



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: November 2018**

**by**

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

## About Ewloe Green C.P. School

Ewloe Green Primary School is in the village of Ewloe near Queensferry in Flintshire. There are 389 pupils on roll, aged from 3 to 11, including 49 part-time nursery pupils. There are 15 single age classes.

English is the predominant language for nearly all pupils. A very few pupils come from minority ethnic backgrounds and learn English as an additional language. A very few pupils speak Welsh at home. The three-year average of pupils eligible for free school meals is around 5%, which is much lower than the Wales average of 18%.

The school identifies that around 10% of pupils have additional learning needs, which is much lower than the Wales average of 21%. A very few pupils have a statement of special education needs.

The headteacher took up her post in September 2005. The school was last inspected in July 2012.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

The school provides an extremely happy and caring learning environment, which supports pupils' personal development exceptionally well. Teachers provide pupils with a wide range of innovative and stimulating learning opportunities which is highly effective in engaging nearly all of them to succeed and give of their best. There are exceptional opportunities for pupils to develop their confidence and resilience, and to acquire a range of creative skills. This ethos informs pupils' very positive attitudes towards learning and supports their development as confident, capable and independent learners. Across the school, pupils' behaviour is exemplary.

Nearly all pupils make good, and often very good, progress as they move through the school. Pupils' communication skills are particularly strong, and they apply their literacy, numeracy and information technology skills effectively in an exceptionally rich range of contexts. They work hard and complete learning tasks to a very high standard.

The school benefits from strong and effective leadership. The headteacher has developed a very supportive and hardworking team of staff who show commitment to the school and its pupils. The strong focus on professional learning reflects the high priority the school places on developing the skills of all staff. They are prepared to embrace new initiatives and changes to the way they work purposefully, and work effectively together to develop the school further as a thriving learning community.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Excellent</b>
<b>Wellbeing and attitudes to learning</b>	<b>Excellent</b>
<b>Teaching and learning experiences</b>	<b>Excellent</b>
<b>Care, support and guidance</b>	<b>Excellent</b>
<b>Leadership and management</b>	<b>Excellent</b>

## **Recommendations**

- R1 Improve the Welsh speaking skills of key stage 2 pupils
- R2 Improve opportunities for younger pupils to make choices about their learning

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection. Estyn will invite the school to prepare a case study on its work in relation to developing innovative learning approaches, for dissemination on Estyn's website.

## Main findings

### **Standards: Excellent**

Nearly all pupils, including those with additional learning needs, make good and often very good progress as they move through the school.

Throughout the school, nearly all pupils listen exceptionally well to adults and to each other. From an early age, nearly all pupils in the foundation phase express their ideas and opinions enthusiastically and respond to questions confidently. Nearly all pupils in key stage 2 use partner talk very effectively to participate in lively dialogue about their work. They use rich vocabulary and give extended answers when discussing their activities. By Year 6, most pupils display extremely articulate and mature speaking skills. When expressing opinions, they provide well thought through reasons to support their views, for example when empathising with the lives of soldiers in the trenches during the First World War.

Most pupils in the foundation phase enjoy reading and are developing these skills very well. They are keen to read to adults. By Year 2, many read with confidence and fluency. Most read with increasing expression and show a good understanding of the content and context of a range of books. Nearly all pupils continue this strong progress in key stage 2. Most read a wide range of texts fluently, accurately and with very good expression. By Year 6, most skim and scan texts effectively and retrieve specific information accurately, for example when finding out how different countries celebrate Remembrance Day.

Across the school, nearly all pupils write successfully for a range of purposes, both in literacy lessons and in other areas of learning. Nearly all younger pupils make effective progress in developing their early writing skills. By Year 2, many pupils produce extended pieces of detailed and informative writing, for example when writing about how to care for a pet. Most pupils in key stage 2 plan their writing very effectively. They use a good range of strategies and improve their work through careful editing and redrafting to produce extended pieces of text of high quality, for example when writing about the African Savannah. By Year 6 most pupils are mature and thoughtful writers in literacy lessons and in the context of their other subjects, for example when writing a moving account of the effect of the bombing in South Wales during the Second World War.

In the foundation phase, most pupils make good progress in their spoken Welsh and use the language confidently as part of class routines. They ask and respond to simple questions independently following basic patterns, for example when talking about themselves, describing the weather and discussing topic work. In key stage 2, many pupils respond appropriately to familiar questions, read short texts accurately and write well using familiar vocabulary and sentence patterns. By Year 6, many write accurately at length, for example when writing about their visit to an outdoor centre. However, generally, pupils in key stage 2 do not use their Welsh oracy skills enough in other areas of the curriculum or in their daily routines around the school. This limits the progress they make.

Nearly all pupils make very good progress in developing their numeracy skills and apply them extensively in real-life contexts. By the end of Year 2, most pupils have a very good knowledge of basic number facts. They use their numeracy skills confidently throughout the areas of learning, for example when directing a postman to deliver letters to fairy-tale characters. In key stage 2, nearly all pupils apply their numeracy skills well across the curriculum. By Year 6, nearly all pupils use a good range of written methods to record their calculations accurately, for example when calculating and comparing the area of complex shapes. They use their skills very effectively and maturely across the curriculum, for example when investigating the flow of a river.

Across the school, pupils make very effective use of the full range of information and communication technology (ICT) skills to support their work across the curriculum. From an early age, nearly all pupils in the foundation phase develop good independent skills and can use electronic tablets very confidently, for example to record their work for the teacher to respond to. Most pupils in key stage 2 use ICT successfully to present information in a variety of interesting ways. They use a range of sources maturely when researching for information, such as when finding out about the 'Make do and Mend' initiative during the Second World War. By Year 6, many pupils have excellent ICT skills. An example of this is the innovative way they use programmable technology to plan an escape route from a prisoner of war camp.

### **Wellbeing and attitudes to learning: Excellent**

Nearly all pupils display exceptionally high levels of wellbeing. They enjoy school and show very positive attitudes to their learning. Pupils' confidence and resilience in tackling challenges contribute extremely effectively towards ensuring that they show high levels of motivation and interest in their work. They show curiosity, perception and imagination and participate eagerly in a wide range of interesting learning opportunities. They are proud of their work and this is reflected in the very high standard of presentation in their books. Nearly all pupils co-operate extremely effectively and persevere with their tasks for extended periods.

Nearly all pupils demonstrate high standards of behaviour and self-discipline. They behave calmly and responsibly in class and while moving around the school. They settle in lessons quickly and move between tasks sensibly and efficiently. The respect and courtesy that pupils show to each other, adults and visitors is a very strong feature of the school. Pupils know where to turn if they need support and are confident that staff will listen and deal appropriately with any concerns.

Nearly all pupils take part in planning their termly topics. This results in pupils displaying very high levels of interest and engagement in their work. They show an increasing ability to plan jointly and to express an opinion about what they are learning. From an early age, most pupils have a good understanding of what they do well and what they need to do to improve their work. They make effective use of self and peer assessment and are keen to make changes. This improves their self-confidence and supports their progress as they move through the school.

Pupils take full advantage of the numerous opportunities that they are given to express their opinions about important aspects of school life and contribute to their own wellbeing and that of their peers very successfully. Several highly effective groups such as the school council, eco council and 'Cryw Cymraeg' have a positive effect on the daily life of the school. Members take their roles very seriously and produce plans which plot out their actions for the year very clearly. They understand that they are representing the views of other pupils in the school community and take this role seriously. They show obvious pride in their contribution to aspects of school life and within the local community. A notable example is the work of the very enthusiastic international committee for Ewloe (ICE) team's work in setting up strong links with a school in Zimbabwe. This enables pupils to compare their school experiences with pupils in another country. They talk enthusiastically about how their fundraising has led to a new school building in Zimbabwe which has enriched the lives of their peers. They share their findings regularly with other pupils. As a result, many pupils develop an exceptional standard of global awareness.

Nearly all pupils display a positive attitude towards eating and drinking healthily and have a good awareness of the effect this has on the body. Nearly all discuss sensibly how exercise is an equally important aspect in keeping healthy and feel that physical activity is a very positive aspect across the school. Many pupils take part in a wide range of after school clubs, which further supports their fitness. Pupils appreciate and engage extensively in the wide range of curriculum enrichment activities that the school provides, resulting in good levels of pupil participation. Consequently, pupils from the school perform at a high level in a range of regional sporting events.

Nearly all pupils feel safe in school and have a good understanding of how to keep themselves safe. Most pupils have a clear understanding of how to stay safe when using the internet and take appropriate responsibility for this. For example, pupils understand clearly and discuss the possible dangers of making new friends on line maturely.

### **Teaching and learning experiences: Excellent**

Teachers provide pupils with a wide range of exciting and stimulating learning opportunities that engage nearly all of them very successfully. Staff have very effective working relationships with pupils and foster a positive climate for learning where they feel encouraged to take risks and to recognise mistakes as a step on the path to improving their skills.

Developing pupils' literacy, numeracy and ICT skills is core to the school's curriculum. As a result, pupils develop their skills progressively and very effectively in all classes and use them in rich and purposeful contexts across the curriculum. Teachers and learning support assistants take every opportunity to enrich pupils' language. They use a rich and ambitious vocabulary linked to the topics. This contributes very successfully towards ensuring that most pupils express their ideas and opinions enthusiastically and effectively.

Teachers provide a highly creative, balanced and rich curriculum that meets the needs of all pupils. In the foundation phase, staff have embedded the principles of the foundation phase well into their planning and teaching. They provide an exciting

range of activities to develop pupils' skills in both the indoor and outdoor areas, for example, using the fire pit in the woodland area to investigate burning materials during their topic on the great fire of London. Generally, they ensure an appropriate balance between adult-led activities and purposeful opportunities for pupils to work independently. However, occasionally, there are not enough opportunities for younger pupils to make choices about how they learn.

The school takes good account of the principles of the new curriculum for Wales in key stage 2 and teachers provide tasks and challenges for pupils that drive them to achieve high standards in their work. It is based on interesting, imaginative themes and learning experiences that engage pupils' interest very effectively and develop their skills and curiosity successfully. A notable and timely example is the way older pupils produced excellent work based on the centenary of the end of the First World War. Teachers provide pupils with valuable opportunities to offer suggestions and ideas about what they would like to study at the beginning of each theme. This is particularly evident during focus weeks, for example when Year 6 pupils studied the impact of global warming on natural disasters around the world. This ensures that nearly all pupils apply themselves fully to their tasks, concentrate for extended periods and show a high level of motivation.

Teachers have very high expectations of each pupil. They make effective use of a variety of rich teaching methods to engage pupils' interests successfully. Teachers' presentations are lively and encourage all pupils to achieve as well as they can. All teachers give clear instructions and share learning experiences with pupils consistently well. Teachers set a brisk pace and most question pupils skilfully to challenge their thinking and develop their understanding. Teachers and learning support staff work together successfully and provide timely intervention and guidance to ensure that pupils of all abilities make good and often very good progress from their starting points. Teachers provide effective feedback to pupils, which helps them to know what they need to do to progress. They provide valuable opportunities for pupils to learn through assessing their own work and that of others. This ensures that most pupils across the school are clear about what they need to do to improve their work.

Learning opportunities promote pupils' understanding of their Welsh context and heritage effectively. There is a strong Welsh ethos in the school and, as a result, nearly all pupils have a very positive attitude towards the language and culture. Teachers develop pupils' Welsh language skills well during specific Welsh language lessons. However, provision to enable pupils to practise and enhance these skills outside of Welsh lessons varies too much.

### **Care, support and guidance: Excellent**

The school provides pupils with an extremely caring and uplifting learning environment, which supports their personal development exceptionally well. Provision for developing pupils' personal and social skills, including their confidence, resilience and engagement in learning is particularly strong and promotes the school's motto, 'Always Aiming High' very effectively. Pupils have worthwhile experiences to develop their understanding of spiritual, moral, social and cultural issues during assemblies and classroom activities, which encourages them to understand and respect other beliefs and religions sympathetically. All staff promote



the importance of good behaviour, courtesy, respect and commitment very successfully. This is an excellent feature of the school's life and contributes significantly to the very effective learning environment where nearly all pupils show curiosity, imagination and demonstrate enjoyment and pride in their learning.

The school has a well-established tradition of ensuring highly worthwhile opportunities for pupils to use their imagination and to engage with the creative arts. There are extensive opportunities for them to perform at school and in the local community during annual musical productions with the high school and local band, for example. Another highly successful example is the way pupils' work linked to a creative arts project with local artists and actors based on Shakespeare's play 'The Tempest'. Teachers provide regular opportunities for pupils to develop their expressive and creative skills through working with local artists, for example to create fabric hangings and large puppets. These experiences develop pupils' self-confidence, pride in themselves, and their ability to work with others very successfully.

The school has extremely effective procedures to track and monitor pupils' progress that have a significant impact on their standards and wellbeing. Staff know their pupils very well, they have robust arrangements for assessing their attainment and achievement and moderate and standardise assessments rigorously. Teachers and pupils make very effective use of a range of technology to facilitate and monitor progress. All teachers use the information that derives from this very effectively to plan and provide support to address the needs of individuals and specific groups of pupils. Provision for pupils with additional learning needs is effective. Confident and knowledgeable staff deliver a valuable range of intervention programmes to improve pupils' literacy and numeracy skills successfully. All pupils with additional learning needs have a comprehensive individual education plan which includes ambitious and achievable individual targets that teachers review regularly with parents. This ensures that these pupils make good and often very good progress, which means that they do not always need to continue to receive intervention programmes for extended periods.

The school offers many opportunities for pupils to take responsibilities and become active citizens by becoming involved in influential groups such the school council and as digital leaders. A noteworthy feature is the work of the school council, which develops pupils' leadership skills effectively and influences decisions about school life, such as changes to the school's bullying policy. Digital leaders provide support and guidance, not only to other pupils, but also to parents about how to develop safe and responsible attitudes to using technology. They ensure that digital tablets are properly charged, distributed and collected every day. This develops their digital competency as well as their independence, care and responsibility for others.

There are highly developed opportunities for pupils to build an awareness and understanding of life in other parts of the world, including the different cultures and issues relating to equality and diversity through, for example, the innovative links with a school in Zimbabwe. The school also encourages pupils to play a worthwhile role in the local community such as through raising money for local charities.

The school has appropriate arrangements for promoting healthy eating and drinking and has created a strong culture of healthy living that promotes pupils' attitudes very successfully. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school engages parents productively and informs them well of their child's progress. The school's text messages, newsletters and website provide parents with current and detailed information on events and school's arrangements.

### **Leadership and management: Excellent**

The school benefits from strong and innovative leadership that sets a clear vision for a friendly, inclusive community where pupils aspire to do their best and achieve highly. The headteacher sets very high expectations for all staff and pupils, which she communicates very effectively. Across the school there is a shared sense of purpose and commitment to these values and ambitions. The headteacher has nurtured an ethos of close teamwork which is reflected in the high standards and outcomes achieved within the school.

The senior management team is strong, enthusiastic and has a prominent role in taking forward whole-school priorities. Members of the team encourage and promote a positive caring ethos of collaboration successfully and provide very effective support and guidance to all members of staff, for example in the development of assessment for learning and the expressive and creative arts projects. This is reflected in the achievement of high quality teaching and the provision of stimulating and innovative learning experiences. The headteacher ensures that staff develop their leadership roles extremely effectively within and beyond the school. An excellent example of this is the development of an international schools' link that greatly enhances pupils' understanding of different cultures and the embracing of the new curriculum that has been shared with schools in Zimbabwe.

The headteacher distributes responsibilities very effectively at all levels and supports high level professional development among staff that improves their leadership skills successfully. All staff benefit from taking part in a broad range of professional development activities that reflect school priorities and personal aspirations. A significant strength of leadership is the eagerness with which the school is ready to embrace new initiatives such as leading the local consortia of schools in an investigative science initiative and in developing innovative approaches to outdoor learning. The strong focus on professional learning reflects the high priority the school places on developing the skills of all staff. The recent appointment of middle managers is proactive, for example, in preparing the school to successfully make appropriate provision to meet the requirements of the new additional learning needs bill. Leaders make highly effective use of staff expertise to enhance provision and opportunities for the pupils, for example, in providing high quality football coaching and in supporting musical activities. This contributes very successfully to improving pupils' standards, wellbeing and social skills.

The school has a strong culture of continuous self-evaluation, which focuses clearly on pupils' outcomes. The process is robust and very successful in enabling leaders to identify, monitor and evaluate the school's performance effectively. This ensures that staff target and challenge pupils to reach their full potential. Priorities in the school's improvement plan are based directly on the outcomes of the self-evaluation process and focus clearly on maintaining and raising standards. Through a structured programme of monitoring activities and meetings, leaders regularly identify the principle strengths and areas for improvement in the school's work and this informs school development planning successfully. As a result, the school has a very strong track record of continuous improvement.

The governing body carries out its statutory duties diligently and effectively, providing an appropriate balance of challenge and support. The dialogue between governors and senior leaders is purposeful and productive. As a result, governors have a thorough understanding of the school's performance and co-operate closely and effectively with leaders to ensure a clear strategic direction. Individual members support the school's activities effectively, for example, by supporting more able and talented pupils in science and mathematics and in leading aspects of the school's performing arts productions.

Leaders make effective use of the school's budget to improve provision and ensure that there are enough resources to meet priorities, and all areas of the school's curriculum and supporting activities. The school makes effective use of additional funding for example to increase resources such as ICT equipment and to improve the outdoor areas, which impact positively on pupils' skills and wellbeing. The school uses the pupil development grant prudently to raise the standards of the very few pupils who are eligible to receive it.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 10/01/2019