes pupils' well-being through its effective programme of personal and social education, and through its participation in the Health Schools Initiative.
122. Child protection arrangements are well documented and appropriate. Policy is also practised and follows current recommended guidelines. Staff are fully aware of procedures to be followed if they have any concerns.
123. The quality of provision for pupils with additional learning needs is outstanding. Pupils' individual needs are assessed through a range of procedures, including observation, discussion and relevant testing. Professionals involved in this early diagnosis are from education, health, psychological and specialist services. Plans produced are available to all adults working with identified pupils.

124. Training opportunities for all staff in school are available to help and support pupils. There is a highly co-ordinated, professional approach to meeting individual pupils' special needs. These pupils may have learning, physical, sensory and other special needs. As a result, the school fully includes pupils whatever their difficulties. Identified pupils also receive additional support whenever and wherever necessary, allowing them access to the whole curriculum.
125. Programmes for supporting pupils with behavioural difficulties are clear and monitored regularly. Recent developments in behaviour management are beginning to have a greater impact on low level incidents of disruption in school.
126. The school is a good example of an inclusive community. There is a clear policy for promoting equality of opportunity for all pupils, and the life and work of the school reflect these well. All staff are aware of the diversity in the pupils' social and cultural backgrounds. Teachers act appropriately on their knowledge and use this effectively to plan appropriately to meet the needs of all pupils.
127. The school has a clear policy to promote good race relations across all areas of activities. Aspects of race relations are given a high priority within school assemblies. The extra curricular activities promote full access for all pupils and challenge stereotyping in pupils' choices and participation in a range of activities, both of a cultural and sporting nature. The school's governing body oversees all aspects of its Equal Opportunities policy and monitors its effectiveness regularly.
128. The school's procedures to eliminate oppressive behaviour, bullying and harassment are good. A local theatre group supports the school's anti-bullying week by involving pupils in drama presentations based on the effects of bullying. All pupils sign the school's Anti-Bullying Charter, while they may post any concerns in the school's Bully Box which is accessible to all pupils. The head teacher responds positively to any reported bullying issues or concerns, and where appropriate involves the parents as well as the pupils.
129. The Star Friends peer support system effectively reduces incidents of bullying and the school trains its older pupils to support and befriend younger pupils during break times.
130. The school makes every effort to ensure equal treatment for disabled pupils. An appropriate accessibility plan, meeting the criterion of the Disability Equality Scheme is in place. There are further plans to adapt or amend aspects of the school building to ensure the building is accessible to all.
131. The diversity policy is fully implemented through the inclusion of the understanding and awareness of different cultures and lifestyles in a range of lessons. There are good examples of pupils' work reflecting the art and craft work of Africa and the Australian Aborigines.

132. The school ensures that pupils learn about different faiths and religions such as Sikhism in religious education lessons. There is considerable emphasis placed on promoting activities to support other pupils in developing countries through projects such as collecting money to buy bricks to help build a school in Burundi (Africa). These effectively develop pupils' appreciation and understanding of the diversity of life and the cultures of other people.

## Leadership and management

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

#### Grade 2: Good with no important shortcomings

133. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
134. There are clear values, aims, objectives and targets which are promoted by all staff, including non teaching staff, and by the governors. These ensure a very caring ethos and a commitment to equal opportunities and racial equality, which is evident in the life of the school.
135. The head teacher leads and manages the school very well. She provides positive leadership that gives a clear sense of direction to the school. She is ably supported by the senior management team and by a committed team of teachers and support staff who work closely together.
136. The school takes good account of national priorities. It has achieved national awards that support the development of basic skills and promote the importance of healthy lifestyles. A free breakfast club is available to all pupils each morning. The school is successfully working towards introducing the Foundation Phase.
137. The school works closely with other providers of education, including the local high school, the consortium of local primary schools and colleges of further education.
138. Work undertaken as part of the consortium of neighbouring schools has included a number of initiatives to support the transition of pupils to the local high school. For example, 'bridging' units in each of the core subjects have been developed to support continuity in the curriculum and common approaches are supported through the use of the Building Learning Power project.
139. The school's close working relationship with the Sure Start project and the local playgroup effectively supports parents and their pre school children prior to entry into the nursery class.
140. The management of the school sets realistic yet challenging targets. Targets related to a number of initiatives, for example the raising of attendance levels, are set within the School Improvement Plan, with progress monitored and reviewed each term. Targets for individual pupil attainment are agreed with the LA at the start of each academic year and end-of-year results are analysed to determine progress and reflect on the 'value added' provided by the school.

141. Procedures in place for undertaking the performance management of teaching staff are well established. The school ensures that staff have appropriate support and training to meet their targets. The impact of training is evident in many aspects of school life, particularly within the work of the early years classes and in the support provided for SEN pupils.
142. All support staff have clear areas of responsibility outlined in detailed job descriptions. Formal individual meetings are held annually with support staff to review their previous performance and evaluate the impact of performance on standards achieved. The meetings are effective in identifying development needs. Support staff undertake appropriate training and are well supported by the management of the school.
143. The recently updated staffing structure stipulates that subject co-ordinators have been re designated as subject advisers and no longer have responsibility for monitoring standards in their designated subjects. However, subject advisers have clear responsibilities which they undertake conscientiously. They work very closely with colleagues and provide appropriate support and guidance.
144. The governing body is very supportive of the head teacher, staff and pupils. Governors are very committed and undertake appropriate training. The chair of governors is well informed and works closely with the head teacher. Actions taken by the governors have been effective in developing facilities within the school. For example, governors have ensured that disabled access within the school grounds has improved significantly.
145. Governors have good knowledge of the aims and vision of the school. They have clearly defined roles which include individual subject responsibilities. Governors are kept well informed through reports by the head teacher, school newsletters and staff representatives on the governing body. The governing body meets regularly and has a well-established and effective committee structure.
146. The governing body meets all its regulatory and legal responsibilities and effectively fulfils its role as a 'critical friend'.

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

**Grade 3: Good features outweigh shortcomings.**

147. The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. There are shortcomings in the extent to which leaders and managers are informed about the standards of teaching and learning, and the use made of information from self-evaluation to plan for improvement.

148. Leaders and managers use a variety of approaches in order to inform themselves of performance in a range of areas including the analysis of assessment data for individual pupils, classes and year groups; the monitoring of behaviour and analysis of attendance data. Good use is made of the information obtained in order to plan for improvement. However, the number of formal classroom observations undertaken is limited and therefore the quality of teaching and learning, and the impact of recently introduced initiatives, for example Building Learning Power and First Steps, is insufficiently monitored.
149. Responsibility for monitoring within the school rests with the senior management team and staff with designated teaching and learning responsibilities. As a result of recent changes, arrangements for the monitoring of standards are not fully embedded in the school's systems and procedures.
150. The process of self-evaluation has recently been established within the school. All staff and governors are now fully involved in the process. School subject advisers produce detailed self-evaluation plans for their designated subjects. Overall the school currently makes insufficient use of its self-evaluation to plan for improvement.
151. As part of the self-review process, the views of parents have been sought both informally and formally, through the use of questionnaires. The school council is effectively used to seek the views of pupils and the views of the community are voiced through the governing body. The views of all parties are carefully considered and used to inform future development within the school.
152. The current self-evaluation report is concise, accurate and comprehensive. It clearly identifies strengths and areas where improvements are needed. It draws on a wide range of evidence including judgements based on performance data and trends over time. However, the report is insufficiently based on information obtained through direct monitoring of teaching and learning. The inspection team agrees with the school's self-evaluation in five of the seven key questions.
153. The School Improvement Plan is a three-year strategic document with detailed action to address areas identified for improvement in the current year and a brief outline of development areas for the following two years. For the current year, the plan identifies actions, responsibilities, realistic time schedules, cost and success criteria for each target, but lacks detailed reference to performance related data. Appropriate resources are allocated to ensure that targets are achievable.
154. Actions taken as a result of work planned within the School Improvement Plan have had a positive effect. For example, work undertaken to raise standards in writing has led to measurable improvement reflected in the analysis of assessment data. Links between the school's self-evaluation processes and the School Improvement Plan are underdeveloped.

155. The school has made good progress since the last inspection in addressing a number of areas which had shortcomings. In particular, the overall provision for SEN pupils which had some specific shortcomings, is now an outstanding feature. However, a small percentage of teaching continues to have important shortcomings and the need to disseminate good practice and improve the quality of teaching has not been adequately addressed.

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

**Grade 2: Good with no important shortcomings**

156. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
157. The school has a sufficient number of teachers and support staff on roll to ensure expertise in the teaching of all aspects of the National Curriculum. All teachers have good subject knowledge that is relevant and up-to-date. Support staff make a valuable contribution to the varying needs of the pupils and provide good support for pupils with specific needs.
158. The school makes effective and good use of staff expertise to provide a wide range of extra curricular and after school activities, which the pupils enjoy on a regular basis.
159. The two school secretaries support the head teacher effectively in the daily routines and maintain good financial control. They fulfil other administrative duties very efficiently. The lunchtime assistants, ancillary and catering staff make a valuable contribution to the safety of the pupils and support the positive ethos of the school.
160. Pupils have access to a range of suitable resources and materials, which are appropriate to their needs. A wide range of reading books, suitable for both boys and girls, are available to the pupils. These have been recently updated and contribute greatly to the development of pupils' reading skills across all areas of the curriculum. The two school libraries, one for key stage 1 and one for key stage 2, are well stocked with a wide range of appropriately graded reading materials. The pupils make good use of these books to undertake research and investigative work.
161. Resources are carefully chosen to match the abilities and developmental stages of the pupils. Pupils with disabilities have access to a variety of suitable and appropriate aids to support their learning. Each class has a computer for pupil use and a suite of fifteen lap-top computers is moved between classes to support pupils' use of ICT. The majority of classes have an interactive whiteboard installed although insufficient use is made of this facility.

162. The school makes good and effective use of facilities within the locality and further afield. Pupils visit museums and local historical sites to enhance their understanding of topics studied at the school.
163. The accommodation is good with spacious classrooms and corridors which help to establish a good learning environment. The school makes regular use of an art room, and a shaded area for pupils in key stage 1 is well used for a variety of activities. The under fives have a safe, enclosed area with appropriate equipment, while the well-stocked school garden provides a natural habitat for pupils to study wildlife and aspects of the environment. The school is kept in a good and clean condition.
164. The large school field provides a good facility to be used for school games and other activities, while the hard surfaces around the school are well kept and are clear from any hazards. These provide safe areas where the pupils may play and take part in various informal activities.
165. The school uses its resources in a considerate and appropriate manner. The teachers understand the implications of the school budget and ensure that they purchase appropriate resources, which match the needs of pupils. New materials are costed and matched to priorities identified in the School Improvement Plan. The school ensures that an adequate amount of capital is kept in hand to meet any unforeseen circumstance or need.
166. Provision for the personal development of staff, and for updating strategies and teaching methods, are linked to issues identified within the School Improvement Plan. All staff have opportunities to enhance their expertise and to extend their knowledge in order to meet the needs of the pupils and any changing curricular requirements.
167. The school ensures that all teaching staff receive their full allocation of time to prepare and plan lessons, and assess pupil progress, through the establishment of a class taught by the deputy head teacher. This arrangement ensures that these lessons provide continuity and progression within the curriculum. This is good practice, which meets pupils' needs and also supports the delivery and inclusion of key skills across the curriculum.
168. The school's senior management team, as well as those teachers with teaching and learning responsibilities, regularly review the use of resources. Members of staff provide comprehensive feedback on their effectiveness and efficiency. This ensures that the pupils have access to suitable and appropriate resources, which impacts positively on the quality of the teaching and learning.
169. Overall the school provides good value for money.

## School's response to the inspection

The school has given thorough consideration to the outcome of our recent inspection. The report provides an objective evaluation of many aspects of the life and work of the school, and will provide significant evidence for the next School Improvement Plan and related school self-evaluation report.

We welcome the inspection team's findings that "Thornwell School is a good school which provides an inclusive education for all its pupils. "We also welcome the fact that the team acknowledges "Pupils are well looked after and there is good attention given by the school to their care and guidance. There is a very effective pastoral and behaviour management structure with outstanding staff leadership". The report recognises that "the quality of provision for pupils with additional learning needs is outstanding".

It is pleasing to note that "there are good and sometimes outstanding features in much of the teaching", but the school acknowledges that there are shortcomings in some areas in some lessons, and has determined to address this as a priority. It is our aim to reflect consistently, high quality teaching.

The report recognises the school results are well above the national average and "achieves well compared with similar schools". The report recognises that "trends in performance show that overall the school is maintaining or slightly improving on the high standards". The good results consistently achieved, reflect the strong commitment, professionalism and hard work of all stakeholders.

We are particularly pleased that the inspectors acknowledged the elements which make our school what it is. In particular the report confirmed, the school has "clear values, aims, objectives and targets which are promoted by all staff, including non teaching staff, and by governors. These ensure a very caring ethos and a commitment to equal opportunities and racial equality which is evident in the life of the school".

The school would like to thank the inspection team for their positive contribution to future school improvement and for their courtesy and professionalism during the inspection. We will now produce an action plan to address the recommendations and are confident we can successfully address these aspects of our provision. A copy of this plan will be forwarded to all stakeholders as will regular updates on progress.

## Appendix 1

### Basic information about the school

Name of school	Thornwell Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Thornwell Road, Bulwark Chepstow
Postcode	NP6 5NT
Telephone number	01291 623390
Head teacher	Mrs Linda Davies
Date of appointment	January 2004
Chair of governors/ Appropriate authority	Cllr. Henry Hodges
Registered inspector	Mrs L. J. Williams
Dates of inspection	18 – 20 September 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	31.5	35	41	25	42	31	27	39	271.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	0	11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	12:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26.6
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	99.9	96.2	94.25
Spring 2007	99.4	94.6	93.75
Summer 2007	99.2	94	93.5

Percentage of pupils entitled to free school meals	25
Number of pupils excluded during 12 months prior to inspection	3

## Appendix 3

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

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					41
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	14	70	16	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	0	14	61	25	
		National	0	4	14	55	27	
En: writing	Teacher assessment	School	0	2	20	77	0	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	11	73	16	
		National	0	2	10	63	24	
Mathematics	Teacher assessment	School	0	0	9	70	20	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	5	86	9	
		National	0	2	9	66	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	86.3	In Wales	80.6

- 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 2007							Number of pupils in Y6		43		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	2	7	51	40
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	1	0	0	1	1	4	18	50	25
Mathematics	Teacher assessment	School	0	0	0	0	0	2	9	44	44
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	2	5	51	42
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by teacher assessment	
In the school	86
In Wales	74

- D Pupils who are exempted 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 and a peer assessor spent a total of 9 inspector days in the school and met as a team before the inspection.

The head teacher was the nominee and played a supporting role throughout the inspection.

These inspectors visited:

- 35 lessons or part lessons;
- All classes and withdrawal groups;
- Acts of collective worship; and
- A range of extra-curricular activities

Members of the inspection team had meetings with:

- Staff, governors and parents;
- Senior managers, teachers, support staff and groups of pupils; and
- The School Council

The team also considered:

- The school's self evaluation report;
- 109 responses to parents' questionnaires;
- Comprehensive documentation provided by the school before and during the inspection; and
- A wide range of pupils' past and current work, over all year groups.

The inspection team also:

- Listened to a sample of pupils reading;
- Held discussion with pupils about their work; and
- Observed pupils behaviour throughout the day.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 5 and 6.
Mrs Colette Gribble Team Inspector	Contributions to Key Questions 2, 3 and 4.
Mr Glyn Griffiths Team Inspector	Contributions to Key Question 1, 4 and 7.
Mr Dylan Jones Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5.
Mrs Linda Davies	Nominee
Mrs Eleri Henessey	Peer Assessor

#### **Contractor:**

Evenlode Education Ltd  
Little Garth  
St John's Close  
Hawarden  
Flintshire  
CH5 3QJ

#### **Acknowledgement**

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