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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Shirenewton Junior & Infant School
Shirenewton
Chepstow
Monmouthshire
NP16 6RN**

Date of inspection: November 2011

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

Shirenewton Primary School is situated in the village of Shirenewton, four miles from the town of Chepstow in Monmouthshire. The school was opened in 1985 and caters for boys and girls aged four to 11 years. Approximately 40 families attend from outside the school's traditional catchment area.

The school serves an economically advantaged area with 2% of the pupils entitled to receive free school meals, which is well below the local authority and all-Wales average. Many pupils come from professional backgrounds.

Currently there are 205 pupils on roll, between the ages of 4 and 11 years. This figure is similar to the last inspection in October 2005. Children start in the early year's class on a full-time basis at the beginning of the academic year following their fourth birthday.

Pupils are organised into seven classes according to age, three in the Foundation Phase and four in key stage 2. There is no nursery facility attached to the school.

The majority of pupils come from homes where English is spoken as a first language. None of the pupils come from homes where Welsh is spoken at home. Nearly all pupils are of white British ethnicity. There are no children who are looked after by the local authority and there have been no exclusions during the past 2 years.

Less than 10% of pupils are identified as having additional learning needs and two pupils have statements of special educational needs. This is well below the national average of 20%.

The individual school budget per pupil for Shirenewton Primary School in 2011-2012 means that the budget is £3,082 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £4,714 and the minimum is £2,721. Shirenewton Primary School is 28th out of the 32 primary schools in Monmouthshire in terms of its school budget per pupil.

The head has been in post for four and a half years.

Summary

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

Current performance

The current performance of Shirenewton Primary School is good because:

- most pupils achieve good standards and the progress of boys in literacy is very good;
- the quality of teaching, learning and assessment is a strong feature;
- the behaviour of nearly all pupils is good;
- care, support and guidance are effective; and
- leadership and management are strong.

Prospects for improvement

The schools prospects for improvement are excellent because:

- the vision and leadership of the head is of a very high quality and she gives a clear sense of direction to the school;
- the close and effective involvement of all staff, governors and pupils in school evaluation and school improvement planning, and
- the quality of teamwork and staff morale are high.

Recommendations

The school needs to:

- R1 improve the performance of pupils in mathematics and science to match their achievement in English;
- R2 continue to improve the provision for information and communication technology and further develop staff expertise and confidence in this area; and
- R3 monitor, review and evaluate the impact of the new SMT structure on standards and the quality of provision.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

The majority of pupils start the school with better key skills than average. Most pupils achieve or exceed the expected outcomes for their age by the end of the Foundation Phase.

Pupils across the school listen attentively to each other and to their teachers. In the Foundation Phase, most pupils' oral skills are good. They answer questions with confidence and engage well in discussion with their peers. In key stage two, the majority of pupils are able to discuss their work well. Many provide good oral feedback when assessing the work of their peers and express their own ideas confidently.

All pupils make very good progress in developing their reading skills according to their age and ability. In the Foundation Phase, many pupils display a secure understanding of the letter or sound patterns they are learning. The most able pupils also know where common letter combinations occur in words. All pupils develop as keen independent readers. In key stage two, most pupils read confidently, fluently and with expression. There are a few more hesitant readers, but they often have the confidence to correct themselves as they read.

Most pupils across the school make good progress in their writing skills relative to their age and ability. In the Foundation Phase most pupils make good progress in letter formation and in developing their handwriting. In key stage two, most pupils write effectively for a range of different purposes and demonstrate good writing skills. They have a good understanding of the conventions of grammar and punctuation. More able pupils produce creative writing of very good quality. The quality of boys reading and writing is higher when they engage in aspects of work that are of interest to them, such as stories about football and historical events.

Most pupils in the Foundation Phase and key stage two make very good progress in developing their literacy, numeracy and information and communication technology skills. Their work in pairs or groups is a strong feature, and they apply their skills effectively across a range of subjects. They take responsibility for their own learning, often enjoy the work, and show interest and perseverance to remain on task. The majority of pupils have strong interpersonal skills for their age and ability.

Data on pupils performance in key stage 1 shows that they perform at a level that is above the average for the local authority and for Wales and at a level that is about average for their family of similar schools. In key stage 2, data on the performance of pupils shows that they perform at a level that is above the average for the local authority and for Wales, and at a level that is also above the average for their family of similar schools in English and mathematics, but not in science. In key stage 2 a higher percentage of boys attain at higher levels than girls in all core subjects, and particularly in English.

Outcomes of teacher assessment in in the standards of Welsh second language show that pupils' performance is above the averages for the family of schools, the local authority and Wales in key stage 2. In the Foundation Phase pupils knowledge and understanding of Welsh second language is good. Many pupils across the school show a growing confidence in the language and use Welsh effectively outside the formal context of a Welsh lesson.

There is no significant difference between the progress and attainment of the group of pupils entitled to free school meals and those not entitled to free school meals. All pupils with special educational needs achieve well against prior attainment and personal targets. They make good progress relative to their ability.

Wellbeing: Good

The majority of pupils have positive attitudes towards healthy eating and exercise. They enjoy using the range of facilities and equipment available in the high quality outdoor area. Pupils enjoy school and are well motivated. All pupils feel safe in school. They have very positive attitudes to learning and enjoy the wide variety of activities on offer in lessons, at break times and in after school clubs. They feel valued and supported by all staff in the school.

The school promotes the healthy schools initiative successfully. Children are knowledgeable about healthy foods through their work in developing the school gardens and eating the produce grown. Many pupils take up school meals with the healthy menu options. The Healthy School committee also successfully promotes the use of healthy lunchboxes, healthy snacks and water at desks.

The behaviour of nearly all pupils is good. The oldest pupils set good examples as role models for younger pupils. The school has a wide range of links with the community. These links develop pupils' social skills and helps to prepare them well for life and work outside school.

The school council and eco committees are very effective in influencing decisions that affect pupils' life in school. They seek the views of other pupils well. Pupils' understanding of sustainable development is very good, but they are less knowledgeable about global citizenship.

Attendance is good at nearly 95%. Most pupils arrive punctually.

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

The school provides a wide range of good learning experiences. The curriculum meets statutory requirements for the National Curriculum and religious education and the Foundation Phase. Good use is made of the school grounds, including the woodland area nearby to offer stimulating opportunities for pupils' learning. The planning and delivery of Welsh second language and Y Cwricwlwm Cymreig is a strong feature.

Teachers plan a broad and balanced curriculum with a strong emphasis on developing pupils literacy skills. There are appropriate programmes of study in place. Teachers adapt work well to ensure that there is suitable challenge for pupils of all abilities as they progress through the school. All pupils are actively engaged in lessons.

Teachers develop pupils' communication, numeracy and information, communication and technology skills effectively through topic work. This gives pupils the opportunity to apply their developing skills in a meaningful context. The planning of group and pair work to develop literacy skills across the school is very effective.

Provision for education for sustainable development is good overall. The school acts very sustainably in the way it uses energy, minimises usage of resources and recycles its waste. Links with the local community contribute well to pupils' understanding of citizenship.

Teaching: Good

The quality of the teaching is good overall. Teachers and learning support assistants work well to ensure that pupils are motivated and engaged in their activities. Lessons are well organised and progress at a good pace.

Teachers and other adults have relevant subject expertise, and their knowledge of numeracy, literacy, ICT and wider key skills is good. Classroom management is effective and there are high expectations of pupils and very good relationships in every class between pupils, and with teachers.

The teaching of literacy throughout the school is a particular strength. There is frequent use of group and paired work and pupils are engaged through strategies such as giving them responsibility to teach through partner work. There is a strong focus on planning writing tasks that are directly related to the interests of pupils. Teaching is at a good pace in most classes and the competitive element, particularly amongst boys, is used to motivate pupils well to improve on their performance.

Teachers provide pupils with helpful and regular feedback in most lessons, and this enables them to understand how well they are progressing. Teachers' marking is effective and pupils know what they have to do to improve. They often set their own improvement targets with the help of teachers, and they use talking in pairs, peer-assessment and self-assessment to measure their own progress well. This links well to the whole school pattern of regular assessment.

Teachers keep detailed and effective assessment records to track the progress of pupils. As a result, staff understand clearly how well the pupils achieve, and identify effectively where extra support might be needed.

Pupils complete learning diaries and personal records of achievement on a daily basis. They use these well to reflect on their progress and to identify where they need to improve.

Reports to parents/carers are detailed and informative. Parents' evenings and the use of parent questionnaires provide valuable opportunities for parents to be engaged in their child's education and progress.

Care, support and guidance: Good

The school provides good pastoral care and support for pupils. The school's curriculum, its extra-curricular activities and the personal and social education programme contribute well to pupils' spiritual, moral, social and cultural development. The school fosters values such as honesty and teaches pupils well to know right from wrong. There is good provision for teaching pupils about the culture of Wales. Many pupils demonstrate a good understanding of equal opportunities and show fairness, tolerance and respect for different cultures.

There are appropriate policies in place to promote good behaviour and attendance and to respond appropriately to any bullying. Good arrangements are in place for analysing pupils' absence and to work with those families where this is a concern. The school has an appropriate policy and has procedures for safeguarding. The school promotes the wellbeing of pupils and the importance of developing a healthy lifestyle successfully.

Provision for pupils with additional learning needs is good. Pupils in need of additional learning support are identified at an early stage. Staff monitor and review the effectiveness of intervention strategies well in order to meet the needs of the individual pupils. Individual Education Plans are of good quality and staff regularly evaluate and update them with the involvement of both pupils and parents. Pupils' statements of educational needs comply with statutory requirements. The school has successful links with a range of specialist services.

There are close links and effective transition arrangements with the local secondary school which are having a good impact in preparing pupils for the next stage in their education.

Learning environment: Good

The school has a strong sense of community and an ethos of equality of opportunity for all pupils. The curriculum is accessible to all pupils, and all pupils are encouraged to participate fully in the life of the school. The school recognises, respects and celebrates diversity. There are effective policies and procedures in place to deal with bullying, harassment, or discrimination.

The building is well maintained and in a good condition. Good use is made of the internal space to meet the needs of pupils, but one of the classrooms is small for the number of pupils.

All classrooms have stimulating displays that include examples of pupils' work. They provide a colourful and interesting learning environment. There is a good supply of appropriate learning resources. However, poor broadband connectivity is hindering the use of information and communications technology and pupils' ability to research information.

The extensive grounds are adapted effectively to provide learning areas of high quality which include a wide range of stimulating resources. These are used well.

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

The headteacher has a very clear vision for the school. This is shared by the governing body, staff and parents. She provides leadership of high quality particularly in raising the attainment of boys in English. The school takes very good account of national and local priorities and works well with parents to address these, and the individual needs of pupils.

The school is very well managed. Regular staff and management team meetings are used to discuss and review policies, and address day-to-day issues. There is very good teamwork across the school and a strong focus on school improvement. The senior management team and staff at all levels contribute well to the school's strategy for teaching literacy. All teaching and support staff have appropriate job descriptions and carry out their roles well. Performance management arrangements are effective.

A new senior management structure has recently been established with redefined roles and responsibilities. This includes a revised staffing structure for supporting the curriculum in key stage 2. This has yet to have an impact on issues such as further improving the performance of pupils in mathematics and science to match their attainment in English.

The governing body is very supportive of the school and fulfils its statutory obligations. It is well informed about the school's strengths and areas for development and actively helps shape its self-evaluation and strategic direction. Individual governors gain information about the school's performance through regular visits and meetings with relevant members of staff. This provides them with a very good insight into the strengths and weaknesses of the school.

Improving quality: Excellent

There is a very strong culture of continuous review and planning for improvement, and this is central to the school's ethos. The comprehensive self-evaluation process draws effectively on a wide range of first-hand evidence, including detailed analysis of data about the school's performance.

The self-evaluation process engages staff governors, parents and pupils very effectively. All members of staff and around half the governors participate in the annual in-service training day to evaluate the school's performance. This is a very useful process and all parents feel that the school listens carefully to their suggestions. The views of pupils are important evidence in self-evaluation and improvement planning.

The school's self-evaluation report accurately identifies its strengths and most areas for development. There is a very good link between the school's self-evaluation and priorities in the school improvement plan. Self-evaluation and planning for

improvement has a positive impact, particularly on boys' literacy standards. The school has made very good progress in addressing the recommendations within the last inspection report.

The School Improvement Plan is a useful and detailed working document that sets out relevant priorities within agreed timescales. This plan also has a very strong feature in the way that quantified targets are set for improvements in standards. Appropriate resources are allocated to ensure that these targets are met. New initiatives are researched thoroughly before they are implemented and only when these are firmly embedded are new initiatives considered by the headteacher.

Members of both teaching and support staff participate in a good range of in-service training. This has an appropriate impact on the quality of teaching and learning. The school has established two fairly new internal Professional Learning Communities for literacy and maths. These have had limited impact to date.

Partnership working: Good

The school has very good relationships with parents to ensure that their children are happy and progressing well. The quality of information provided by the school helps parents support their children's learning effectively.

Good arrangements exist to ease the transition from home to school and from the end of key stage two to secondary school. There is a strong partnership with the local playgroup which also helps children to settle in quickly in the reception class. The school has good links with local initial teacher training institutions.

The school has successfully forged good links with many organisations in the local community and participates effectively in events such as local community projects. These links foster pupils' interpersonal skills and enrich pupils' learning experiences.

There are effective links with other schools in cluster meetings and in moderating and standardising pupils' work. There is an effective partnership between the school and the local authority. The headteacher has been on secondment to the local authority to develop her experience and work with other schools to share good practice.

Resource management: Good

There is a suitable number of appropriately qualified staff to teach the curriculum effectively. Learning support assistants are deployed well. The school uses the expertise of specialist staff, such as peripatetic music teachers, to good effect.

There are plenty of books and other resources and teachers make good use of them. Interactive whiteboards have been installed in every classroom, but problems experienced with broadband connection limits their full use. Teachers make good use of space in their classrooms and the adjoining corridors. The school grounds have been developed to provide a high quality learning area.

The headteacher and governing body manage its budget well. Significant reserves are earmarked to address well developed priorities for improvement. Pupils achieve good standards overall. The school provides good value for money.

Appendix 1

Commentary on performance data

Estyn compares schools against two main data sets; their free-school-meal group and their family of schools.

Free-school-meal groups – the results of every school in Wales are compared to those of schools who have similar proportions of pupils entitled to free school meals. There are five bands: (1) up to and including 8%; (2) over 8% and up to and including 16%; (3) over 16% and up to and including 24%; (4) over 24% and up to and including 32%; and (5) above 32%.

Within each of the bands, schools are placed in quartiles in order to judge their performance.

Family of schools – a group of between ten and twelve schools across Wales that have similar characteristics and face similar challenges, in terms of the proportion of pupils entitled to free school meals, socio-economic factors, Welsh deprivation factoring and numbers of pupils with additional learning needs. Each school's performance is ranked against that of others in its family.

Shirenewton is in the first band for the proportion of its pupils entitled to free school meals.

Many pupils enter the school with skills that are at or above the expected level.

In 2011, in key stage one the performance of pupils at level, the expected level at seven years old, in mathematics and the core subject indicator places the school in the top half when compared to the average achieved by schools having a similar percentage of free school meals. It is also higher than the indicators for the family of similar schools and Wales.

However attainment in English and science was not as good and places the school in the bottom half when compared with schools who have a similar percentage of free school meals.

In key stage one, the schools' results were above those of the family and Wales in oracy, and below the family, but above Wales in both reading, and writing. Pupils' performance above the expected level (level 3) is better than the family and the all-Wales averages in English, and below the family but above the all-Wales averages in mathematics and science.

In key stage two, the performance of pupils at level 4, the expected level at 11 years old has shown a general pattern of improvement over the last four years. The performance of pupils in English, mathematics and the core subject indicator in 2011 places the school in the top half when compared with schools with a similar percentage of pupils who are entitled to have free school meals and above the Wales average. However, when compared to similar schools the school was in the bottom half for science.

In key stage two, the school's results were better than the family, and Wales average in oracy, reading and writing. Pupils' performance above the expected level (level 5) is better than the family and Wales in English and science, but in mathematics is below the family but above the Wales average.

In 2011, there is a difference between boys' and girls' achievement with more boys attaining the higher level in all three core subjects in both key stage one and key stage two.

In key stage two, the percentage of pupils that attain the expected level in Welsh second Language, level 4+ was 96%. This is higher than the family of schools and Wales averages.

Attendance rates are good overall.

Appendix 2

Stakeholder satisfaction report

Learner Questionnaire

The majority of pupils in key stage two completed the questionnaire. Nearly all pupils feel safe in the school. They consider that they are doing well and that teachers and other adults in the school help them to learn and make progress. Many pupils believe that the school teaches them how to keep healthy and that there are lots of opportunities for regular exercise, although a few disagreed. Many pupils feel that homework helps them to understand and improve their work and who to talk to if they are worried or upset. A minority of pupils do not believe that children behave well at playtime and lunchtime. Also, a similar percentage do not believe that other children behave well and enable them to get on with their work. Approximately a third of pupils do not believe that the school deals well with any bullying.

Parent Questionnaires

Questionnaires were completed by 24 parents. Overall they expressed positive views about the school. All parents are satisfied with the school and confirm that their child is safe, likes the school, and was helped to settle in well when he or she started attending. They all believe that their child is encouraged to be healthy. Most believe that their child is making good progress and that staff expect their child always to work hard and do his or her best. They all believe that the school is well run and that pupils behave well. They all feel comfortable about approaching the school with questions. All parents understand the school's procedures for dealing with complaints. Most parents agree that homework builds well on what their child learn in school, that they are kept well informed about their child's progress, and that their child is well prepared for moving on to the next school. A few do not agree that their child receives appropriate additional support in relation to any particular individual needs.

Appendix 3

The inspection team

Gareth Wyn Jones	Reporting Inspector
Stephanie James	Team Inspector
Edward Tipper	Lay Inspector
Clive Condon	Peer Inspector
Jayne Edwards	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' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 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	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 four key stages cover the following year groups:

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