

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

A Report on the Quality of Education in

**Newton Primary School
Slade Road
Newton
Swansea
SA3 4UE**

School Number: 6702092

Date of Inspection: 30 June 2008

by

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Newton 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 Newton Primary School took place between 30/06/08 and 02/07/08. An independent team of inspectors, led by Nicholas Jones 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key 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. Newton is a large primary school, which is situated in the village of Newton near Mumbles, Swansea. The Unitary Authority is Swansea. There are 254 pupils on roll between the ages of 3 and 11. Twenty eight children attend the Nursery part time. They begin after their third birthday. Twenty two per cent of pupils come from outside the local area. Across the school, pupils come from a range of backgrounds. On entry, most children have good levels of basic skills. The school reports that about 3 per cent of pupils are eligible for free school meals. This is below the average for Wales. No pupil is looked after by the Unitary Authority.
2. About 7 per cent of pupils have some degree of special educational needs (SEN), as recognised by the local education authority (LEA). This is below the average for Wales. 5 pupils have a statement of SEN and no pupils are disapplied from the National Curriculum. No pupil was excluded in the previous school year.
3. The language of all pupils at school is English. Two pupils have support for English as an additional language. Almost all pupils come from white, British backgrounds. The school was last inspected in the summer term of 2002.
4. Four members of the teaching staff were absent during the inspection. Supply teachers were allocated to their classes.

The school's priorities and targets

5. The school's aims and objectives include:
 - Creating an atmosphere conducive to excellent learning, where everyone is inspired to do their best at all times.
 - Delivering a broad and balanced curriculum based on the principles of equality for all, and the belief that all pupils have the ability to achieve.
 - Promoting lifelong spiritual, cultural, personal, social, mental and physical development of pupils.
 - Developing an understanding of our identity and culture in Wales, and a respect for all other cultures, beliefs and ways of life.
 - Encouraging independence, responsibility, sensitivity, and the ability to apply knowledge and skills effectively.
 - Developing an understanding of and a respect for the world and the environment in which we live.
 - Learning how to make positive choices in all areas of work, play and relationships.
6. The school notes the following as its main priorities:
 - Assessment for learning throughout school (collection, analyses and use of data, planning including key skills and target setting).
 - Foundation Phase.
 - Organisation of special needs provision.
 - Subject leadership (including staff subject knowledge).
 - Community links.

Summary

7. Newton is a good school, which has made good progress since the last inspection. It is well led. The inspection team agrees with all seven judgements in its self-evaluation.

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 |

8. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. Many children begin school with good levels of basic skills for children of this age. They make good progress in the early years' classes.
9. Regardless of their social, ethnic or linguistic background, the vast majority of pupils make progress, which has good features that outweigh shortcomings from the time they start school.
10. In the 2007 national assessments for seven and eleven year olds in English, mathematics and science, results are above the local and national averages for both age groups. When the subjects are combined, results are also above the local and national averages for both age groups.
11. For seven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2007 are in the top 25 per cent of similar schools in mathematics and science and in the top 50 per cent in English and also when the subjects are combined.
12. For eleven year olds, the results are less favourable when the results are compared to schools with a similar proportion of pupils entitled to free school meals. The 2007 results show that the school is in the top 50 per cent of schools in English, mathematics and when the subjects are combined, but in the lower 50 per cent in science.
13. Generally, pupils' overall development of key skills has good features and no important shortcomings. Their speaking and reading in English have outstanding features. Pupils' listening and writing skills have good features

and no important shortcomings. Mathematical, information and communications technology and problem solving skills are good. Bilingual skills have good features that outweigh shortcomings. Their knowledge of the heritage and culture of Wales, '*Y Cwricwlwm Cymreig*', is developing well. Pupils' personal, social and moral skills are good. Their understanding and awareness of cultural diversity is not as strong. Pupils are not confident as independent learners. Their thinking skills are underdeveloped and they do not have a secure knowledge of their individual targets.

14. All pupils work very well together, which is a good feature of the school. Very good behaviour and attitudes are shown by pupils of all ages, during lessons and at play times.
15. The average level of attendance is around 95 per cent. This is above local and national averages for all schools.

The quality of education and training

Grades for teaching

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 18% | 65% | 15% | 2% | 0% |

16. These figures are above both the Welsh Assembly Government's 2010 target of 80 per cent of lessons to be a grade 2 or better. They are also better than the national picture reported by Her Majesty's Chief Inspector's Report for 2006/2007, when 80 per cent of lessons were reported to be good or better, with 14 per cent being outstanding.
17. In lessons where there are outstanding features, the teachers:
 - use highly effective questioning techniques which challenge pupils' thinking;
 - stimulate and challenge pupils consistently through lively presentations and purposeful tasks;
 - foster independent learning through ensuring that pupils take an active role in their learning;
 - the quality of teaching for the under fives is good with outstanding features.
18. Good features seen in teaching include:
 - a brisk pace to lessons;
 - clear learning objectives which are communicated effectively to pupils and revisited in plenary sessions;
 - intervening sensitively to support and encourage pupils;
 - the use of a wide range of teaching methods and learning styles.
19. Where shortcomings were seen in a few lessons, the pace was too slow, introductions were too long and there was too much use of commercially produced work sheets. In the best examples of planning, teachers pay good attention to the development of key skills, plan and use a good range of strategies to engage pupils and ensure that individual pupils make good

progress. However, there is a lack of consistency in curriculum planning and a lack of sufficient challenges and differentiated tasks for pupils in all lessons.

20. The system to assess pupils' progress and to record and report upon pupils' achievements has good features that outweigh shortcomings. The school meets all statutory requirements for the reporting and recording of pupils' progress. Assessment is regularly undertaken in order to track the progress pupils make, but is not always used in the most effective way to inform the next steps in teaching and learning. The recently developed system of assessment is comprehensive and manageable, but is not consistently applied by all staff. Reports to parents are of a good quality. They are informative and provide a clear picture of pupils' achievements and efforts.
21. The school curriculum fully complies with the requirements of the National Curriculum and the locally agreed syllabus for religious education. It is appropriately broad and balanced. It meets the needs of all pupils, including those with additional learning needs. However, there are shortcomings in the continuity and progression of curricular planning and the provision for developing pupils' independent learning skills.
22. The curriculum is enriched by a good range of visitors to the school and by visits to places of interest. There is a good range of extra curricular activities, provided both within and outside the school day. These activities and all areas of the curriculum are equally accessible to all pupils.
23. The overall provision for pupils' spiritual, moral, social and cultural development is good. Pupils are actively encouraged to reflect on important issues and to relate them to their own lives. Acts of collective worship meet statutory requirements in full. Provision for pupils to understand the importance of sustainable development is outstanding. All pupils are involved with the eco-schools initiative and the school has been awarded the Green Flag.
24. The quality of care, support and guidance is good with no important shortcomings. The school provides a happy and caring environment. A number of health and safety matters were brought to the attention of the school during the inspection. Induction arrangements for the early years and for the transfer to secondary education are detailed and effective.
25. The school has clear and well-documented arrangements to contribute to pupils' well being. Child protection policies are in place. The school has well-planned and documented procedures for dealing with race equality, disability, discrimination and equal opportunities.

Leadership and management

26. The head teacher's leadership and management have good features and no important shortcomings. She leads well. She is well supported by her deputy head teacher. High expectations and aspirations for all pupils are at the

forefront of their vision. The leaders and managers implement good management structures.

27. The school takes careful account of national priorities and local partnerships. Its contribution to the well-being of pupils is good. Extra-curricular activities are well supported. Preparation is good for the introduction of the foundation phase. Arrangements to provide teachers with time to plan, prepare and assess are effective and well managed.
28. The governing body works closely with the professional leadership of the school. The chair of governors and individual governors support the school well. They are well informed about the long-term needs of the school. The financial management of the school is well organised and helps to plan the way ahead. The governing body holds the professional leadership properly to account and meets all of its statutory duties in full.
29. The process of self-evaluation is thorough. It is firmly based around first hand evidence. Effective procedures are used to monitor performance, to analyse results and track the progress of individual pupils. The views of all those involved in the school are considered. Staff and governors have contributed to the judgements made.
30. The school's self-evaluation document fully informs the School Development Plan. The School Development Plan is therefore well used and closely aligned to the school's performance management programme.
31. The school's self-evaluation is accurate and the inspection team agrees with the school's identification of its main strengths and weaknesses. Since the last inspection in 2002, the school has made good progress in addressing the shortcomings of that inspection.
32. The school is well staffed by well-qualified and experienced teachers. The use of support staff is a good feature of the school. The day-to-day life of the school is organised effectively.
33. The school is clean and although there are issues with toilet facilities is generally in good condition. It provides suitable accommodation for all pupils. The outdoor environment is used well and there are plans for further developments. The school uses and deploys its teaching resources well.
34. The school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 provide sufficiently challenging and differentiated tasks for all pupils to develop further their independent learning and thinking skills;
- R2 further develop assessment procedures and ensure that they are consistently implemented to inform lesson planning effectively;
- R3 improve the quality and use of planning to ensure continuity and progression in curricular provision;
- R4 address the health and safety concerns brought to the attention of the head teacher and governing body during 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 features and no important shortcomings

35. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
36. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. Many children begin school with good levels of basic skills for children of this age. They make good progress in the Early Years classes.
37. Regardless of their social, ethnic or linguistic background, the vast majority of pupils make progress, which has good features that outweigh shortcomings from the time they start school. Pupils with additional learning needs, including those SEN or those learning English as an additional language achieve at least as well as would be expected taking account of their ability and start points.
38. In English, mathematics and science, the 2007 national assessments for seven year olds show that results are well above the local and national averages. When the results in these three subjects are combined, they are also well above the local and national averages. In these assessments, there is no significant difference between the performance of girls and boys in all three subjects and also when all three subjects are combined.
39. When the results are compared to the assessments that were made when these individual pupils began school, they show that they make good progress. When results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2007 place the school in the top 25 per cent of similar schools in mathematics and science and in the top 50 per cent in English and also when the three subjects are combined.
40. The 2007 results are similar to those in 2005 and 2006 with very slight differences. The school is more often than not in the top 25 per cent of similar schools when considering the percentage of pupils entitled to free school meals.
41. At the end of key stage 2 national assessments in 2007, the proportion of pupils reaching the expected level (Level 4) was well above the local and national averages in English, mathematics and science. When the results in these subjects are combined they are also above the local and national averages. Girls performed better than boys.
42. When these results are compared to schools with a similar proportion of pupils entitled to free school meals, the results place the school in the top 50 per

cent in English, mathematics and when the three subjects are combined. However, the school is placed in the lower 50 per cent in science.

43. Overall at key stage 2 there is a rising trend in results and those in 2007 are an improvement on those in 2005 and 2006. However, although there is an improving picture, over time pupils' progress has not been as strong as in key stage 1. As a result pupils at key stage 2 do not achieve as well in relation to similar schools at the end of the key stage.
44. Generally, pupils' overall development of key skills has good features and no important shortcomings. In key stage 1 and key stage 2, pupils' standards and progress in the key skills of speaking and reading in English are outstanding. The skills of listening and writing have good features and no important shortcomings. Pupils across the school speak very confidently and clearly. They all ask and answer questions very well and listen carefully to each other and to their teachers. This is particularly evident during philosophy for learning sessions where pupils articulate their feelings and arguments very effectively.
45. In both key stages nearly all pupils read very well for a range of reasons. They use reference books and the Internet confidently and very effectively to find out information. They read with outstanding expression and with very good understanding of a variety of texts. Older pupils have very good higher order reading skills and their deductions and inferences for set purposes are outstanding.
46. In a wide range of activities in other subjects, most pupils write well in both key stages, for a wide range of reasons and in different styles, for example in history, science and geography.
47. In both key stages pupils' bilingual skills have good features that outweigh shortcomings. They are not consistent across the school and little incidental Welsh is heard in the classroom or on the school yard. However, pupils, especially in the nursery class, can conduct very basic discussions in Welsh when prompted.
48. In both key stage 1 and key stage 2, pupils' mathematical skills in other subjects are good with no important shortcomings. All pupils use their mathematical skills well to collect and interpret information in science, geography and history. They use their knowledge of mathematics to investigate carefully and to identify appropriate results.
49. All pupils' skills in information and communications technology are good with no important shortcomings. Key stage 1 pupils use simple programs confidently to reinforce their work in other subjects. They use pictograms to express information they collect. They use the mouse and keyboard when using art packages and print their illustrations.
50. Within key stage 2, older pupils are good at creating and storing their work. They use the Internet well to research and to find illustrations and relevant

information. They make multimedia presentations about their work and use equipment confidently to record their work. They compose, draft, edit and print their work accurately.

51. Pupils' understanding of the particular features of Welsh music, dance, art, history, literature and traditions are good. All pupils are aware of the work of Welsh artists like Josef Herman and other craftspeople. They are familiar with a good range of Welsh folk tales and legends. They benefit from visits locally and across Wales.
52. All pupils' personal social and learning skills are good with no important shortcomings. They have very positive attitudes to each other and to adults. They co-operate willingly with each other and with adults. They behave sensibly and thoughtfully in their lessons and on the playground. They are good at accepting responsibilities willingly and enthusiastically.
53. All pupils have a very clear understanding of right and wrong. Acts of worship in the school and assemblies assist pupils to develop further their spirituality.
54. All pupils have a good, realistic understanding of equal opportunities, adopt mature attitudes and recognise the need to treat consistently every person fairly and without any form of discrimination. They have good moral values and show consideration and fair play for others.
55. All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate. They are aware of cultural and racial issues and have a basic knowledge of world religions. All pupils show empathy towards others by collecting regularly for good causes and charities. However, pupils' knowledge and awareness of diversity within society is an area that is not developed fully.
56. Most pupils have very good attitudes to learning and show a good interest in their work. Nearly all pupils maintain concentration in lessons. Most pupils are well motivated and show enthusiasm for their schoolwork and related activities. Overall, this has a very positive effect on the standards they achieve and the quality of life in school.
57. All pupils clearly understand what standard of behaviour is expected of them and fulfil these expectations most of the time. The vast majority of parents consider that the school achieves good standards of behaviour. There have been no exclusions during the last year. Good behaviour and attitudes are displayed by pupils, responding very well during lessons almost all of the time. They are courteous to adults. Pupils of all ages play happily together at break times.
58. All pupils are happy and participate with interest in lessons and activities. They are considerate of others and of school property and demonstrate a growing level of self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour. Pupils understand the school rules and expectations, having been a part in their creation.

59. Pupils' problem solving skills are good with no important shortcomings. Most pupils, in both key stages, can with guidance successfully make decisions for themselves. They respond well to the challenges, which are set for them, for example in mathematics and in history and geography.
60. Pupils' creative skills are good with no important shortcomings. In both key stage 1 and key stage 2, all pupils apply their creative skills in a wide range of activities, for example in art, dance and music. They illustrate their work thoughtfully.
61. All pupils work together well. Boys and girls co-operate readily and sensibly and there is no significant difference in achievement between them over a period of time. They treat each other with respect and consideration. They show thoughtful understanding of the needs of others. They ensure that all other pupils are treated equally.
62. Most pupils have a good understanding of what they need to do to improve their work and what progress they are making. However, individual targets are not always clear and easily understood by all pupils in all areas of their academic and personal development. Pupils are not confident as independent learners. Their thinking skills are underdeveloped.
63. Attendance averaged 95.1 per cent for the three terms prior to the inspection. This is above the level required by the Welsh Assembly Government when compared to similar schools and is above the Swansea and all Wales average.
64. Unauthorised absence is extremely rare. Occasional absences occur when pupils are taken on holiday during term time. This is actively discouraged by the school.
65. Punctuality is good at the start of, and throughout, the school day allowing sessions to start promptly without interruption.
66. The pupils know that the school is an important part of the community and they participate well in community events such as concerts and religious festivals.
67. All pupils' knowledge and understanding of the workplace and the local community is age appropriate. Pupils are well prepared for the world of work through a number of visits by people who speak about their work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

68. The inspection team's findings match the school's judgement in its self-evaluation report.
69. The quality of teaching in the 34 lessons or sessions seen was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 18% | 65% | 15% | 2% | 0% |

70. These figures are above both the Welsh Assembly Government's 2010 target of 80 per cent of lessons to be a grade 2 or better. They are also better than the national picture reported by Her Majesty's Chief Inspector's Report for 2006/2007, when 80 per cent of lessons were reported to be good or better, with 14 per cent being outstanding.
71. The quality of teaching for the under fives is good with outstanding features. Teachers, support staff and volunteers work effectively to provide a vibrant range of learning tasks for nursery and reception children. This ensures that learning is exciting.
72. All teachers have a sound knowledge and understanding of the National Curriculum programmes of study and the framework for personal and social education. However, there is a lack of consistency in lesson planning to meet pupils' individual needs. It is not always sufficiently precise in taking into account day-to-day assessments, in order to build successfully on pupils' prior learning. In the best examples of planning, teachers pay good attention to the development of key skills, plan and use a good range of strategies to engage pupils and ensure that individual pupils make good progress.
73. Teachers' relationships with pupils are very good and this is an outstanding feature. All staff have high expectations of their pupils and provide a supportive atmosphere to enable pupils to make progress. In a few cases, teaching is over-directed and opportunities to develop pupils' independence are not fully exploited. In these few cases there is a clear lack of sufficient challenge in planning and lesson delivery.
74. Teachers and support staff work together closely to ensure that there is maximum impact on pupils' learning.
75. Purposeful and innovative use is made of a wide range of high quality resources, in order to stimulate pupils and provide them with a wide range of rich experiences.

76. On the whole, teachers have good knowledge and understanding of the subjects they teach and are aware of recent developments. This has a positive impact on practice and standards, particularly in the early years. Homework is set on a regular basis and is appropriately linked to classroom work.
77. In lessons where there are outstanding features, the teachers:
- use highly effective questioning techniques which challenge pupils' thinking;
 - stimulate and challenge pupils consistently through lively presentations and purposeful tasks;
 - foster independent learning through ensuring that pupils take an active role in their learning.
78. Good features seen in teaching include:
- a brisk pace to lessons;
 - clear learning objectives which are communicated effectively to pupils and revisited in plenary sessions;
 - intervening sensitively to support and encourage pupils;
 - the use of a wide range of teaching methods and learning styles.
79. Where shortcomings were seen in a few lessons, the pace was too slow, introductions were too long and there was too much use of commercially produced work sheets.
80. Equality of opportunity is promoted well in the school, and all pupils are treated equally whatever their gender, race or disability. Teachers challenge stereotypical images effectively.
81. Teachers meet the English language needs of all pupils well, and pupils, including those with additional learning needs and more able pupils, make appropriate progress. Work set for pupils with additional learning needs relates well to targets identified in their individual education plans. About half of the teachers use incidental Welsh regularly within day-to-day routines, with examples of good practice most evident in the nursery class. In general, teachers do not provide sufficient opportunities for pupils to develop and apply bilingual skills in subjects across the curriculum.
82. Assessment has good features, which outweigh shortcomings. Assessment is regularly undertaken in order to track the progress pupils make, but is not always used in the most effective way to inform the next steps in teaching and learning. The recently developed system of assessment is comprehensive and manageable, but is not consistently applied by all staff.
83. Pupils' progress is assessed regularly through the use of teachers' assessments, standardised tests and day-to-day assessment. Analysis of data is used appropriately to set targets for improvement and during the past year the results of data have begun to be used effectively in a structured way to build on previous learning.

84. A detailed tracking system gives a clear picture of pupils' achievements and attainments as they move from class to class. The school meets statutory requirements for assessing and reporting pupils' achievements in full.
85. Pupils' understanding of the purpose and nature of assessment is underdeveloped. In the early years, verbal feedback is used effectively to help children understand the progress they have made. In key stage 1 and key stage 2, pupils' work is marked regularly. Teachers, on the whole, offer positive guidance to pupils, although comments are sometimes descriptive rather than being evaluative.
86. Through effective use of a 'traffic light' system in plenary sessions in some classes, a small number of pupils across the school are beginning to evaluate their learning successfully. A recent trial involving pupils in monitoring their learning through target setting suggests that pupils find the target setting process useful. However, pupils are not yet fully involved in planning their own progress and improvement. They do not play a sufficiently active part in identifying their own targets, formulating their own success criteria and do not use peer assessment effectively.
87. On the whole, procedures for providing information for parents are good. In general, parents are happy with the two consultation evenings during the year to discuss their children's work, although a few parents would like to have more frequent dialogue with staff about their children's progress. Parents are also given information regarding the meaning of National Curriculum levels in Parents' Teas, the school website and regular newsletters. They also have access to subject portfolios showing exemplar levels.
88. During the past year children have been set targets that are shared with parents; this is good practice. Annual reports are of a good quality, giving a positive, detailed picture of children's progress in all subjects, as well as comments about social and personal development. Teachers also offer valuable guidance about steps to be taken to ensure further progress.
89. Relevant information is transferred to the receiving secondary school, to various outside agencies and to the LEA, in order to secure continuity and progression in pupils' learning.

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

Grade 2: Good features and no important shortcomings

90. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
91. The overall quality and range of learning experiences provided for pupils of all ages and abilities is good. This is reflected extremely well in the levels of interest all pupils show in their work. The curriculum is broad, balanced and

provides pupils with interesting experiences. It fully meets all legal requirements and the provision is good for developing pupils' personal, social and health education.

92. Some shortcomings are evident in the planning of curricular provision. There is a lack of continuity and progression. Short term plans do not contain sufficiently detailed, challenging or differentiated activities that match the particular learning needs of pupils.
93. The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes for Children's Learning. All children are given a good start in school. As a result of the varied and stimulating experiences provided in the nursery class, all children develop their knowledge, understanding and skills well in all areas of the early years' curriculum.
94. The school makes good provision for the development of pupils' basic and key skills. The provision for bilingual development has good features that outweigh shortcomings. Opportunities for the development of these skills are not identified in all areas of the curriculum and are therefore not implemented effectively. A good feature of the provision is the way in which some teachers encourage all pupils to use Welsh vocabulary during specific activities and at certain times of the school day.
95. Every pupil's learning is richly enhanced by the good range of sporting, musical, cultural and extra-curricular activities provided both during and outside the school day. Clubs are well attended and pupils state that they are pleased with and derive much enjoyment from the variety of clubs provided by the school.
96. Pupils also benefit greatly from the good provision of visits and visitors to the school. Opportunities are taken to visit places within the locality and further afield. Visits and local studies enhance the curriculum. Experts from outside agencies share their experiences and further stimulate pupils' learning. Interesting experiences are provided for pupils through the visits of the life boat crew in Mumbles and various speakers. These, together, with opportunities for pupils to attend residential courses in Treginnis farm enrich the curriculum and have a positive impact on the depth and understanding of pupils' knowledge and understanding across the curriculum. Visits to the community to participate in religious events also promote awareness amongst all learners.
97. The overall provision for pupils' spiritual, moral, social and cultural development is good with no important shortcomings. It is well integrated into the school's daily life. These aspects of their development are promoted very well through very good opportunities for all pupils to discuss moral issues in classroom activities. Older pupils are trained by the LEA to be peer group leaders on the yard. This is good practice. They are further developed by pupil initiatives to raise money for good causes both locally and nationally.

Their visits to the community and participation in community activities provide opportunities for good social development.

98. Sporting events with other schools provide a wide range of opportunities for pupils' social interaction with other children. Regular opportunities for all pupils to work collaboratively and support each other across all subject areas very effectively develop their social relationships.
99. All pupils are very aware of the difference between rights and wrongs. This is promoted exceptionally well by the school's positive ethos and strong sense of values. Very good opportunities are provided for pupils to take responsibility for their own school community through membership of the school council and eco council. Such opportunities enable them to play a full part in the school community.
100. Daily acts of worship and collective assemblies make a positive contribution to all pupils' spiritual development and good opportunities are provided for all pupils to reflect quietly and thoughtfully on important issues that affect their lives. The provision for the spiritual development of all pupils is good in such subjects as music, during circle time and philosophy for learning activities.
101. All pupils' awareness and appreciation of the culture and heritage of Wales is good. '*Y Cwricwlwm Cymreig*' is well integrated into the curriculum.
102. All pupils gain a good understanding of other cultures through subjects such as geography and religious education. However, the provision for the understanding and awareness of diversity is limited.
103. The school's partnerships with parents, the local community and other schools are successful and have good features that enrich the life and work of the school and enhance all pupils' learning experiences.
104. The quality of information provided for parents in the prospectus and annual report of the governing body is good and provides parents with comprehensive information as well as celebrating pupils' many achievements. Parents have regular opportunities to meet with teachers to discuss their children's work and progress and these meetings are reported to be well attended.
105. There was a good response to the parents' pre-inspection questionnaire. The responses indicated that almost all parents were supportive of the school and expressed satisfaction with the standards their children achieve within a supportive environment.
106. Parents and friends make a valued contribution to the life and work of the school and their involvement in various activities supports the work of the school. The Parents' Association is very active and raises substantial sums for the school.

107. The school enjoys positive partnerships with other local schools and with the secondary schools to which pupils transfer. Arrangements for transition are good and ensure pupils settle quickly into their new school environments.
108. The school's provision for work related education has good features that outweigh shortcomings and teachers take due account of the vocational aspect of the personal and social education programme. Teachers use the locality to support this area of the curriculum in order to develop pupils' understanding of the world of work.
109. Local employers are supportive of the school but no teachers have recently undertaken a relevant industrial placement with a view to enhancing professional development and enriching curricular provision for pupils.
110. The standards in, and provision for education for sustainable development and global citizenship are outstanding and are fully embedded in the life and work of the school.
111. The school makes every effort to act in a sustainable way and most pupils regularly monitor energy consumption and are involved in re-cycling and waste minimisation schemes. Their understanding of environmental, conservation and global issues is good and they are justly proud of their involvement in the development of their outdoors. The school is part of the eco-schools award scheme and has been awarded the Green Flag.
112. Nearly all pupils' entrepreneurial skills are developing well. The school is successfully laying the foundations for lifelong learning and community regeneration and national priorities are very well reflected in the life and work of the school. The priority given to pupils developing independence and taking responsibility for their own learning and well-being is beginning to become part of everyday school life, but is less established.
113. Most pupils know their community well and understand what is needed for its success. They recognise that through partnership, citizenship and care for the environment, they can make a real contribution to their community.

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
115. All pupils receive good care and support. All pupils are confident in approaching adults at the school to seek help. Peer support is given by older pupils on the playground is effective.
116. Parents praise the information they receive in newsletters, end of year reports and school open days. They raise significant sums, which are used to buy

additional resources and subsidise visits. This is a very good feature of the school.

117. Children settle quickly in caring surroundings when they begin school. There are suitable procedures in place for welcoming new pupils, whether through coming of age or on transfer from another school. Parents are given the opportunity to visit the school and are provided with the relevant documentation.
118. Good social and curricular arrangements help pupils transfer smoothly to their secondary school at the end of key stage 2. The transition arrangements give pupils a good insight into the work of the secondary school.
119. Good support is given to all pupils to meet their individual needs. Effective, regular use is made of specialist health and education professionals. Visitors come to talk to the pupils about aspects of health, hygiene and safety. These include the school nurse and the police.
120. Parents state that one of the strengths of the school is its extra curricular activities, with which they assist when needed.
121. Parents have been made aware of the school's expectations regarding attendance and taking holidays during term time. The school receives letters and telephone calls explaining almost all absences. A record is kept of the reasons given and a first day response for unexplained absences is operational, but not always implemented rigorously. The school takes appropriate account of the requirements of National Assembly of Wales Circular 3/99 that sets out the requirements for recording absence.
122. Pupils' behaviour is promoted well and is effectively underpinned by the use of clearly defined, whole school procedures to praise and raise pupils' self esteem based on reward systems. This is often very good practice.
123. The school has effective procedures to safeguard every pupil's health and safety. These include policies, guidelines and risk assessments. All pupils are supervised at playtime and at the end of the school day. Promoting health and well being is an area that is being developed through the school's eco projects. A number of health and safety concerns were brought to the attention of the head teacher and governing body during the inspection.
124. Healthy eating is actively encouraged by means of a school fruit shop, run by the pupils. The school actively promotes well-being and health issues. The canteen follows the procedures and menus laid down by the local authority and this follows the principles of healthy eating. Parents are encouraged to provide healthy food in lunch boxes.
125. Physical education sessions are held as part of the curriculum. This includes swimming and other activities. Dance, netball, tennis and football clubs are held after school and are well attended.

126. The school council is well established and effective. The school responds to representations and requests from the school council that includes the purchase of equipment.
127. School equipment, installations and fire drill procedures are regularly checked. There is a nominated first aider and a number of teaching and non teaching staff have received basic training. Arrangements to ensure the medical needs of pupils are good. Parents are confident that the school will inform them immediately if their child suffers any type of injury or becomes unwell.
128. Risk assessments are completed regularly prior to off site visits and parental permission is gained before all local trips and extra curricular sporting activities take place. The school gives due attention to child protection issues. This aspect is led, as required, by a designated member of the governing body and the head teacher. All staff are aware of the strict protocols that must be followed.
129. The overall provision for learners with additional needs is good. Identification of pupils with additional learning needs in the school ensures purposeful support. The policy of early intervention is successful and the school's policy complies with the Code of Practice and the framework for inclusive education.
130. The Special Educational Needs Co-ordinator (SENCo) works effectively with the class teacher, support teacher and support staff and the governor with responsibility for additional learning needs. Targets, in individual educational plans are stated in observable, measurable terms that are monitored and reviewed appropriately.
131. The assessment of these pupils' attainment and progress in relation to basic and key skills is appropriate. Parents are fully consulted regarding their child's additional learning needs status and good communication arrangements exist enabling them to discuss their child's progress at any time.
132. The school's behaviour management programme is good. It is effective for all pupils and is based on the positive recognition of pupils' achievements and successes and is aimed at reducing oppressive behaviour.
133. The school has well-planned and documented procedures for dealing with race equality, disability, discrimination and equal opportunities. All pupils have equal access to all parts of the school curriculum. All boys and girls are given the opportunity to play all sports. Their content is reflected in the day to day work of the school.
134. Arrangements to raise pupils' awareness of diversity within society are not as strong. In geography and religious education, all pupils learn about life in third world countries, which they compare and contrast with life in Swansea.
135. Pupils and almost all parents state that this is a friendly and happy school. No instances of bullying, racism or sexism have been recorded for many years. There is a good system in place to record them should the need arise. In the

case of minor disputes between pupils, these are usually settled amicably and quickly by the staff.

136. The school's accessibility audit has identified aspects to be tackled in the short, medium and long term to conform to current legislation and good practice. It is not possible at present to access all parts of the building in a wheelchair. Plans are in place should the need arise.

Leadership and management

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

Grade 2: Good features and no important shortcomings

137. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
138. The school is well led. The head teacher has been in post for just over a year and is beginning to develop and refine many aspects of school life since her appointment. She is well supported by her deputy, who has been in post since January 2008. High expectations and aspirations for all pupils are at the forefront of their vision.
139. The leaders and managers implement good management structures. This makes the school a purposeful and effective community. However, not all values, aims, objectives and targets are shared by all staff, especially in relation to planning and assessment. This is a shortcoming that is currently being addressed.
140. The head teacher has a clear vision for the school. She ensures that the school is capable of evaluating its performance in order to achieve improvements. Her management of staff and pupils is good. She is a proactive member of the governing body and has a good relationship with parents.
141. The school's policies and practices promote equality of opportunity. These are reflected in the life and work of the school. It is an ordered community where each pupil is valued and all enjoy equal access to all the school offers. Staff contribute significantly to the school's caring ethos. This has a positive effect on all pupils' behaviour and attitudes.
142. There are appropriate arrangements to support newly qualified teachers and teachers who are new to the school.
143. The school takes very careful account of national priorities and local partnerships. The school and eco councils are very active and help successfully to encourage pupils to have a strong sense of responsibility and citizenship. Preparation for the introduction of the Foundation Phase and Curriculum 2008 is underway and is being systematically managed by the teaching staff and governing body.
144. The outdoor area is being developed and is used by the school to provide additional learning opportunities for all pupils. The pupils are made very aware of the importance of environmental issues and of the need to have healthy lifestyles through a range of national and local initiatives. The school has a successful breakfast club and several after school clubs. This is good practice.

145. Arrangements to provide teachers with time during the school week to plan, prepare and assess are effective and are well managed.
146. There are effective arrangements in place for the head teacher to review the progress of initiatives that the school is pursuing. This is good and conducted diligently and accurately. The school collects National Curriculum assessment data and analyses the data effectively.
147. Performance Management is established and job descriptions note the specific roles and tasks of staff. The head teacher has agreed objectives that are reviewed annually. All staff have been made aware of their responsibilities in relation to their job descriptions.
148. Support and training is good for all staff members and the governing body. The school allows staff and governors to further develop their skills and knowledge through appropriate and focused training opportunities, organised mainly by the LEA.
149. The links between the governing body and the school are strong. The governing body, working effectively with the head teacher helps to set the long term direction for the school in a structured way. The governors are well informed regarding the school's self-evaluation process and have effectively followed guidelines set out by the LEA. Their contribution to the school's strategic planning is good.
150. Procedures for the financial management are thorough and finances are well managed. The outcomes of spending decisions are regularly reviewed. Governors successfully hold the professional leadership to account. The school has current policies covering the various aspects of school life. These are regularly considered and updated by the governors.
151. The governing body meets all its legal and statutory responsibilities.

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

Grade 2: Good features and no important shortcomings

152. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
153. The process of self-evaluation is developing well in the school. In most aspects of school life, the head teacher, senior managers and governors use information effectively to make improvements. The link between the processes of self-evaluation and planning for improvement in the School Development Plan is thorough. The school's procedures for monitoring subject areas and standards, based on clear evidence, are good.

154. All staff are involved in the monitoring process. The role of the subject co-ordinator in the monitoring and moderation process is developing, although the school acknowledges that there is still more work to be done.
155. The school is beginning to use performance data to inform judgements and evaluate specific trends over time. The school's self-evaluation is based on first-hand evidence and the school co-operates effectively with the LEA to target areas for improvement. The school is good at seeking the views of a range of agencies that have an interest in the school. This includes parents.
156. The school council is a good forum that allows all pupils' views to be heard constructively.
157. All staff work diligently. An appropriate dialogue exists between year groups. All staff are aware that they have a part in the school's self-evaluation process and their input is valued.
158. The head teacher monitors teaching on a regular basis and as part of the performance management process. The staff do follow a corporate monitoring process based mainly on aspects of the core subjects. This is a termly system. Foundation subjects are also monitored through the scrutiny of pupils' books. Evidence of identifying good practice and using evidence to inform planning in the foundation subjects is less established.
159. The quality of the self-evaluation report produced by the school prior to the inspection is good. It is detailed and targets areas for development. It provides a good overview of the school's position. It identifies the areas and aspects that are strengths within the school and those, which require further attention.
160. The school's priorities for improvement inform the School Development Plan and have appropriate time scales and costs noted. This is good practice.
161. The school makes good efforts to obtain measures to evaluate its performance. It uses national and local data to target areas that have strengths or shortcomings. It works with the LEA to allocate resources and expertise to raise and improve standards.
162. The actions of the school in establishing outdoor areas have resulted in good improvements in curricular provision for all pupils.
163. The school has successfully addressed the key issues noted in the last inspection report and improvements are evident in areas that needed developing. Progress since the previous inspection is good.
164. The judgements of the inspection team agree with the school's self-evaluation in all of the seven key questions.

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

Grade 2: Good features and no important shortcomings

165. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
166. The adequacy, suitability and use made of staffing, learning resources and accommodation is good. The school has good resources and ensures that purchases are prioritised according to need. It is effective in its use of additional funding and uses staff and resources effectively to fulfil the requirements of funding regulations.
167. There are sufficient numbers of well-qualified teachers who possess a good range of specialist knowledge to provide for the needs of pupils, including those with additional learning needs and for the under-fives. Peripatetic music tutors and the *athrawes fro* contribute well to pupils' learning, and pupils benefit from rugby coaching by professional players.
168. All staff are committed to providing a secure, supportive environment for all pupils. Teaching assistants successfully support teachers and all pupils throughout the school day and are valued members of the school community.
169. Efficient use is made of available resources. All pupils have ready access to a range of good resources appropriate to their age and needs. Good investment has been made in ICT resources. The computers and interactive whiteboards are very well used to support pupils' learning.
170. The library areas have been developed well in relation to the age and needs of the pupils and the ICT suite is very well used.
171. The use made of the outside learning environment including the school grounds enriches every pupil's experiences and is a developing feature of the school's provision. The school makes effective use of resources outside the school, including sports facilities, art galleries, museums and theatres to enrich the curriculum.
172. The accommodation is adequate for the number of pupils on roll and is kept clean and well maintained. The head teacher and staff make imaginative use of the building to provide a welcoming and warm environment for all pupils. The quality of display throughout the school is good. It is used well to celebrate pupils' achievements and is an effective aid to learning.
173. Outdoors, the school benefits from having an attractive grass area, hard paved areas, a patio marked for games, and a large field. Specific outdoor areas for the Foundation Phase are of very good quality, and include a sensory garden, log circles, large play equipment, trees, grassed areas and a paved area.

174. The school is aware of its duty according to the Disability Discrimination Act (2005) and has an appropriate accessibility plan that looks at ways to improve access for all. The school is aware that toilet facilities are not appropriate and that parents have expressed concerns about this. The school is attempting to resolve the issues involved.
175. Staff experience and expertise are used well for the benefit of pupils. An appropriate staff development programme enables teachers to keep up to date with current educational initiatives and with new ideas in their subjects and other areas of responsibility.
176. Teachers also make good use of their planning, preparation and assessment time to develop work for their own classes and for their subject responsibilities. Resources are used well for the purposes of work force re-modelling.
177. The school's administrative procedures ensure the efficient day to day running of the school. All support staff, such as the caretaker, mid-day supervisors, canteen staff and cleaners are valued for their contribution to the life of the school.
178. Spending decisions relate directly to the school priorities as set out in the School Development Plan. Expenditure is monitored closely by the Governing Body.
179. The school meets the needs and range of all pupils and gives good value for money.

School's response to the inspection

The Governors, head teacher and Staff of Newton Primary School are pleased with the findings of the School Inspection, which concluded that Newton is a good school.

We are also pleased that the inspectors found that progress since the last inspection has been good and that they agreed with the school's Self-Evaluation in all areas.


The report recognises the contributions made by the Governing Body, head teacher and staff, parents and pupils in enabling good development and that the school is well led.

We are proud of the achievements of all our pupils and staff, and particularly pleased that the school's achievements exceeded targets set by the Welsh Assembly Government.

We welcome the positive comments made regarding the outstanding teaching that was observed during the inspection, the positive ethos and the excellent behaviour and attitudes of the children.

The issues identified in the report are planned to be included in the School Development Plan for the next academic year, and steps are already being taken to address the recommendations listed in the report. The report gives an excellent platform from which to move forward.

The Governing Body and staff would like to thank the inspection team for the courteous, positive and professional manner in which it carried out the inspection.



Appendix 1

Basic information about the school

| | |
|---------------------|---------------------------------|
| Name of school | Newton Primary School |
| School type | Nursery and Primary |
| Age-range of pupils | 3 - 11 |
| Address of school | Slade Road Newton Swansea |
| Postcode | SA3 4UE |
| Telephone number | 01792 369826 |

| | |
|----------------------|---------------------|
| Head teacher | Miss Helena Rees |
| Date of appointment | June 2007 |
| Chair of governors | Mr D Gray |
| Registered inspector | Mr Nicholas Jones |
| Dates of inspection | 30/06/08 – 02/07/08 |

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 | 30 | 29 | 30 | 30 | 34 | 42 | 31 | 240 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 8 | 5 | 10.8 |

| Staffing information | |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 21.9 |
| Pupil: adult (fte) ratio in nursery classes | 1:9 |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 28 |
| Teacher (fte): class ratio | 1.2 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Summer 2007 | 89.1 | 91.5 | 93.8 |
| Autumn 2007 | 91.0 | 94.3 | 95.7 |
| Spring 2008 | 94.1 | 94.7 | 95.8 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 2.8 |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

National Curriculum Assessment Results End of key stage 1:

| National Curriculum Assessment KS1 Results 2007 | | | Number of pupils in Y2: | | | | | 30 |
|---|--------------------|----------|-------------------------|---|----|----|----|----|
| Percentage of pupils at each level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | |
| English: | Teacher assessment | School | 0 | 0 | 7 | 53 | 40 | |
| | | National | 0 | 3 | 13 | 63 | 20 | |
| En: speaking and listening | Teacher assessment | School | 0 | 0 | 3 | 53 | 43 | |
| | | National | 0 | 2 | 10 | 63 | 24 | |
| En: reading | Teacher assessment | School | 0 | 0 | 7 | 47 | 47 | |
| | | National | 0 | 4 | 14 | 55 | 27 | |
| En: writing | Teacher assessment | School | 0 | 0 | 7 | 67 | 27 | |
| | | National | 0 | 5 | 14 | 68 | 12 | |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 60 | 40 | |
| | | National | 0 | 2 | 10 | 64 | 23 | |
| Science | Teacher assessment | School | 0 | 0 | 0 | 50 | 50 | |
| | | 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 | 93.3 | 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 | 0 | 7 | 53 | 40 |
| | | National | 0 | 0 | 0 | 1 | 1 | 4 | 16 | 48 | 30 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 49 | 42 |
| | | National | 0 | 0 | 0 | 1 | 1 | 3 | 14 | 48 | 33 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 40 | 53 |
| | | 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 | | by test | |
| In the school | 86.1 | In the school | N/A |
| In Wales | 74.2 | In Wales | N/A |

- 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

- A team of four inspectors were present in the school for seven inspector days. They carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school. A pre-inspection meeting for the team was also held.
- Forty three questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head teacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty four lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed other related activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|---|
| Mr Nicholas Jones (Registered Inspector) | Context Summary and Recommendations Contributions to Key Questions 1, 4 & 5 Key Question 3 Key Question 6 Appendices |
| Mrs Zohrah Evans (Team Inspector) | Key Question 2 Key Question 7 |
| Mr Ogwyn Phillips (Team Inspector) | Contributions to all Key Questions |
| Mr Ivor Petherick (Lay Inspector) | Contributions to Key Questions 1, 4 & 5 |
| Miss Helena Rees (Nominee) | Contributions to all Key Questions |

Contractor

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Acknowledgement

The inspectors wish to thank the management group, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.