

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Deighton Primary School
Stockton Way
Tredegar
Blaenau Gwent
NP22 3ES**

School Number: 677 / 2072

Date of Inspection: 19th – 22nd September 2005

by

**Mr Peter Mathias
W203/78829**

Date: 21st November 2005

Under Estyn contract number: T/064/05P

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Deighton Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Deighton Primary School** took place between 19th to 22nd September 2005. An independent team of four inspectors, led by Mr Peter Mathias 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 sections.

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

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 this 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.

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Context

The nature of the provider

1. Deighton Primary School with 279 pupils on roll is situated on the outskirts of Tredegar at the head of the Sirhowy Valley – it serves a wide area. Pupils come from a range of family backgrounds.
2. The school reports that recently there has been a drop in ability of pupils on entry and the proportion of pupils with speech and language difficulties has risen. The school considers that pupils generally come from neither prosperous nor economically disadvantaged backgrounds although a significant minority of pupils who attend the school are from locations regarded as economically disadvantaged. About 43% of pupils are eligible for free school meals. This is well above the Unitary Authority's (UA's) average of 26% and the all Wales average of 18.8% of pupils entitled to free school meals. About 24% of pupils are considered to have some degree of special educational needs (SEN). Three pupils have statements of SEN.
3. Some 98% of pupils have English as their first language and 91% are of Welsh extraction. Two percent of pupils have languages other than English as their first language. No pupil has Welsh as their first language. Some, but not all pupils, enter the school via the nursery, which at the time of the inspection has 20 full time equivalent children on roll, nearly all of whom attend on a part-time basis. A significant proportion of pupils joint the school at times other than normal.
4. The school has an appropriate set of aims, which emphasises the school's commitment to ensuring that all pupils have good access to a wide and interesting curriculum. They are encouraged to develop their personal and academic potential to the full.

The school's priorities and targets

5. The school's major priorities and targets for 2004/2006 are: -
 - Additional leadership training and strengthening the roles of co-ordinators.
 - Relationships with parents.
 - Reviewing teaching and learning.
 - Improving curriculum planning.
 - Introducing the Foundation Stage.
 - Teaching English as a second language.
 - Development of writing.
 - Planning for key skills across the curriculum.
 - Use of the local landscape.

Summary

Deighton Primary is an improving school with a positive and caring ethos. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with all of the school's judgements about other areas of its work.

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

Standards of Achievement

6. Overall pupils' standards of achievement in the subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	3%	66%	31%	0%	0%

7. Standards of achievement in lessons are above the Welsh Assembly Government (WAG) all Wales target for 95% of standards to be at least Grade 3 and 50% to be Grade 1 or Grade 2. The overall quality of educational provision for children under five is appropriate to their needs and children make good progress towards the desirable outcomes for children's learning.

Subjects and Areas of Learning Early Years

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

8. In KS1 and KS2 in the subjects inspected the standards of achievement are as follows.

Subject	Key Stage 1	Key Stage 2
English	2	3
Mathematics	2	3
Design and technology	3	2
Physical education	2	2
Religious education	2	2

9. Pupils' standards and progress in the key skills have good features which outweigh shortcomings. In the key skills of speaking in both key stages, pupils speak confidently but have limited abilities to discuss or answer at length. In both key stages, pupils listen well and concentrate hard for longer periods. In the key skill of reading, pupils make good progress from a very low base. In both key stages, pupils apply their writing skills well. In KS1, pupils use their skills in numeracy well. However, in KS2, pupils do not apply these skills confidently across the curriculum. Pupils apply their skills in information and communications technology (ICT) well to support their learning. Pupils' problem solving skills are good, as are their personal and social skills. However, pupils' bilingual and creative skills are limited.
10. Starting from a well below average base, in the end of KS1 national tests for seven year old in 2004 pupils' achievements in English, mathematics and science were below the Welsh and local averages and for schools considered broadly similar. Since 2001 there has been a trend of steady improvement. Girls have made slightly better progress than the boys.
11. In KS2 national tests for eleven year olds in 2004, the percentage of pupils reaching or exceeding the expected standard (Level 4) was below the Unitary Authority (UA) and all Wales averages. In these tests, boys out perform girls. Few pupils reached the higher level (Level 5). Since 2001, the proportions of pupils reaching the expected standards in these assessments have risen. However, they still remain low when compared to national and local indicators. The school has not met the very challenging target set for it by the Unitary Authority (UA). However, pupils who start and remaining in the school make at least the amount of progress it would be reasonable to expect. Pupils from different ethnic backgrounds achieve well, reflecting the good support they receive. There is evidence to suggest that the unconfirmed results for 2005 have continued to improve. These results are being reconsidered at the school's request.
12. Pupils' behaviour is good and they have positive attitudes to their work. They are enthusiastic about school life. Relationships between pupils and between pupils and adults are positive. Pupils appreciate and respect the different beliefs and cultural traditions within the school. Levels of attendance at 91% are below the expected level and the school is attempting to improve this through a range of strategies. Nearly all pupils arrive promptly at the beginning of the day.

The quality of education and training

13. In the lessons observed the quality of teaching and learning was judges as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	59%	34%	3%	0%

14. The percentage of lessons at Grade 3 or above is above the WAG target for 95% of lessons to be in these categories. Some 73% of lessons are Grade 1 or Grade 2. This is above the national target of 50% of lessons to fall into these categories.
15. In the best lessons in the nursery and reception classes, teachers show a good working understanding of how to plan and organise their lessons and to make learning enjoyable. Children come to school willingly and get on well, bearing in mind their often well below expected starting points.
16. In the best lessons in KS1 and KS2, teachers know their subjects well. They plan carefully so that lessons are challenging. They have high expectations of what their pupils can achieve. They recognise success warmly. They take the opportunities that arise to teach and develop pupils' key skills, for example in their use of Welsh and ICT. They ensure that all pupils, including those with English as an additional language, play a full part in their lessons.
17. Where teaching has some shortcomings, lessons lack an appropriate amount of challenge particularly for the more able. Teachers do not make the objectives of the lessons clear or tell pupils what they need to do to improve. Pupils are not encouraged to build systematically on what they already know and can do. In some lessons, pupils are not encouraged to build on their key skills or to take an active part in their learning.
18. Arrangements to monitor pupils' achievements and to use that information to judge individual pupils' progress are extensive and rigorous. Records are regularly updated. The information is generally well used to highlight what pupils need to do to improve. However, in some classes this information is not always well used to challenge the more able.
19. The school's curriculum is broad and balanced and accessible to all pupils. Provision for children under five is appropriate to their needs and children make good progress to the desirable outcomes for children's learning.
20. The overall curriculum meets legal requirements and reflects the needs of all pupils, including those with special educational needs. There is a suitable emphasis on the teaching of Welsh culture and heritage. Opportunities to develop pupils' key skills have some good features but also some shortcomings. Currently the school has correctly identified the need to plan for this in a more systematic way.

21. The school makes appropriate provision for pupils' personal, social and health education. The curriculum is considerably enriched by a good variety of out of school activities and visits.
22. Pupils' social, moral and cultural development is good. However, provision for spiritual development has some shortcomings. Arrangements for collective worship meet statutory requirements. However, both in assemblies and in classrooms, opportunities are missed to encourage pupils to reflect and to develop spiritual and aesthetic awareness. The school successfully promotes pupils' environmental awareness and their understanding of sustainable development and global citizenship.
23. Attendance levels are below the expected levels. They have improved as a result of recent initiatives. Pupils arrive punctually. The school meets the WAG guidance for the reporting and recording of attendance.
24. There are well-organised opportunities for pupils of all ages to take responsibility and to make decisions. Links with parents are positive. Their contributions are valued.
25. The school knows and responds to the individual needs and circumstances of its pupils very well. This is a strength of the school. Staff are very successful in creating a caring and supportive environment where pupils feel secure and respected. The school meets the needs of pupils with SEN very well. There are very strong links with outside agencies and services. This support is well managed and is effective.

Leadership and management

26. The school is well led and managed. The headteacher provides a clear sense of direction and purpose to the work of the school. There are close and supportive working relationships between teachers and support staff. The school successfully promotes a caring, family atmosphere. There are thorough procedures in place to assess pupils' progress and to raise standards further. New initiatives to achieve this, for example, in reading are well constructed and are generally effective. Subject co-ordinators know their subjects well and lead them purposefully. They work hard to build on the good practice in the school.
27. The governing body is very supportive of the head teacher, staff and pupils. The chair is personally very committed to the school and is often involved in its daily life. Governors play an active role in determining the long-term direction for the school. They meet all regulatory and legal requirements in full. Arrangements to evaluate the school's strengths and shortcomings are rigorous and accurate. The school has made steady progress since its last inspection.
28. There are a sufficient number of qualified and experienced teachers who possess a good range of specialisms. The provision and quality of learning resources and accommodation throughout the school is good. The recently completed improvements to the computer suite are used effectively as are the

other parts of the building. The school has a strong commitment to the continued professional development of teachers.

29. Overall, bearing in mind the progress pupils make by the age of eleven, together with the quality of teaching and leadership in the school, the school gives sound value for money.

Recommendations

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

- R1 Continue to develop and make consistent the good practice in English, mathematics and design technology across the school in order to raise standards further.
- R2 Raise standards in pupils' spoken language and bilingual skills.
- R3 Raise teachers' expectations of what the average and above average pupils should achieve, and put in place a policy to address this.
- R4 Complete the process of planning for the systematic teaching of key skills.
- R5 Take steps to strengthen pupils' experience and understanding of the spiritual and aesthetic dimensions to their lives.
- R6 Continue to pursue strategies to raise levels of attendance to at least those expected.

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

30. Overall the findings match the judgements made by the school in its self-evaluation report.

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	3%	66%	31%	0%	0%

31. Pupils' standards of achievement in lessons are above the Welsh Assembly Government (WAG) all-Wales target of 95% of standards to be satisfactory and 50% to be good or better.
32. The overall quality of the 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. Baseline assessments indicate that attainment is generally well below for children when they begin school.

Subjects and/or Areas of Learning Early Years

	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

33. In KS1 and KS2 in the subjects inspected the standards of achievement are as follows.

Subject	Key Stage 1	Key Stage 2
English	2	3
Mathematics	2	3
Design and technology	3	2
Physical education	2	2
Religious education	2	2

34. Pupils with SEN make good progress and achieve the targets set for them. Pupils with English as an additional language achieve well and make good progress reflects the good support they receive.
35. In the end of KS1 national assessment in 2004 for seven year olds, pupils' attainment in English, mathematics and science were below the Welsh average and below the local average. Their attainment was also below schools

considered broadly similar and results are much closer to national and local averages than before. However since 2001 there has been a trend of steady improvement. Over this period girls have made marginally better progress than boys.

36. In the KS2 national tests for eleven year olds in 2004, the percentage of pupils reaching or exceeding the expected level (Level 4) was below the UA and all Wales average. It was also below most similar schools. In these tests in 2004, boys outperformed girls. Few pupils reached the higher level (Level 5). Since 2001 in these tests, the proportion of pupils reaching at least the expected standards have risen steadily in English, mathematics and science, although they still remain low when compared to national and local indicators. The school has not met the very challenging targets set for it by the UA. However, scrutiny of the school's records indicates that those pupils who were assessed at the age of seven in the school, and remained until the age of eleven, made the progress that could reasonably be expected of them. There is evidence to suggest that results in 2005 have continued to improve. At the time of the inspection these results were unconfirmed and were being reconsidered.
37. Overall, pupils' development of appropriate key skills has good features that outweighing shortcomings. In KS1 and KS2, pupils' standards and progress in the key skills of speaking have some strengths but also some weaknesses. In both key stages, pupils speak confidently but have limited abilities to discuss or answer at length. In both key stages, pupils listen well and concentrate hard for longer periods. In the key skill of reading, pupils make good progress bearing in mind their well below average starting point. This improvement is reflecting the recent emphasis the school is placing on this key skill. In both key stages, pupils apply their skills in writing for a range of purposes well, for example in history and in science.
38. Pupils use their numeracy skills well in KS1. However, in KS2 pupils do not apply these skills confidently across the curriculum to measure, calculate or record information. Pupils use ICT confidently to support their learning, for example in making presentations and in recording their work in different subjects. Many pupils are able to draft, edit and print their finished work or enter and add files.
39. Pupils' problem solving skills are good. Pupils' use of their bilingual skills is under developed. Across the school, pupils do not consistently use incidental Welsh confidently in their lessons. Where this skill is encouraged, standards are good for those pupils. Pupils have well developed personal and social skills and work well together. However, their creative skills are limited in both key stages. In some KS2 classes, pupils lack a clear idea of what they need to do to improve their own learning and performance.
40. Pupils have positive attitudes to their work. They show interest in lessons and enthusiasm for school life. The vast majority work hard, concentrate well, make effective use of their time and collaborate well with each other in class.
41. Pupils are very well behaved. The foundations for good behaviour are laid effectively in the early years and pupils learn routines from a young age. They have a clear understanding of what is expected of them.

42. There are friendly relationships between pupils and between pupils and adults. Throughout the day, pupils work and play well together. More able pupils willingly help their less able colleagues for example in small reading groups. Pupils' behaviour off site, for example during swimming lessons, is exemplary.
43. Older pupils behave maturely and support the younger ones for example through their roles on the School Council and "Buddies". They take responsibilities for example as prefects and head boy and head girl seriously and show commitment to their roles. However there is a small minority throughout the school who present teachers with challenging behaviour. They are managed very positively and are not allowed to disrupt their peers.
44. Pupils make good progress in their personal and social skills. Relationships are very good. They are respectful and courteous to their fellow pupils and to adults; responding well to instructions and requests. They move around the school in an orderly manner and demonstrate good self-discipline and show consideration to others. Their understanding of equal opportunities develops very well and they have a growing appreciation of diversity of beliefs and cultural traditions within society. However older pupils have limited independent learning skills.
45. The average rate of attendance for the three terms prior to the inspection was 91%, which is below the expected level of 95%. Pupils want to come to school. Absences are caused mainly by sickness, for example, epidemics of recurring viral infection, but family holidays in term time also adversely affect the overall rate.
46. The majority of pupils arrive promptly at the start of the day. However, a small number of pupils in most classes arrive late and miss the important start of lessons. The school works hard to address this and there has been some success.
47. Pupils with perfect attendance are rewarded termly and at the year-end. Pupils respond well to the weekly 'Best Class' award: their achievements are celebrated in whole school assemblies.
48. Pupils develop a sense of belonging within the school through their role in the School Council. They take their responsibilities seriously and show commitment to their roles.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

49. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report. In the lessons observed, the quality of teaching was judged as follows.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	59%	34%	3%	0%

50. The percentage of good lessons is above the WAG target of 95% to be Grade 3 or better. The percentage of Grade 1 and Grade 2 lessons is above the national target of 50% of lessons to be in these categories.
51. In the under-fives classes, the teachers show a good understanding of how to plan and organise lessons for their children. They provide a wide range of interesting and worthwhile practical experiences, which the children enjoy and from which they benefit. As a result, these children make good progress, often from well below expected starting points.
52. Across KS1 and KS2, in the best lessons teachers plan carefully and make sure that pupils know what is expected of them in the time available. They remind them regularly of these objectives and recognise success and progress warmly. Work is well matched to the different abilities and teachers' expectations are high. Teachers have a good understanding of the strategies they should use to teach new skills. For example, when following an agreed approach to teaching the skills of reading, in the best lessons teachers show confidence in demonstrating the sounds letters make and in encouraging pupils to copy them. They successfully encourage their pupils to find learning fun and to try hard. In the best lessons teachers take opportunities well to promote pupils' bilingual skills. In these lessons, the teachers praise warmly and share enthusiastically with other pupils when an individual has done well.
53. In the small number of Grade 3 lessons good features outweigh shortcomings, some teachers do not provide sufficient challenge, particularly for the more able pupils. They do not give sufficient emphasis in their teaching to the objectives of the lesson or make clear to pupils what they need to do to improve. They do not build systematically on what pupils already know and can do. In some of these lessons, pupils are not sufficiently encouraged to take an active part in their learning or to develop and use their key skills in a systematic way. Teachers set homework regularly, which is appropriate to pupils' ages and abilities.
54. Across the school, pupils with English as an additional language are taught well, both by their own teachers and by additional helpers who visit the school. They are successfully encouraged to play a full part in their lessons and to contribute to them in the same ways as others. Teachers are very mindful to treat all pupils equally.
55. The teaching of pupils with some degree of SEN is effective and ensures that the needs of these pupils are well addressed. Adult support assistants are well deployed in order to help these pupils and to enable them to take part in all of the work going on in classes.
56. In the Early Years and in KS1 and KS2, arrangements to assess pupils' long-term achievements and progress are extensive. They meet statutory requirements in full. These records are regularly updated and used to track the

progress of individual pupils. In the best examples, this information is carefully and sensitively shared with pupils to indicate what they need to do to improve in the shorter term. These arrangements extend into all subjects of the curriculum so that teachers and pupils have the information available to them to build systematically on what pupils already know and can do. However, in practice, this information is not always well used in every class to challenge the more able.

57. Currently the school is completing the process of compiling collections of pupils' work to indicate the standards teachers should expect in all subjects.
58. The quality of ongoing assessments and recording in the early years is good. Annual reports to parents are detailed and provide parents with a full picture of their children's progress. These reports conform to statutory requirements.

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

59. The findings of the inspection team match those of the school in its own self-evaluation report.
60. The curriculum is broad, balanced and accessible to all pupils, including those with SEN and disabilities. It meets all the requirements of the NC and fully reflects the requirements of the locally agreed syllabus for religious education. The school has worked hard to improve the quality of curriculum provision since the last inspection and has addressed the issues identified at that time. The library is now used regularly for reading and borrowing books and for study groups to promote literacy.
61. The school has begun to work more closely with other professionals to identify pupils with SEN and disabilities early, and implement appropriate strategies as soon as possible. This helps them to make good progress and achieve as well as they can. Pupils whose first language is not English are very well supported through both the special support they receive from the UA and by the care of staff at the school. As a result, they integrate well and make very good progress. The school does not have a formal policy for meeting the needs of pupils that are gifted and talented.
62. The overall quality of provision for children under five is appropriate to their needs and children make good progress towards the desirable outcomes for children's learning. There is suitable emphasis on the teaching of Welsh culture and heritage. Schemes and policies in all subjects are in place.
63. The opportunities for pupils to develop their key skills have good features, which outweigh shortcomings. A revised approach to reading has had a positive impact on the overall curriculum. The school has improved its identification of key skills and common requirements in planning and is beginning, in some year groups, to

share these more effectively with pupils. However, staff have identified the need to make this more systematic across the whole school.

64. The school's provision for pupils' personal, social and health education through links across the curriculum has good features and no shortcomings. It is a strength in science and religious education. The school promotes the good health of its pupils by initiatives such as healthy eating. Pupils also learn about substance misuse. They receive appropriate sex education for their age through the science curriculum and the school nurse teaches older pupils in gender groups, after discussion with parents.
65. The curriculum is considerably enriched by visits to places of educational interest, including historical and industrial sites and local buildings. Pupils also benefit from residential visits that build effective teams and promote individual self-confidence. Pupils visit local places of worship both to celebrate special events and to learn more about Christian worship in the local community.
66. The school provides good opportunities for pupils to develop physically through regular swimming lessons and extra curricular sport and games. A good range of clubs such as computer club and recorders provide additional learning opportunities for pupils who support them enthusiastically.
67. Pupils' social, moral and cultural development is good, but their spiritual development has some shortcomings. The culture of Wales is well promoted through involving pupils in artwork which celebrates their industrial heritage. Pupils become aware of Wales' strong contribution to the arts in Britain when they engage with practising Welsh crafts people and study Welsh artists. The school makes effective use of the UA scheme to raise awareness of the beliefs and cultures of others through introducing pupils to Persona Dolls This work effectively celebrates diversity and successfully promotes positive race relations.
68. Collective worship is used appropriately to celebrate pupils' achievement and raise their self-esteem. It is used as an effective medium through which to promote good behaviour and respect for others but offers pupils few opportunities to develop their spirituality through quiet reflection. Similarly, classroom opportunities to develop pupils' aesthetic and spiritual awareness are often overlooked.
69. The school integrates well into the life of the local area and this develops pupils' understanding of their own place within a community. Senior citizen volunteers help in class. Local teams use playing fields and there are Internet sessions at the school for senior citizens and community learning projects for other local adults. There is a useful link with Glamorgan University in developing ICT training and the school receives students from the local teacher training college. Links with local businesses are well established
70. Speakers and visitors enhance curricular provision and pupils take part in charity events. The local vicar and other spiritual leaders visit the school and local professionals such as the police and fire brigade, talk to children about being healthy and staying safe.

71. The school provides many good opportunities for pupils of all ages to learn to take responsibility and make decisions when representing their peers on the School Council or when submitting ideas to it. Pupils develop concern for others through organising fund raising activities for example for Tsunami victims and Children in Need.
72. The school has worked hard to involve parents in the life of the school. Parents of pre-school children attend 'Language and Play' sessions and family literacy groups have been established. Parents of older pupils work with their children in classrooms and this enables them to understand their lessons and homework better.
73. A very good partnership is fostered with parents through informal daily contacts. A home/school reading scheme has been created for parents to borrow both books and toys and suggestions are given for their use. The initiative for 'Parents and Children Together', which starts in the nursery class and continues throughout the school has had a positive effect in all the early years classes. In addition, parents with children between the ages of two and three are invited into the nursery classroom on a regular basis in order for the children to familiarise themselves with the environment.
74. The curriculum is further enriched by music lessons for pupils provided by peripatetic teachers. Pupils learn to play the trumpet, violin, flute, clarinet and recorder. Pupils also benefit as a result of linking with other primary schools to form sports teams and choirs.
75. Visitors, educational visits and residential experiences effectively raise pupils' awareness of the world of work, both past and present and further strengthen the links with the community. For example pupils work with authors, theatre groups and musicians as well as the clergy, police and other services and health professionals. Two teachers and the headteacher have benefited from placements in industry.
76. Some successful initial work has been undertaken to enable pupils to gain an understanding of business and sustainable development. Older pupils are introduced to business and entrepreneurial skills through helping to run the fruit tuck shop and developing the school garden. They nominate charities and organise fundraising events that help to raise their awareness of people less fortunate than themselves. Initiatives such as a recycling scheme and "green classroom" are planned to improve this provision further.
77. The school attends well to national priorities for lifelong learning and community regeneration for example through its arrangements to provide family literacy and numeracy. It also runs family learning/ play courses for parents and carers of early years children. It actively promotes healthy eating.

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

Grade 2: Good features with no important shortcomings

78. Overall, the findings of the inspection match the judgements by the school in its self-evaluation report.
79. Pupils are very well cared for, guided and supported in a very secure and happy environment. The school has a very positive ethos and works hard to make pupils feel valued and included. Observations of pupils in lessons and parents' responses to questionnaires reveal how effectively the school plans and manages its care arrangements.
80. The school has a positive partnership with parents and carers and takes good account of their views. Parents are well informed about the life and work of the school. Regular newsletters and termly curriculum information sheets as well as the school website keep parents well informed about the life and work of the school. There is very good daily informal contact between parents and teachers.
81. A very small number of adults are involved in supporting teachers in the classroom particularly in the early years but many help with educational visits and support events. Fundraising and social events organised by the Friends' Association are very well supported and provide generous financial support. The money raised is used to purchase resources such as books and the refurbishment of the library. However, very few parents attended the pre-inspection meeting or responded to the questionnaire.
82. The school works hard to involve parents in the education of their children. Events and celebrations such as class assemblies are very well attended and valued by parents, carers and family members. During the inspection, a significant number of adults attended the PACT (Parents and Children Together) session following a class assembly. Pupils are proud to share their work with adults who in turn gain a better understanding of what is being taught and the ways in which they can support their children.
83. Induction programmes for the under fives and for key stages 1 and 2 pupils are carefully planned and implemented. There are similarly effective arrangements to support pupils who join the school at a later stage. Pupils quickly learn the routines. The staggered admission system for children in the early years works very well. Children happily leave their parents and have settled well into school life at this very early stage of the year.
84. There are very well established transition arrangements with the receiving comprehensive school for year 6 pupils. Pupils are involved in cross phase projects in English and PE through the PESS (PE & School Sport) project taught by KS3 staff.
85. The school has a well-planned programme for PSE. This contributes very effectively to the high quality personal support and guidance within the school. The involvement of professionals, such as the police liaison officer and school

nurse, sends clear messages to pupils by appropriately raising their awareness of healthy lifestyles and a range of issues relating to their personal well being and development.

86. There are effective policies and systems in place to monitor attendance and maintain and improve behaviour. The comprehensive attendance policy and the behaviour and anti bullying policies provide detailed guidance. The arrangements for first day response to absence and the disaffection early identification/intervention policy are shared with the receiving comprehensive school to ensure continuity. The school works closely with the Education Welfare Officer (EWO), who is based at the comprehensive school, and the police liaison officer. Appropriate procedures have been followed in the two cases of temporary exclusion in the past twelve months.
87. All adults in the school are trained in positive behaviour management and are very good role models: they work hard to raise pupils' self-esteem. All members of the school community are involved in the reward system.
88. Pupils know and understand the school rules, which they helped to devise. They know the consequences of misbehaviour and respond well to the reward system. Discussion arrangements provide pupils with valuable opportunities to raise any concerns they may have.
89. The school organises a range of activities that promote healthy living. There is a daily fruit tuck shop and healthy options are available in the canteen. A wide range of clubs that promote healthy exercise are very well supported. Older pupils benefit from a residential visit to an outdoor pursuits centre.
90. The adults in the school are well aware of pupils' particular needs and are knowledgeable about procedures in the event of accidents and emergencies. There is a comprehensive health and safety policy. Risk assessments are systematic. All staff are alert to issues relating to the well being of pupils.
91. There are effective policy and procedures for child protection. The headteacher is the nominated person and there is a designated link governor. All adults in the school are fully aware of their responsibilities
92. The school has appropriate policies and procedures in place to foster equal opportunities, positive race relations and to counter oppressive or bullying behaviour.
93. Pupils with SEN receive good support, as do those who have English as an additional language.
94. The school's comprehensive SEN policy statement provides clear information about the school's SEN provision, its policies for identification, assessment and provision for all pupils with SEN, its staffing policies, and its partnership with external agencies.

95. The school has very good procedures to diagnose the learning needs of pupils with SEN. The teachers work closely with the SEN coordinator (SENCo) and the LEA's psychological and special needs support services. Special needs are identified very early and followed by thorough assessment procedures. This is a strength of the school. Individual assessment plans (IAPs) are used very effectively. Appropriate targets are set, and staff and pupils are aware of what is expected of them. Pupils' performance is monitored and reviewed at least twice a year, with parents actively involved in the whole process.
96. The school meets the need of children with physically disabilities and sensory impairments sensibly. Further adaptations are currently being considered to ensure that the specific needs of the children as they become older are also met.
97. There are regular meetings between the SENCo, teachers and learning support assistants to discuss the level, quantity and type of support required for individual pupils. This is carefully managed by the SENCo. SEN provision is monitored regularly by the headteacher. The school benefits from advice and support from a number of outside agencies. The governing body makes effective arrangements to oversee SEN in the school.
98. The school knows and responds to the individual needs and circumstances of its pupils very well; this is one of the outstanding aspects of its work. The school supports pupils and encourages them, regardless of social, educational, ethnic or linguistic background, to develop self-confidence and a desire to succeed. The school works hard to involve parents in supporting their children and in understanding the work of the school. It consults closely with parents of any pupils that have special educational needs or disabilities and seeks professional advice from outside agencies when necessary.
99. The school is active in celebrating diversity and promoting good race relations. The school recognises and respects diversity well. Pupils newly arrived in Britain and those whose first language is not English, are warmly welcomed by both adults and pupils. These pupils integrate well and make good progress as a result of the support they receive.
100. The school is careful to ensure that there are equal opportunities for all pupils to take part in activities regardless of gender, ethnicity, religion or any other issue. All policies to prevent discrimination are in place and the school avoids any kind of stereotyping. There are clear procedures for reporting any incidents of harassment or bullying.
101. The school also uses data on performance of different groups of pupils to monitor any anomalies and to ensure that all pupils achieve as well as they can. The school is currently monitoring the effects of the WAG funding for a 'girls only' computer club to ensure that it does not adversely affect the performance of boys.
102. The School Council is active in promoting friendship and inclusion and representatives are currently considering the reintroduction of the Worry Box to allow pupils to voice any anxieties they may have.

Leadership and management

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

Grade 2: Good features and no important shortcomings

103. Overall, the findings of the inspection match the judgments by the school in its self-evaluation report.
104. The headteacher gives a clear sense of direction and purpose to the work of the school. There are effective procedures in place to evaluate teaching, learning and standards and to raise teachers' expectations of what pupils can achieve. Teachers work co-operatively and support each other willingly, for example, in raising standards in reading. There is a strong ethos of care and concern for all pupils, which is expressed in the clearly stated aims and objectives for the school. These are effectively put into practice. All pupils are valued and treated equally.
105. The school takes careful account of WAG and local priorities, for example, in strengthening pupils' skills in ICT and in developing further links with local schools including the secondary school to which most pupils transfer. Links with other local schools have impacted considerably on an initiative to make pupils more aware of healthy lifestyles.
106. Procedures to set realistic targets and to raise standards further are now impacting positively on pupils' achievements. This is the product of close co-operation between the headteacher and staff with responsibility for co-ordinating the school's assessment policies. This effective working relationship enables the headteacher to have a clear picture of how individuals and groups of pupils are achieving.
107. Information gathered from visits to classes by the headteacher and co-ordinators in order to look at how successfully teachers teach and pupils learn, is well used. For example, the school has taken well-organised and effective steps to raise standards in reading through the introduction of a new whole school approach to this aspect of English. Generally co-ordinators work hard to make the good practice in the school more consistent. There are well-established procedures in place to manage and improve the performance of individual teachers, and to continue their professional development. Appropriate arrangements to provide time for teachers to have opportunities to complete professional activities during school hours are effective and well organised.
108. The governing body is very supportive of the headteacher, staff and pupils and fulfils its responsibilities in full. The chair of governors is very committed to the school and is very well informed. He works closely with the headteacher and is actively involved in the daily life and work of the school. Many governors also visit regularly and have clearly defined roles and responsibilities which they take seriously.

109. Governors play an important role in determining the strategic direction of the school and have a clear long-term vision for its future. They have a good oversight of the budget and supervise expenditure carefully. Decisions on spending priorities are closely linked to the priorities set out in SDP, which is accurately focused on the school's needs. Governors make every effort to secure best value for money, and are well informed by the headteacher in comprehensive reports on the curriculum and pupils' progress. They meet their statutory requirements in full.

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
111. The headteacher, governors and staff are well informed about the performance of the school. Teachers carefully review the performance of pupils in the national tests and other assessments. This information is generally well used to assess the progress of individual pupils and to ensure that pupils are working at levels which match their abilities. However, in some classes this information is not always well used to challenge the more able.
112. The school has undertaken a rigorous process of reviewing its strengths and areas for development. The school's self-evaluation report is detailed, well supported by evidence and is comprehensive. It is also accurate. This process has enabled subject leaders to identify areas for improvement which are beginning to be addressed. For example, the school has begun a plan to teach the key skills systematically.
113. The areas for development are closely linked to the SDP which has appropriately identified success criteria, cost implications and timescales. Priorities are carefully supported through appropriate funding.
114. All staff and governors have good opportunities to express their views, which are valued considered. The school is beginning to give pupils more opportunities to express their views. The school has not formally canvassed parents' views as part of this process.

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

Grade 2: Good features and no important shortcomings

115. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

116. The school is adequately staffed with appropriately qualified and experienced teachers who are deployed satisfactorily. The nursery nurses and classroom assistant in the early years are a valuable resource and make a worthwhile contribution. The well-qualified additional support staff are deployed effectively in both KS1 and KS2.
117. Teaching and non-teaching staff provide high-quality support for pupils with SEN. They are well trained and their professional development is managed well. The school makes good use of visiting teachers with the specialist skills such as teaching English as an additional language to raise standards and provide equality of opportunity. Pupils benefit from visiting teachers for instrumental musical tuition.
118. There is a strong commitment for staff to undertake continuing professional development. This has had a clear influence on developments in the Early Years classes and the teaching of reading in Years 1 and 2.
119. Day-to-day administration is smooth and efficient. The school makes good use of ICT in routine administration and to support school assessment procedures and financial management.
120. The accommodation provides a good range of facilities for teaching and learning, including a large hall, adequately sized classrooms, a library, computer suite and shared learning and practical areas. The nursery and reception classrooms and the outdoor play area for the nursery children are used very effectively. The staff who work with these children provide an attractive and stimulating area.
121. The accommodation is kept clean and very well maintained by the caretaker and cleaners. Colourful displays of the school's work in the corridors and classrooms contribute to the stimulating environment created.
122. The outdoor provision is further enhanced by an inner courtyard. This area, which has shrubs, plants and seating provision, adds significantly to the quality of the school environment. A recent addition to this area is a tiled mural to which every pupil in the school contributed.
123. The school has sufficient good quality resources in all subjects. These are efficiently managed and used well. The resources are closely matched to the needs of the curriculum.
124. The new computer suite is used effectively. The school is linked to the Internet and all classes have at least one computer in their classroom. Years 5 and 6 classes have interactive whiteboards in their classroom and the other classes share the 2 additional whiteboards. The library is well stocked and has recently been refurbished. There is very effective use of the local environment, the community and educational sites to enrich pupils' learning. This is further enhanced by the contribution of visitors to the school.
125. Overall bearing in mind the steady progress the school has made since its last inspection, the school gives sound value for money.

Standards achieved in subjects and areas of learning

Early Years

Nursery – Grade 2: Good features and no important shortcomings

Reception – Grade 2: Good features and no important shortcomings

Good features

126. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
127. Eleven nursery age children attend the nursery class in the morning and sixteen children attend in the afternoon. Three children attend full time making a full-time equivalent figure of 18. All make good progress.
128. Eighteen reception age children attend one reception class and sixteen attend the other class. They all attend full time. They continue to make good progress.

Personal and Social Development

129. Standards of achievement in personal and social development are good in both nursery and reception.
130. In the nursery, children make good progress in their personal and social development. They settle happily into school and relate well to adults. They are developing an awareness of feelings, and are sensitive to the needs, views and feelings of others. They take part in role-play, for example in the home corner, and are beginning to show imagination and enthusiasm.
131. In the reception classes, children continue to make good progress in their personal and social skills. They treat one another, and their environment, with care and concern. They are developing the ability to keep on task and work independently. They attend and take part in whole school assemblies.

Language, Literacy and Communication Skills

132. Standards of achievement in language, literacy and communication skills are good in both nursery and reception, bearing in mind the very low starting point of many of the children.
133. In the nursery, children make good progress in early language skills. They listen attentively, enjoy a range of stimulating activities and are beginning to describe them in detail. They learn the letter sounds and use marking implements for writing.
134. They listen to a variety of songs in Welsh and join in enthusiastically. They can count numbers to five and know the names of a few colours in Welsh.

135. Children in reception make good progress in their language skills. They are beginning to understand what it means to be a 'good listener'. They portray a character in role-play and participate in sensible dialogue for a reasonable time. They listen to sounds in words, word beginnings and endings and gain confidence in pre-reading skills.
136. Children handle books well and enjoy pictures and words. They record a situation or event with a picture and dictate short poems for class books. By the summer term, they gain confidence in formal writing activities.
137. They respond to simple commands in Welsh and join in with Welsh action songs and rhymes. They know and can pronounce correctly several commands and greetings in Welsh.

Mathematical Development

138. Standards of achievement in mathematical skills are good in both nursery and reception, bearing in mind the very low starting point of many of the children.
139. In the nursery, children's mathematical skills are developing well. They stack construction blocks and count how tall they are. They measure their own height using cubes. They can name basic shapes, and recognise and draw simple 2D shapes. Children differentiate between full and empty bottles. They use big jigsaws, recreate simple patterns using the language of shape and position, and recall number rhymes and counting games.
140. Children in reception make good progress in their mathematical development. Most children count orally to 5 in order of sequence and more able children count orally to 10. They confidently sort, match and order, and successfully create a repeating pattern. They compare full and half full. They measure their own feet and estimate and measure how many footprints it takes to move around the school. They name a range of 2D and 3D shapes, record the weather on a chart and successfully use a simple computer program on number.

Knowledge and Understanding of the World

141. Standards of achievement in knowledge and understanding of the world are good in nursery and reception.
142. In both nursery and reception classes, children benefit considerably from the opportunities given to them to appreciate the immediate world around them. For example, children in the nursery, water and care for the garden area and prepare the flowerbed. They plant bulbs in individual pots looking at the roots and shoots. They learn about the seasons of the year. They take part in assemblies to celebrate the main Christian festivals and in those, which encourage children to contribute to charitable organisations.
143. In the reception classes, the children experiment confidently in mixing and measuring the ingredients for cawl on St David's Day and pancakes on Pancake

Day. They are aware of key religious celebrations, know the name of the days of the week, and are developing a time vocabulary.

144. Children in reception are developing confidence in using the computer. They work in small groups with adults and learn how to operate the keyboard and use the mouse accurately. They confidently use IT to select and move items on screen and use a graphics package.

Physical development

145. Standards of achievement in physical development are good in both nursery and reception.
146. In the nursery, children move confidently and imaginatively and show good control and co-ordination. They develop their spatial awareness by playing circle games. They throw and catch a ball competently with an adult. They enjoy regular opportunities to play outside in the soft play area on large apparatus and use wheeled toys. They successfully use small construction toys, and choose and use appropriate tools and equipment.
147. In reception, they make the best use of the limited outdoor resources that they have.
148. They understand, appreciate and enjoy the differences between running, walking, skipping, jumping and hopping. In dance, they understand and respond very well to suggestions about spatial awareness. They listen attentively to the music and move in time to the beat.

Creative Development

149. Standards of achievement in creative development are good in both nursery and reception.
150. Children in the nursery handle tools and malleable materials safely. They enjoy making choices whilst mixing water and paint and they use their fingers and sponges to create interesting patterns of spring flowers. They use a variety of objects to produce good printing patterns. They create attractive collages and sparkling pictures.
151. They sing tunefully and name a few of the percussion instruments they use.
152. In reception, children make good progress. They confidently use malleable materials to make clay moulds of hedgehogs and use a graphics package in ICT to create realistic drawings. They use paint confidently to create pictures of themselves. They create collages of houses from different materials with increasing confidence. They continue to sing tunefully and extend their repertoire of songs in both English and Welsh.

Shortcomings

153. There are no significant shortcomings.

English

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

154. In KS1, starting from a well below average base, pupils speak confidently about what they like and dislike, they speak clearly and with increasing confidence and accuracy. They respond to their teachers' instructions appropriately and listen carefully for longer periods.
155. In KS1, pupils know the sounds that letters make and use their knowledge well to identify similar sounds and patterns in different words. They use their knowledge effectively to read these words and sounds reasonably confidently. They correct simple mistakes themselves. In KS1 pupils know some well-known children's stories and fairy tales. They discuss enthusiastically what happens next in the story. They are beginning to read for information.
156. In writing, pupils in KS1 know how to make the shapes of individual letters and to write simple words accurately and clearly. They know that a sentence begins with a capital letter and ends with a full stop. In KS1, pupils apply their writing skills carefully when improving their handwriting and when writing factually in their work in other subjects. They know how to spell simple words accurately.
157. In KS2, pupils listen well and respond to instructions appropriately. They answer questions confidently and sensibly. In upper KS2, pupils are beginning to use and develop specialist vocabulary, for example, in science and in physical education. They know that there are different forms of English, which are used in different contexts.
158. In reading, pupils in lower KS2 talk confidently about their favourite part of a story. These pupils read with expression and predict what is likely to happen next. Older pupils in KS2 read reasonably well and many show a sense of pleasure and expression when reading aloud. They know how to use reference books and other resources of information to research a topic. They refer to favourite authors and know why they like to read their books.
159. In writing in KS2, younger pupils know that adjectives and adverbs add colour and atmosphere to a poem they are studying. They know how to apply spelling rules when writing unfamiliar words. They use their previous learning well to identify characteristic and emotions in a piece of writing. In upper KS2, pupils convert colloquial speech into plain English. They are aware of how language

changes over time, for example when comparing the language or Shakespeare with that of today and in acting out some scenes from his plays. They write Haiku poetry accurately. They write for a range of different purposes well when reviewing books, writing advertisements or recording interviews.

Shortcomings

160. In KS2, pupils have limited skills in oracy. They do not develop their ideas sufficiently or convey their ideas clearly in extended sentences.

Mathematics

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

161. Pupils that have only just entered Year 1 work practically and learn to solve mathematical problems. They count carefully and match groups of objects to the correct number card. They make sets of toys and add them together accurately.
162. They begin to use signs and symbols and, when asked to do so, most pupils quickly find and name cards that illustrate plus and equals. Pupils use correct mathematical language. Pupils of average ability record their work accurately. They understand that the digits they record represent a number of objects.
163. Pupils in Year 2 count in tens and begin to understand place value. They use their knowledge of money very effectively to help them do this when they exchange ten 1p coins for one 10p coin. Some pupils also know that different coins can be substituted to make amounts up to 25p.
164. Year 3 pupils use place value cards very effectively to understand the value of digits chosen at random. They order three digit numbers correctly and explain their work.
165. Pupils in Year 4 learn to subtract a two-digit number from a larger two digit number using equal addition. Pupils explain that subtraction and addition are part of the same process and they understand how to check their results.
166. These pupils use their mental strategies recognising number bonds to 100 well. They explain confidently how to round numbers in order to make quick mental calculations.
167. Pupils in Years 5 and 6 carry out a range of problem-solving activities. They use number apparatus to accurately order three digit numbers. They learn to ask themselves questions, and to think logically in order to overcome difficulties.

168. Pupils in Year 6 explain that in order to calculate the mean of a group of numbers, it is essential to divide the total by the number of parts. Pupils of average ability do this accurately. They understand the application and purpose of the work they do in mathematics.

Shortcomings

169. Pupils in KS2 do not have a secure understanding of the mathematical principles that underpin the techniques they apply to their work.
170. More able pupils' knowledge and understanding of number is under developed because of a lack of appropriate challenge in some KS 2 classes.

Design and technology

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good features

171. In KS1, the youngest pupils make lighthouses from found materials. They make models from construction toys. They begin to evaluate their work orally.
172. Pupils in Y1 and Y 2 successfully make a fruit salad. They investigate the fruit by cutting it in half and tasting it. They use basic tools safely. They have an understanding of the properties including taste, texture, and appearance. They explain clearly their likes and dislikes. They recognise that it is important to eat fruit and vegetables.
173. They make musical instruments from a variety of materials. They begin to make a written evaluation of their work.
174. Year 2 pupils work with a range of materials. They successfully use straw, brick rubbings, air-dry clay and plasticine. They make healthy sandwiches. They consider food hygiene and create their own sandwiches from a variety of different ingredients. They sensibly discuss the taste and texture of the sandwich.
175. Year 3 pupils competently cut, stick and make a puppet with a hinged joint to illustrate a nursery rhyme. They design and make interesting mosaics from clay. They evaluate their work successfully. Pupils investigate frames considering the suitability for showing the movement of a cartoon character. They discuss their purpose and design. They consider the materials they will need and the tools they will need for cutting and joining. They successfully evaluate their artefacts.
176. Older pupils in KS2 design and make a simple and strong beam bridge and give evidence of its strength. They competently test the various papers for their strength and assess their capability for making a bridge.

177. Older pupils in KS2 successfully follow a set of instructions to produce a pressure pad which, when placed in a circuit, will light a bulb. They confidently work individually and test their product. They understand what materials are used as conductors and what materials are needed to separate the two pieces of card. They identify and make improvements.
178. Older pupils in Year KS2 design and make wheeled vehicles and are aware of the need to plan and design their work before they begin the making process. They use ICT to draw an appropriate design.
179. By the end of KS2, pupils improve their designing skills when they take part in a cross-curricular project involving all the pupils in the school. They produce an attractive and interesting ceramic project illustrating the images of coal. They evaluate their work throughout the project.

Shortcomings

180. In KS1 pupils make limited progress in their designing skills. They do not use simple annotated drawings to indicate what materials are to be used.
181. The drawings of KS 1 pupils lack sufficient detail to help them plan accurately what they will need to complete the task.

Physical education

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good features

182. In KS1 pupils know the importance of warming up and cooling down before and after exercise. They are aware of the importance of having “big soft hands” when catching a ball. They know that they must concentrate carefully on the ball and adjust their positions in order to catch it.
183. Within KS1, pupils demonstrate a good awareness of space when working together in small groups to improve their skills and co-ordination in gymnastics. They are beginning to develop an understanding of playing in a team and in taking turns fairly. They describe the changes they experience in their breathing and appearance when they exert themselves.
184. In KS1 in dance, pupils are beginning to interpret the mood and meaning of music as they move rhythmically to it.
185. In KS2, pupils play a good range of small sided games enthusiastically taking turns and passing with increasing accuracy, for example when developing ball

handling skills in rugby. They know and improve their sending and receiving skills while running. They know how to adjust their passing to meet the changing needs of a practised routine. They are beginning to be familiar with and apply the basic rules of different games.

186. In lower KS2, pupils construct and improve basic shapes and movements to make gymnastic sequences which they evaluate accurately. They know technical terms and use them appropriately when evaluating other pupils' efforts.
187. In athletic activities, pupils in KS2 know how to run effectively for shorter and longer distances. They throw accurately and jump higher and further using different techniques.
188. In KS2, pupils use the many opportunities provided to compete against each other and to take part in team games and as a result develop a good understanding of fair play. They take part in a good range of outdoor activities enthusiastically.
189. In swimming, most pupils achieve at least the expected standard and swim unaided, confidently and safely.

Shortcomings

190. There are no significant shortcomings across the school. However, in a small proportion of lessons pupils do not reach higher standards because they do not have a clear enough picture of what they need to do to improve further.

Religious education

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good features

191. Pupils in Year 1 show respect for racial and cultural diversity when they introduce themselves to Persona Dolls. They begin to understand that we are all similar to each other despite having different skin colour or coming from different countries and religious backgrounds.
192. Pupils in Year 1 have a secure knowledge of the basic concepts of Christianity appropriate to their age. They know the names of the major festivals and simply explain the key features and beliefs behind them.
193. Year 2 pupils explain that churches and chapels are the religious building associated with Christianity. They know that the Bible is the Holy book for Christians and they give a brief outline of a number of stories from both Old and New Testaments. Pupils know the purpose of prayer and understand that people may do this in different ways. They also understand that some people may have different belief systems.

194. Pupils in Year 3 recognise the qualities of “goodness”. They discuss this subject thoughtfully. Pupils link this to their work on developing personal qualities. They begin to understand that the concept of ‘goodness’ is an important element in many religions.
195. Pupils in Year 4 and 5 have a good knowledge of some of the traditions, beliefs and customs of Sikhs. They know the Five Ks and understand that Sikh religious dress is symbolic. They share their creative ideas effectively when they explore and consider the purpose of a range of religious artefacts.
196. Pupils know the symbols for a number of religions and describe what they mean. They talk about similarities between faiths and simply express the concept that God is God whether one is a Christian or a Muslim.
197. Pupils in KS2 understand the importance of religious rules when they discuss the need for school rules. Their study of the leadership of Moses helps them realise the significance of the Ten Commandments. They simplify these, using modern language.
198. Pupils in Year 6 describe the main features of some of the major World Religions. They simply, but thoughtfully, discuss the importance of respecting the beliefs of others.

Shortcomings

199. There are no significant shortcomings.

School's response to the inspection

As the process of inspection through self-evaluation is new to the school, it is reassuring that the inspection team agrees with most of the school's judgements of aspects of its work.

The inspection findings recognise that the school has made good progress since the previous inspection, in improving the quality of education and in raising standards of achievement. The inspectors found standards of achievement in lessons were above the Welsh Assembly Government all Wales target for 95% of standards to be at least Grade 3 and 50% to be Grade 1 or 2. Teaching was also judged to be above the Welsh Assembly Government all Wales target. This is a reflection of the hard work of pupils, staff, governors and the head teacher of Deighton Primary School.

We are particularly pleased that the inspection team found that a strength of the school is that it knows and responds to the individual needs and circumstances of its pupils. The report also confirms that the staff are very successful in creating a caring and supportive environment where pupils feel secure and respected.

An action plan to include the recommendations will be produced by the staff and governors and will be incorporated in the schools strategic development plan. This will ensure that we build upon our current strengths and continue to make progress.

Several of the recommendations for future developments have already been identified by the school in its self-evaluation report and strategic development plan. These recommendations will be included in our next supplementary development plan as well as other issues and opinions raised by the inspection team.

The staff and governing body of Deighton Primary School welcome this report, and would like to express their thanks to the inspection team whose positive and professional approach was greatly appreciated. Their opinions are valued and recommendations will form the basis for the next stage in the future development of Deighton Primary School.

Appendix A

Basic information about the school

Name of school	Deighton Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Stockton Way Tredegar Blaenau Gwent
Post-code	NP22 3ES
Telephone number	01495 722567

Headteacher	Mr Roger Fawke
Date of appointment	1 st September 1997
Chair of governors/ Appropriate authority	Mr G Jervis
Registered inspector	Mr Peter Mathias
Dates of inspection	19 th – 22 nd September 2005

Appendix B

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	20	36	38	29	38	38	42	38	279

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	1	12.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.7:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23.5
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Rest
Summer 2004	86.6			90
Autumn 2004	83.4			92.5
Spring 2005	88.3			89.9

Percentage of pupils entitled to free school meals	43%
Number of pupils excluded during 12 months prior to inspection	2

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					42
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	2	26	69	2	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	7	45	43	5	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	5	24	69	2	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	2	95	2	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	0	31	67	2	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	2	12	67	19	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	64	In Wales	79

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 2004				Number of pupils in Y6			46		
Percentage of pupils at each level									
			A	1	2	3	4	5	6
English	Teacher assessment	School		7	15	26	37	15	
		National		1	6	16	45	31	
	Test/Task	School	9		15	17	46	13	
		National	2		5	12	38	40	
Mathematics	Teacher assessment	School		7	39	41	41	13	
		National		4	19	46	46	30	
	Test/Task	School		7	33	48	48	13	
		National		4	18	42	42	33	
Science	Teacher assessment	School		4	26	55	55	15	
		National		2	13	49	49	35	
	Test/Task	School		4	13	59	59	24	
		National		1	9	48	48	39	

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	44	In the school	50
In Wales	70	In Wales	72

- D Pupils who are excepted 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

At the time of this inspection the 2005 National Curriculum results were unconfirmed. The school had requested that they be reconsidered due to apparent errors in their compilation.

Appendix D

Evidence base of the inspection

- A team of four inspectors were present at the school for twelve inspector days.
- The school provided a nominee to work with the inspection team.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Twenty-nine 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.
- Forty-five 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 extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias Registered Inspector	Context Summary and Recommendations Key questions 2, 5 and 6 Contribution to Key Question 1 English Physical education
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Helen Smith	Key Question 7 and contribution to Key Question 4 Early Years Design technology
Mrs Jan Marsden	Contribution to Key Question 3 and 4 Mathematics Religious education
Mr R Fawke Nominee	Contributing to all Key Questions

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

Contractor:

Lincolnshire Inspection Team
37 Park Drive
Grimsby
North East Lincolnshire
DN32 0EG

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Deighton Primary School
Stockton Way
Tredegar
Blaenau Gwent
NP22 3ES**

A Summary Report for Parents

School Number: 677 / 2072

Date of Inspection: 19th – 22nd September 2005

by

**Mr Peter Mathias
W203/78829**

Date: 21st November 2005

Under Estyn contract number: T/064/05P

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Basic information about the school

Name of school	Deighton Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Stockton Way Tredegar Blaenau Gwent
Post-code	NP22 3ES
Telephone number	01495 722567

Headteacher	Mr Roger Fawke
Date of appointment	1 st September 1997
Chair of governors/ Appropriate authority	Mr G Jervis
Registered inspector	Mr Peter Mathias
Dates of inspection	19 th – 22 nd September 2005

The inspection

Deighton Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Deighton Primary School** took place between 19th to 22nd September 2005. An independent team of four inspectors, led by Mr Peter Mathias 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 sections.

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a **standard inspection**.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

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 this 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.

Summary

Deighton Primary is an improving school with a positive and caring ethos. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with all of the school's judgements about other areas of its work.

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

Standards of achievement

- Overall pupils' standards of achievement in the subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	3%	66%	31%	0%	0%

- Standards of achievement in lessons are above the Welsh Assembly Government (WAG) all Wales target for 95% of standards to be at least Grade 3 and 50% to be Grade 1 or Grade 2. The overall quality of educational provision for children under five is appropriate to their needs and children make good progress towards the desirable outcomes for children's learning.

Subjects and Areas of Learning Early Years

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

3. KS1 and KS2 in the subjects inspected the standards of achievement are as follows.

Subject	Key Stage 1	Key Stage 2
English	2	3
Mathematics	2	3
Design and technology	3	2
Physical education	2	2
Religious education	2	2

4. Pupils' standards and progress in the key skills have good features which outweigh shortcomings. In the key skills of speaking in both key stages, pupils speak confidently but have limited abilities to discuss or answer at length. In both key stages, pupils listen well and concentrate hard for longer periods. In the key skill of reading, pupils make good progress from a very low base. In both key stages, pupils apply their writing skills well. In KS1, pupils use their skills in numeracy well. However, in KS2, pupils do not apply these skills confidently across the curriculum. Pupils apply their skills in information and communications technology (ICT) well to support their learning. Pupils' problem solving skills are good, as are their personal and social skills. However, pupils' bilingual and creative skills are limited.
5. Starting from a well below average base, in the end of KS1 national tests for seven year old in 2004 pupils' achievements in English, mathematics and science were below the Welsh and local averages and for schools considered broadly similar. Since 2001 there has been a trend of steady improvement. Girls have made slightly better progress than the boys.
6. In KS2 national tests for eleven year olds in 2004, the percentage of pupils reaching or exceeding the expected standard (Level 4) was below the Unitary Authority (UA) and all Wales averages. In these tests, boys out perform girls. Few pupils reached the higher level (Level 5). Since 2001, the proportions of pupils reaching the expected standards in these assessments have risen. However, they still remain low when compared to national and local indicators. The school has not met the very challenging target set for it by the Unitary Authority (UA). However, pupils who start and remaining in the school make at least the amount of progress it would be reasonable to expect. Pupils from different ethnic backgrounds achieve well, reflecting the good support they receive. There is evidence to suggest that the unconfirmed results for 2005 have continued to improve. These results are being reconsidered at the school's request.
7. Pupils' behaviour is good and they have positive attitudes to their work. They are enthusiastic about school life. Relationships between pupils and between pupils and adults are positive. Pupils appreciate and respect the different beliefs and cultural traditions within the school. Levels of attendance at 91% are below the expected level and the school is attempting to improve this through a range of strategies. Nearly all pupils arrive promptly at the beginning of the day.

The quality of education and training

8. In the lessons observed the quality of teaching and learning was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	59%	34%	3%	0%

9. The percentage of lessons at Grade 3 or above is above the WAG target for 95% of lessons to be in these categories. Some 73% of lessons are Grade 1 or Grade 2. This is above the national target of 50% of lessons to fall into these categories.
10. In the best lessons in the nursery and reception classes, teachers show a good working understanding of how to plan and organise their lessons and to make learning enjoyable. Children come to school willingly and get on well, bearing in mind their often well below expected starting points.
11. In the best lessons in KS1 and KS2, teachers know their subjects well. They plan carefully so that lessons are challenging. They have high expectations of what their pupils can achieve. They recognise success warmly. They take the opportunities that arise to teach and develop pupils' key skills, for example in their use of Welsh and ICT. They ensure that all pupils, including those with English as an additional language, play a full part in their lessons.
12. Where teaching has some shortcomings, lessons lack an appropriate amount of challenge particularly for the more able. Teachers do not make the objectives of the lessons clear or tell pupils what they need to do to improve. Pupils are not encouraged to build systematically on what they already know and can do. In some lessons, pupils are not encouraged to build on their key skills or to take an active part in their learning.
13. Arrangements to monitor pupils' achievements and to use that information to judge individual pupils' progress are extensive and rigorous. Records are regularly updated. The information is generally well used to highlight what pupils need to do to improve. However, in some classes this information is not always well used to challenge the more able.
14. The school's curriculum is broad and balanced and accessible to all pupils. Provision for children under five is appropriate to their needs and children make good progress to the desirable outcomes for children's learning.
15. The overall curriculum meets legal requirements and reflects the needs of all pupils, including those with special educational needs. There is a suitable emphasis on the teaching of Welsh culture and heritage. Opportunities to develop pupils' key skills have some good features but also some shortcomings. Currently the school has correctly identified the need to plan for this in a more systematic way.

16. The school makes appropriate provision for pupils' personal, social and health education. The curriculum is considerably enriched by a good variety of out of school activities and visits.
17. Pupils' social, moral and cultural development is good. However, provision for spiritual development has some shortcomings. Arrangements for collective worship meet statutory requirements. However, both in assemblies and in classrooms, opportunities are missed to encourage pupils to reflect and to develop spiritual and aesthetic awareness. The school successfully promotes pupils' environmental awareness and their understanding of sustainable development and global citizenship.
18. Attendance levels are below the expected levels. They have improved as a result of recent initiatives. Pupils arrive punctually. The school meets the WAG guidance for the reporting and recording of attendance.
19. There are well-organised opportunities for pupils of all ages to take responsibility and to make decisions. Links with parents are positive. Their contributions are valued.
20. The school knows and responds to the individual needs and circumstances of its pupils very well. This is a strength of the school. Staff are very successful in creating a caring and supportive environment where pupils feel secure and respected. The school meets the needs of pupils with SEN very well. There are very strong links with outside agencies and services. This support is well managed and is effective.

Leadership and management

21. The school is well led and managed. The headteacher provides a clear sense of direction and purpose to the work of the school. There are close and supportive working relationships between teachers and support staff. The school successfully promotes a caring, family atmosphere. There are thorough procedures in place to assess pupils' progress and to raise standards further. New initiatives to achieve this, for example, in reading are well constructed and are generally effective. Subject co-ordinators know their subjects well and lead them purposefully. They work hard to build on the good practice in the school.
22. The governing body is very supportive of the head teacher, staff and pupils. The chair is personally very committed to the school and is often involved in its daily life. Governors play an active role in determining the long-term direction for the school. They meet all regulatory and legal requirements in full. Arrangements to evaluate the school's strengths and shortcomings are rigorous and accurate. The school has made steady progress since its last inspection.
23. There are a sufficient number of qualified and experienced teachers who possess a good range of specialisms. The provision and quality of learning resources and accommodation throughout the school is good. The recently completed improvements to the computer suite are used effectively as are the

other parts of the building. The school has a strong commitment to the continued professional development of teachers.

24. Overall, bearing in mind the progress pupils make by the age of eleven, together with the quality of teaching and leadership in the school, the school gives sound value for money.

Recommendations

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

- R1 Continue to develop and make consistent the good practice in English, mathematics and design technology across the school in order to raise standards further.
- R2 Raise standards in pupils' spoken language and bilingual skills.
- R3 Raise teachers' expectations of what the average and above average pupils should achieve, and put in place a policy to address this.
- R4 Complete the process of planning for the systematic teaching of key skills.
- R5 Take steps to strengthen pupils' experience and understanding of the spiritual and aesthetic dimensions to their lives.
- R6 Continue to pursue strategies to raise levels of attendance to at least those expected.

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.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.