



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ewloe Green C.P. School
Old Mold Road
Ewloe
Deeside
Flintshire
CH5 3AU**

Date of inspection: July 2012

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ewloe Green CP School is situated in the village of Ewloe near Queensferry in Flintshire. It serves the local area and the village of Hawarden.

The majority of pupils come from advantaged backgrounds. However, there are wide differences in the socio-economic circumstances of pupils. Currently 4% of pupils receive free school meals. This is a low figure compared to other schools locally and nationally.

The school caters for pupils between the ages of three and 11 years of age. There are 389 full-time equivalent pupils on roll between the ages of four and 11 and a further 49 three-year-olds who attend the nursery on a part-time basis.

No pupil has Welsh as the language of the home. Twenty-five pupils have English as an additional language. Nearly all pupils are from white, British backgrounds.

Seven per cent of pupils are identified as having some degree of additional learning needs. This percentage is lower than the local and national averages. Two pupils have statements of special educational needs. No pupil was excluded in the previous school year. No pupil is 'looked after' by the local authority.

During the inspection, two members of staff were absent. Their places were taken by supply teachers.

The individual school budget per pupil for Ewloe Green CP School in 2011-2012 means that the budget is £2,770 per pupil. The maximum per pupil in the primary schools in Flintshire is £10,075 and the minimum is £2,616. Ewloe Green CP School is the 74th out of the 76 primary schools in Flintshire in terms of its school's budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school is good because of:

- good attainment of pupils at seven and eleven years of age in national teacher assessments;
- the good quality of teaching;
- the high standards in literacy and numeracy across the school;
- the good progress that pupils make in the Foundation Phase;
- the excellent learning experiences provided; and
- the very high quality care and support that pupils receive.

Prospects for improvement

The schools' prospects for improvement are good because of:

- the positive trend of improvement in national teacher assessments;
- the effective leadership and management of the headteacher and the senior management team;
- the fact that the governing body is very involved and fulfils its duties well; and
- the positive ethos amongst the staff and pupils.

Recommendations

In order to improve further, Ewloe Green CP School needs to:

- R1 further extend the skills of all pupils to assess their own learning and that of others;
- R2 ensure that the constructive marking of pupils' work is consistent across the school; and
- R3 further improve the relative performance of boys in key stage 2.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

The school will be invited to prepare a written case study for Estyn describing the excellent practice identified in the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Almost all pupils make good progress in their skill development during their time at the school. Nearly all pupils listen well and speak very confidently, in a wide range of situations. Many read competently for their age and discuss knowledgeably what they have read. The majority of pupils write across a range of genres for different purposes and audiences in tasks across the curriculum.

Throughout the school almost all pupils work together very well in pairs and groups. Many pupils apply thinking skills and independent learning skills securely in a range of contexts. More able and talented pupils achieve their expected standards.

Nearly all pupils begin school with standards in basic skills that are in line or above those normally expected for their age. Most, including those with additional learning needs, make good progress and build successfully on their prior learning.

Pupils' performance at the expected levels for seven and 11-year-olds is close to that of most schools in the family and is above that of most schools considered to be broadly similar. Attainment at the higher levels is close to the family average and above the average for similar schools.

The attainment of boys at eleven years of age has previously been below that of girls. Recently this relative underperformance of boys has improved.

Pupils' progress in acquiring Welsh language skills is good. Pupils develop their speaking skills systematically across the school. They use increasingly complex question and answer sequences and perform simple dialogues. Pupils in Year 6 read with a high level of fluency and expression. Writing skills develop well from Year 2 to Year 6. All pupils' attitudes towards learning Welsh are positive. In Foundation Phase, pupils have learnt about Beddgelert, whilst pupils in key stage 2 have improved their understanding by learning about Skomer Island and Bishop William Morgan. They also benefited by looking at similarities and differences between St. Lucia and Wales.

Wellbeing: Good

Pupils are well cared for within a nurturing learning environment. Nearly all pupils say that they feel safe in school. They show a clear appreciation of the importance of healthy lifestyles and keeping safe. Almost all pupils behave well. Little bullying occurs and staff deal with occasional incidences promptly.

Across the school the attitudes and behaviour of all pupils is a significant strength. All pupils show high levels of care and concern for each other and are polite and thoughtful to each other and to adults. They behave very well in classes and in assemblies. They show mature attitudes towards their work, their teachers and each other from an early age.

Pupils on the school council represent their colleagues well. Members of the school council are actively involved in making decisions about what happens in the school, for instance in helping to agree what they would like to see in a new teacher.

There are significant connections with the local secondary school that greatly aid transition for pupils moving to the next phase of their education.

All pupils have very good awareness of health and safety issues. Attendance is 94.78% and is close to that of most schools in the family. This has been consistent for the last few years. Pupils' punctuality is good and the number of unauthorised absences is very low.

Key Question 2: How good is provision?	Good
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Learning experiences: Excellent

The school provides an outstanding range of learning experiences, which are planned very systematically. As a result the school provides a very broad and balanced curriculum for all pupils. Very imaginative opportunities are regularly provided for all pupils to develop their skills in literacy, numeracy and information and communication technology across the curriculum. The school is involved in a national project and with other schools to share these strengths. The curriculum is further enriched by a very extensive variety of high quality clubs, extra-curricular activities and visits to the local area and much further afield.

The school plans provision for the Welsh dimension well. This is having a positive impact on pupils' standards. The Welsh language is promoted effectively through topic work. As a result, pupils have a good bank of relevant vocabulary and are able to make links to other areas of the curriculum. There are good opportunities for pupils to learn about their locality and their Welsh heritage.

The school promotes awareness of sustainability and energy conservation very effectively and imaginatively, for example to promote recycling and conservation. Many fundraising events are linked with global issues. The school has very well-developed partnerships with other schools, institutions and individuals in several countries. This helps pupils make excellent progress in understanding their roles as citizens of the world. The rich provision ensures that the school community is totally committed to caring for their wildlife areas, garden and much loved animals and birds.

Teaching: Good

The quality of teaching is good. Teachers in the Foundation Phase organise learning experiences effectively and have high expectations of all pupils. Across the school, teachers plan thoroughly to meet the needs of all pupils and have good subject knowledge. The lessons progress with a clear sense of purpose and all pupils are successfully encouraged to work hard and to enjoy their learning.

Relationships between teachers and pupils are invariably very positive. In general, pupils are encouraged to express their own ideas and to think critically about how they could improve. However, teachers do not apply these strategies consistently across the school.

The school has extensive and rigorous arrangements to identify, support and monitor pupils across the school. These are very well used to identify individual progress and to indicate where additional support is needed. There are good arrangements for pupils to assess their own work and that of others. These are used very constructively in many classes to encourage all pupils to be very aware of how they should improve.

In nearly all classes teachers' written marking is sufficiently detailed and helpful. Occasionally comments lack sufficient detail to indicate ways forward. Assessment procedures and practices for those pupils with additional learning needs are excellent and contribute significantly to the often exceptional progress these pupils make.

Parents and carers are kept well informed about their children's progress. Annual reports are detailed and give a good all round picture of each pupil's achievements.

Care, support and guidance: Excellent

There is an excellent and varied range of specialist support targeting individual needs within the school. There are very well constructed individual plans, which cover learning, sensory and behavioural difficulties. There are clear targets, which are regularly evaluated and updated. Specialist staff in school include a trained counsellor, who is highly effective. Parents are fully informed and involved in all stages of provision. Liaison between school and specialist outside services is extensive.

The school provides very good support for all pupils. There are very good intervention strategies for children who need specific support. The school makes very effective use of external agencies, and of the additionally qualified staff it employs.

The school provides comprehensive well-planned, targeted support and guidance for pupils with additional learning needs. Their progress is assessed regularly and information is used to provide additional intervention when required. The support for these pupils is managed very effectively and co-ordinated efficiently.

The school provides strong and exemplary support for the more able and talented pupils. This is recognised by the local authority and shared with other schools. Enrichment activities take place within classes and are regularly timetabled. Progress of these pupils is tracked very robustly and teachers set very challenging targets.

The school successfully develops pupils' understanding of health and wellbeing. As a result, pupils feel well cared for, safe and secure.

The school has an appropriate policy and has procedures for safeguarding.

There is excellent provision for all pupils' spiritual, moral, social and cultural development. Provision for pupils' social and cultural development both in and out of school is of a very high quality. Assemblies have very well planned opportunities to reflect and to experience the spiritual elements to life. Provision for pupils to be made aware of the many different ways of life in modern society is very good.

Opportunities for pupils to celebrate their place in the world are particularly strong. There are frequent debates in classes to discuss current moral dilemmas and issues.

Learning environment: Good

The school succeeds in operating as a very inclusive community where everyone receives the utmost respect. A clear emphasis is placed on recognising and celebrating diversity. Staff have visited Africa for an education programme. Visitors from Africa, New Zealand and South America have taken assemblies promoting cultural differences, understanding and tolerance. Pupils' knowledge and understanding is further enhanced through the school's work in fundraising and supporting an African orphanage. The choir supports community projects, charity fundraising and celebrations and joins with Hawarden High School for a number of joint projects.

Equal opportunities are promoted well and staff encourage pupils to challenge and celebrate differences. The school regularly reminds pupils in assemblies and in discussions of the importance of treating each other with consideration and respect. There are rigorous policies and procedures in place to deal with the very rare instances of unacceptable behaviour.

Resources are ample and of good quality and appropriately matched to pupils' needs. The outdoor space is continually being developed to provide pupils with an imaginative and valuable learning resource. The school's provision for pupils with disabilities is both good and supportive. The accommodation is of good quality and is well maintained.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The school is well led. The headteacher works closely with the deputy headteacher and senior management team and has achieved much since the time of the last inspection in developing key areas of the school. A particular strength is the way in which the school now analyses pupils' performance rigorously and takes steps to ensure that all pupils make good progress.

All staff work together cohesively and have high expectations of themselves and of each other. They share their expertise readily and plan together closely in order to put new initiatives into effect.

Governors have a wide range of relevant expertise and are committed to the school. They are well informed. The chair provides a very positive lead and works closely with the headteacher. Links with subject leaders are well developed and, as a result, governors have a good understanding of the successes and areas for development within the school. They successfully act as a supportive yet critical friend.

The school is making good progress in addressing local and national priorities. It works closely with other schools to agree standards and to share expertise. There has been considerable success in strengthening pupils' Welsh language skills and in emphasising and developing pupils' understanding of environmental and global issues.

Improving quality: Good

The school has an effective self-evaluation process, which involves teachers, support staff, governors, parents and pupils. The school improvement plan clearly prioritises the key issues that emerge from the self-evaluation process as the main areas for development. It contains precise intended outcomes that focus on raising standards and improving provision. This enables the school to track progress regularly and effectively.

The senior management team makes appropriate use of performance data to monitor progress and plan for improvement. Other monitoring activities such as book scrutiny are used regularly to inform these judgements further and to add rigour to the process. All arrangements for staff professional development are linked directly to the school improvement plan.

The teachers belong to a number of networks of professional practice within the school and more widely with teachers from other schools in the cluster. There is a culture of sharing good practice amongst the staff, with the effective use of teacher coaching. The focus of all of these professional networks links directly to the school improvement plan and its priorities.

Partnership working: Good

The school has successfully fostered a wide range of strategic partnerships, which contribute significantly to improving the quality of provision for pupils.

There are also close links with parents and the local community, which has a positive impact on the quality of education. The school is well supported by effective links with the local authority. Pupils' understanding of other cultures is promoted well through active ongoing international links and the study of other countries.

There are very effective links with other local schools to agree standards reached by pupils at seven and 11 years of age. The school works effectively with the local high school to prepare older pupils well for the next stage of their education. The joint planning and sharing of resources with several local schools, for example in supporting those considered to be more able and talented, is a strength.

Resource management: Good

Financial resources are managed well and deployed effectively to meet priorities in the school's improvement plan. All teachers have good knowledge and expertise to teach the curriculum effectively. This contributes to the successful development of pupils' learning experiences. Teachers make very good use of planning, preparation and assessment time and statutory requirements are adhered to. There is excellent use of shared resources through the cluster partnership work, which benefits pupils. The school budget resource plan is carefully linked to the school's improvement plan. The local authority finance officer meets with governors each term, and the headteacher half-termly, to discuss budgetary arrangements. The headteacher and governors review these priorities regularly.

The school gives good value for money in terms of pupils' outcomes judged against the school's financial resources.

Appendix 1

Commentary on performance data

Starting from an often above average base, in the last four years, the results of seven-year-olds in the national teacher assessments have varied. In comparison to the family of schools, the results of seven-year-olds have improved and are close to the family average at the expected level in English, mathematics and science and when these subjects are combined. Results at the higher level in English have improved from below those of most of the family to now being in line with the results of most of these schools. Results at the higher level in mathematics and science are above average. When compared to schools with a similar proportion of pupils entitled to free school meals, the results are above those of 50% of these schools,

At seven years of age there is no significant difference overall in the relative performance of boys and girls, although in English girls out-perform boys at this age. Those who are not entitled to free school meals attain higher than those in receipt of them.

School data shows that all pupils make at least good progress and many of them exceed what is expected from them at the end of the Foundation Phase. This is reflected in the samples of work seen and in the lessons observed during the inspection.

In the last four years the results at the expected level in the national teacher assessments for 11-year-olds have been close to those of most schools in the family. Results at the higher level have risen sharply in English and are now above the family average, except in writing where results are just below. In mathematics and science results at the expected level are close to the family average. At the higher level results in mathematics are above the family average. In science they are in line with the family average.

When compared to schools with a broadly similar proportion of free school meals, the school's performance places it in the upper 50% of these schools.

Overall results have been above local and national averages. The standards observed at key stage 2 in classes and through a scrutiny of pupils' work confirm the data.

In these assessments over time, girls have out-performed boys particularly in writing. In these assessments those considered to be entitled to free school meals do not perform as well as those who are not entitled.

School data indicates that nearly all 11-year-olds, including those with additional learning needs, achieve at least in line with the predictions made for them at seven years of age.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Fifty-five parents completed the questionnaire. All but a few had positive views of the school.

All were satisfied with the school, believed that their children were helped to settle in when they began and that staff had high expectations of what their children could achieve.

All believed that the staff treated their children well and helped them to become mature and to take on responsibilities. They all thought that the school provided a good range of activities, trips and visits and it was well run.

Nearly all said that their children liked school, were making good progress and behaved well. Nearly all thought that the teaching was good, homework was helpful and their children are encouraged to be healthy and to take regular exercise. They felt that their children were safe in school and that they were kept well informed of their children's progress, and felt comfortable about approaching the school. Nearly all believed that their children were well prepared for moving on to the next stage of their education.

Most parents thought that their children received appropriate support and understood the school's procedures for dealing with complaints.

Responses to learner questionnaires

Sixty-one pupils completed the questionnaire. All thought that they were doing well in school. Nearly all felt safe in school, knew whom to talk to if they were worried or upset and felt that they were taught how to keep healthy and had lots of chances for regular exercise.

Nearly all thought that the teachers and other adults helped them to learn and to make progress. They knew what to do and whom to ask if they found their work hard. Nearly all believed that they had enough books, equipment and computers to do their work.

Many thought that the school dealt with bullying effectively and that homework was helpful. Nearly all thought that children behaved well at play times and lunch times. However, around half were concerned about other children's behaviour interfering with their own work. This figure is well above that usually found. However, in discussions with pupils, and from observing in lessons and around the school, pupils' behaviour was found to be very good.

Appendix 3

The inspection team

Peter Mathias	Reporting Inspector
Collet Gribble	Team Inspector
Lowri Evans	Team Inspector
Peter Haworth	Lay Inspector
Owen Rogers	Peer Inspector
Ruth Dyas (Headteacher)	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	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 four key stages cover the following year groups:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.