

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

**Deri Primary School
Glynmarch Street
Deri
Bargoed
CF81 9HZ**

School Number: 6762089

Date of Inspection: 08/05/06

by

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- * pupil referral units;
- * independent schools;
- * further education;
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- * youth support services;
- * LEAs;
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- * work-based learning;
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Deri Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Deri Primary School took place between 08/05/06 and 10/05/06. An independent team of inspectors, led by Mair Eluned Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

"There are three types of inspection.

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

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

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

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

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

This school received a full inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	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

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Context

The nature of the provider

1. Deri Primary School is a local authority community school which serves the village of Deri near Bargoed in the Rhymney valley. The school considers its catchment area to be neither economically advantaged nor disadvantaged; 11 per cent of pupils are registered as being entitled to receive free school meals, which is lower than the national average of 19 per cent.
2. The school caters for pupils from 3-11 years. Nursery children are admitted after their third birthday and 20 children attend for the morning session only. There are currently 95 pupils on roll including the full-time equivalent of nursery children. The number of pupils on roll for the last three years has declined slightly. All pupils are from English speaking homes and Welsh is taught as a second language. There are no pupils from ethnic minority backgrounds.
3. The nature of the intake is neither advantaged nor disadvantaged and reflects the varying socio-economic backgrounds of families and the range of pupils' levels of ability on entry to the school. There are 27 pupils (28 per cent) on the school's special educational needs (SEN) register; there are three pupils with a statement of SEN. There is a key stage 1 Special Needs Resource Base for pupils with complex needs which currently has five pupils. Baseline assessments are undertaken within the first half-term of entry to the school and results indicate a below average attainment for many children, especially in speaking skills.
4. The school has experienced a period of instability since November 2004 due to the absence, through illness, and subsequent departure of the previous head teacher. The acting head has been leading and managing the school during that time. In the autumn term 2005, there was an E-coli outbreak in the school resulting in the death of a Year 1 pupil. This had a devastating effect on the school community and a detrimental impact on rates of attendance and on academic progress.
5. The school was last inspected in May 2000 and produced an action plan to improve pupils' standards of achievement and curriculum provision. The school successfully gained the Basic Skills Quality Mark in 2004.

The school's priorities and targets

6. The school aims to:
 - create a caring community within which pupils feel happy, secure and confident to develop their individual, physical, intellectual, creative, moral and social potential;
 - provide equal access to learning opportunities for all pupils, irrespective of their gender, background or disability;
 - extend pupils' moral and religious awareness whereby attitudes of co-operation, tolerance, empathy and respect are nurtured.

7. The school's main priorities and targets for improvement are to:
 - improve standards of achievement in writing, mathematics, information and communication technology (ICT), physical education and music through the school;
 - develop a whole school strategy for teacher assessments;
 - develop the library and computer suite;
 - achieve the Healthy Schools Award;
 - develop the school's partnership with industry and the local community.

Summary

8. Deri Primary School is a much improved school and has made considerable progress since the previous inspection. During this academic year, the school has achieved outstanding success in improving its leadership and management, which has had a beneficial impact on educational provision and standards of achievement. There was a close match in the judgements made in the school's self-evaluation report with those made by the inspection team.

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?	1
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

Subjects and/or Areas of Learning For Under-fives

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	1
Physical development	2
Under 5s overall	2

Grades for standards in subjects inspected

Subject	Key stage 1	Key stage 2
English	3	3
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Information technology	2	2
Design technology	2	2
History	2	2
Geography	2	2
Art	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

Standards

9. Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	80%	5%	0	0

10. Pupils' standards of achievement in lessons were well above the Welsh Assembly Government targets. Standards have improved considerably since the previous inspection.
11. The overall quality of the educational provision for children under five is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
12. Children under-five make good progress in using key skills in activities within the areas of learning. They confidently take part in creative play activities, which are effective in promoting language skills and they make good progress in developing speaking, listening, reading and writing skills. They develop their numeracy skills and problem-solving skills through a range of practical activities as well as through scientific and technological investigations. They use computer equipment confidently in order to enhance their learning. Their creative skills are very well developed especially in music and they make good use of their imagination to produce good quality art work.
13. In both key stages, pupils' standards and progress in key skills are good overall. Pupils achieve good standards in listening skills; they listen attentively with interest. They make good progress in improving their speaking skills; they respond well to questions and speak confidently and clearly. Pupils in both key stages make good use of the Internet to find information about a range of topics but their use of a library to develop research skills is underdeveloped. Pupils make good progress in improving their written work in a variety of forms for different purposes across the curriculum. However, other areas of writing, such as accurate, structured and extended writing, are underdeveloped. Their handwriting often lacks care in the use of correct letter formation and consistency of style. Pupils make effective use of numeracy skills in different subjects but the use of problem solving skills is limited. Their use of a range of ICT to support their learning across the curriculum is good.
14. Pupils are making outstanding progress in using bilingual skills through the use of incidental Welsh through the day; they take part in Welsh conversations with ease and enthusiasm. Pupils in both key stages learn new vocabulary in lessons across the curriculum, which they confidently use in known language patterns.
15. In the 2005 key stage 1 National Curriculum teacher assessments, the proportion of pupils attaining level 2 and above in the core subjects of English, mathematics and science (core subject indicator) were below local and national averages. The core subject indicator of 54 per cent was lower than the national average of 80 per cent. The number of pupils who achieved level

3 in the three subjects was well below national averages. The results included six pupils with SEN out of the 13 who were assessed, four of whom were in the Special Needs Resource Base. The results excluding pupils with SEN in the Resource Base indicate that the core subject indicator of 86 per cent was above local and national averages.

16. In the 2005 key stage 2 National Curriculum teacher assessments, the proportion of pupils attaining level 4 and above were above local and national averages in the three core subjects; the core subject indicator of 78 per cent was above the national average of 72 per cent. The percentage of pupils who achieved level 5 in English was well above the national average whilst mathematics and science were below the national average.
17. When compared with similar schools locally and nationally, where up to 16 per cent of pupils are entitled to free school meals, the results in key stage 1 are below average. However, almost 50 per cent of the pupils assessed were on the SEN register. Girls achieved much higher than boys. In key stage 2, the results are average. Boys achieved much higher than girls.
18. Pupils' understanding of how well they are progressing and what they need to do to improve is developing well. Pupils are involved in assessing their own progress and setting targets for improvement in English, mathematics and in other areas of the curriculum.
19. Levels of attendance, with an average attendance rate of 90.4 per cent for the three terms prior to the inspection, is below the national average of 93.4 per cent. The E.coli outbreak in the autumn of 2005 had a detrimental effect on rates of attendance. The school makes every effort to monitor and follow up absences and to stress the importance of regular attendance to parents.
20. Pupils' behaviour and attitudes to learning are good which have a positive effect on learning and the quality of life in the school. Pupils make good progress in learning to take responsibility for their own work and often work in pairs or collaboratively in a group. They capably plan and organise their work but the lack of a suitable school reference library restricts their opportunities to work independently.
21. Pupils make very good progress in their personal, social, moral and wider development. They have a good understanding of equal opportunities issues and are developing an understanding for the need for respect for diversity within society.

The quality of education and training

22. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	75%	7%	0	0

23. The overall quality of teaching in lessons is higher than the Welsh Assembly Government targets. The quality of teaching of children under-five and pupils in the Special Needs Resource Base is good with outstanding features. Throughout the school, teachers have a good knowledge and understanding of subjects and areas of learning they teach. Lesson planning is well structured with clear learning objectives, which are shared with the pupils. A good range of teaching techniques and strategies are used effectively to promote pupils' learning.
24. The quality of assessment and recording in the early years is good; there are effective systems, which provide detailed information about children's achievements and progress. In both key stages, assessment and recording procedures are effective in assessing pupils' work and progress, especially in the core subjects.
25. The quality of reports to parents is good and they meet statutory requirements. They provide detailed information of pupils' progress with clear evaluations about their achievements and what they need to do to improve.
26. Learning experiences are effective in ensuring equality of access and opportunity for all pupils. The overall quality of the educational provision for children under five is appropriate to their needs and succeeds in promoting the Desirable Outcomes in all areas of learning. Pupils in the Special Needs Resource Base benefit from a very well differentiated curriculum. In both key stages, the schemes of work are effective in providing for progression and continuity in pupils' learning. Whole school planning to ensure the progression of key skills is at an early stage of development. Pupils' learning experiences are enhanced through a very good range of educational visits and opportunities to participate in out-of-hours activities, including sport and music.
27. The provision for pupils' spiritual, moral, social and cultural development is good and pupils respond well to this area. Pupils' spiritual and moral development is actively developed in collective worship and through the curriculum. There are a good range of opportunities for pupils to achieve high standards in their personal and social development.
28. There are effective partnerships between the school and parents, the community and other schools in the local cluster. Strong links have been developed with the local community during the last year. Parents and others in the locality make a significant contribution to pupils' learning and play an important part in the life of the school.

29. Pupils' bilingual skills are successfully promoted in all lessons and through school activities. The use of incidental Welsh across the curriculum is outstanding. *Y Cwricwlwm Cymreig* is integrated into most subjects and succeeds in promoting pupils' understanding of the language and culture of Wales, although aspects of art and music are underdeveloped.
30. The school has begun a programme of work for the education for sustainable development. Their work in promoting education for global citizenship is developing well. Work-related education is good.
31. The quality of care, educational support and personal guidance for pupils is good. The school ensures that all pupils are equally valued and treated with respect and understanding. There are good procedures for promoting equality and the well-being, health and safety of pupils.
32. The quality of provision for pupils with additional learning needs is good; it complies with the Welsh Assembly Government framework for inclusive education and with the SEN Code of Practice. Pupils receive good support and make steady progress in their learning towards targets set in their individual education plans. All pupils, including those in the Special Needs Resource Base, make good progress and achieve good standards according to their level of ability.

Leadership and management

33. The quality of leadership and strategic management is good with outstanding features, in particular the high commitment of the acting head teacher and staff to improve pupils' standards of achievement. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote a positive ethos and high standards; this is an outstanding feature. The acting head teacher provides effective, caring leadership, and ensures a clear sense of purpose and direction for the work of the school.
34. The governing body is extremely supportive of the school, especially in providing very good support for the acting head teacher in implementing procedures to improve provision and standards. Governors help to set the school's strategic direction and carefully monitor the budget and educational provision. The governing body effectively fulfils its regulatory and statutory obligations.
35. The school's self-evaluation report clearly identifies strengths and areas for further improvement. There is a good culture of self-evaluation in the school, which includes the contribution of staff, pupils, governors, parents and visiting professionals. Subject leaders evaluate the quality of curriculum planning and standards of pupils' work effectively. The school is in the process of developing a cycle of monitoring lessons to enable subject leaders to monitor the quality of teaching and learning.

36. The overall provision for staffing, accommodation and learning resources is good and has a beneficial impact on pupils' standards of achievement. Pupils are well supported by qualified and experienced staff who are effectively deployed. The provision and quality of resources are good and staff and pupils make effective use of all available books, materials and equipment.
37. The school has suitable accommodation for the number of pupils on roll. Good use is made of all available space to provide an attractive working environment for pupils. The quality of the inside and outside accommodation is good. Classrooms and shared areas are enhanced by good quality displays, which celebrate pupils' achievements. The lack of a comprehensive school reference library hinders the development of pupils' research and library skills.
38. Resources are managed efficiently and budget planning reinforces the aims of the school, ensuring good value for money. Targets for improvement are set and are incorporated into the school development plan, which is a useful working document for prioritising areas for improvement over a three year period.
39. The school has made outstanding progress since the previous inspection and has met the targets set in an action plan, which address the key issues from the previous inspection report.

Recommendations

In order to improve pupils' standards of achievements and educational provision the school needs to:

- R1 Address the shortcomings in English in both key stages.
- R2 Improve the school library in order to cater for the development of pupils' research and library skills.
- R3 Further develop whole school planning for the teaching of key skills.
- R4 Further develop monitoring systems to enable subject leaders to monitor the quality of teaching and pupils' standards of achievement.
- R5 Continue to improve rates of attendance.

All these issues have been identified as areas for development in the school's self-evaluation report and in the school development plan.

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

40. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
41. Pupils' standards of achievement in lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	80%	5%	0	0

42. Pupils' standards of achievement are well above the Welsh Assembly Government targets. All pupils, including those with SEN, achieve good standards in their knowledge, understanding and skills according to their level of ability.
43. Standards of achievement in the areas of learning for children under five are judged as follows:

Area of learning	Grade
Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	1
Physical development	2

44. 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. Baseline assessments indicate that attainment on entry is below average for many children. They make good progress in all the areas of learning and by the age of five, the majority of children achieve, and some exceed, the Desirable Outcomes.
45. Children under-five make good progress in using key skills in activities within the areas of learning. They confidently take part in creative play activities, which are effective in promoting language skills. They make good progress in improving speaking skills and in developing listening, reading and writing skills. They develop their numeracy skills and problem-solving skills through a range of practical activities and investigations and achieve good standards. They use computer equipment confidently and competently in order to enhance their learning. Their creative skills are well developed, especially in musical activities and they make good use of their imagination to produce high quality art work.

46. Standards of achievement in the subjects inspected are judged as follows:

Subject	Key stage 1 grade	Key stage 2 grade
English	3	3
Mathematics	2	2
Science	2	2
Welsh second language	2	2
Information technology	2	2
Design and technology	2	2
History	2	2
Geography	2	2
Art	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

47. In both key stages, pupils make good progress in developing key skills. Pupils have good listening skills and they listen attentively with interest. They respond very well to instructions, to questions and to the views of other pupils. They achieve good standards in speaking skills; they speak clearly and audibly when responding to questions, describing events and taking part in discussions. Pupils make good progress in improving their reading skills but there are shortcomings in the development of their research and comprehension skills. Pupils in both key stages make good use of the Internet to find information about a range of topics but their use of a library to develop research skills is underdeveloped. Pupils achieve good standards in writing for different purposes and in a variety of forms across the curriculum. However, in both key stages, writing lacks fluency and accuracy and handwriting styles are inconsistent. Younger pupils lack care in the use of correct letter formation.
48. Pupils' standards in numeracy across the curriculum are good. They make good use of their numerical skills and measure and calculate accurately in a range of activities. They use data handling skills well to record the results of investigations and surveys. Pupils confidently handle numbers in mental, oral and written tasks.
49. There are good examples of pupils successfully using ICT to support their learning in both key stages. Pupils make good use of a range of programs to record, illustrate and present their writing and produce graphs, tables and data bases in a range of subjects. They confidently use the Internet and CD ROMs to find information.
50. Pupils begin to use problem-solving skills in a range of tasks but their questioning and predicting skills in helping them to reach decisions are underdeveloped. They use creative skills well when designing imaginatively, discussing ideas in groups and taking part in drama and musical activities.
51. Pupils' are making outstanding progress in using bilingual skills through the use of incidental Welsh through the day. They willingly take part in Welsh conversations with confidence and enthusiasm. Pupils in both key stages

learn new vocabulary in lessons across the curriculum, which they confidently use in familiar language patterns.

52. In the 2005 key stage 1 National Curriculum teacher assessments, the proportion of pupils attaining level 2 and above in the core subjects of English, mathematics and science (core subject indicator) were below local and national averages. The core subject indicator of 54 per cent was lower than the national average of 80 per cent. The number of pupils who achieved level 3 in the three subjects was well below national averages. The results included six pupils with SEN out of the 13 who were assessed, four of whom were in the Special Needs Resource Base. The results excluding pupils with SEN in the Resource Base indicate that the core subject indicator of 86 per cent was above local and national averages
53. In the 2005 key stage 2 National Curriculum teacher assessments, the proportion of pupils attaining level 4 and above were above local and national averages in the three core subjects; the core subject indicator of 78 per cent was above the national average of 72 per cent. The percentage of pupils who achieved level 5 in English was well above the national average whilst mathematics and science were below the national average.
54. When compared with similar schools locally and nationally, where up to 16 per cent of pupils are entitled to free school meals, the results in key stage 1 are below average. However, almost 50 per cent of the pupils assessed were on the SEN register. The core subject indicator has fallen steadily since 2001, but the results include pupils with SEN. Girls achieved much higher than boys. In key stage 2, the results are average. Boys achieved much higher than girls. The core subject indicator has improved over the last three years.
55. A range of effective teaching and learning strategies have been implemented and are having a beneficial impact on raising the quality of learning and standards of achievement. All pupils, including those with SEN, make good progress towards the targets for improvement set by the school in relation to national criteria.
56. Pupils' understanding of how well they are progressing and what they need to do to improve is developing well. They are involved in assessing their own progress and setting targets for improvement in English and mathematics. All pupils succeed and make good progress regardless of their social background.
57. All pupils, including higher achieving pupils, make good progress towards fulfilling their potential and respond well to suitably challenging work. Pupils with SEN, including those in the Special Needs Resource Base, make good progress towards the targets in their individual education plans and achieve good standards relative to their abilities. All pupils are well placed to move on to their next stage of learning.

58. Pupils are well motivated and have good attitudes to learning. They demonstrate an interest in their work and most show an ability to sustain concentration.
59. Pupils' behaviour is good and they understand the high expectations of behaviour through the school's 'Polite Academy' initiative to which pupils respond positively. They are considerate, courteous and relate well to each other. They demonstrate a mature and responsible attitude and are respectful of other members of the school community. Three pupils were temporarily excluded during the twelve months prior to the inspection.
60. Whole school attendance during the three terms preceding the inspection averaged 90.4 per cent. This is below the national and local averages for primary schools. Unauthorised absence is 1.3 per cent. Two bouts of illness during the past year have impacted on attendance levels. The E.coli outbreak in the autumn of 2005 had a detrimental effect on rates of attendance. With few exceptions, pupils arrive on time. The school takes appropriate account of the Welsh Assembly Government's guidance on attendance.
61. Pupils' learning skills are developing well through the school. From an early age, they are able to work independently and for increasingly longer periods of time. Pupils use their time effectively and co-operate well to work in pairs or collaboratively in a group.
62. Pupils have positive attitudes and a strong sense of responsibility. They capably plan and organise their own work, but the lack of a suitable school reference library restricts their opportunities to work independently.
63. Pupils make good and often outstanding progress in developing their personal and social skills. All pupils are fully involved in the life and work of the school and, through the school council, participate in the decision-making process about identified issues. They show respect and concern for others. They are confident enough to share their views openly and listen well to others, appreciating that individuals may hold different opinions to themselves.
64. Pupils have a good understanding of equal opportunities issues. The school ensures that all pupils have equal access to all activities. Pupils in the Special Needs Resource Base are well integrated with the rest of the school, ensuring that they have equal access to the curriculum and school activities. Pupils are developing appropriate knowledge, understanding and respect for the diversity of beliefs, traditions and attitudes in our society.
65. Pupils participate effectively in the workplace and the community through visiting places of interest and through their involvement in community projects. Pupils value the opportunity to participate in community events, such as celebrating the school's centenary and taking part in festivals at the local chapel.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

66. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
67. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	75%	7%	0	0

68. The quality of teaching in lessons is higher than Welsh Assembly Government targets. Teachers have good subject knowledge and a good understanding of recent developments, including the use of interactive whiteboards, which are very effective in promoting pupils' interest and learning.
69. The quality of teaching of children under five is good with some outstanding features. Staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and plan a good range of activities within the six areas of learning. Their planning of a range of exciting outdoor experiences is an outstanding feature.
70. The quality of teaching in the Special Needs Resource Base is good and often outstanding. Staff have a thorough knowledge of the pupils' learning and social needs and plan an interesting range of differentiated activities for them, as well as ensuring that they are included in mainstream lessons to work with other pupils, when appropriate.
71. In all lessons, work is challenging and well matched to the needs of all pupils with appropriately differentiated tasks set for them as individuals, pairs or groups with challenging activities planned for higher achieving pupils. Opportunities are provided for pupils to work collaboratively in pairs or groups and to take responsibility for their own learning. Teacher intervention is effective in supporting pupils who need help with their learning.
72. Throughout the school, teachers establish good working relationships with pupils and have high expectations of their behaviour and learning. All pupils are treated equally, irrespective of their race, gender or disability.
73. Lesson planning is well structured with clear learning objectives, which are shared with pupils. Resources are used effectively to support the teaching and learning. Key skills are referred to but the planning does not always specify how the skills are used to support learning. Classroom and support assistants are actively involved in the planning and are very well deployed to support pupils' learning.

74. A good range of teaching techniques and strategies are used effectively to promote pupils' learning. Lessons are well structured with a good mix of oral work, paired and group work and individual tasks. Time limits for tasks are effective in ensuring that work progresses at a good pace. Introductions to lessons often consolidate previous learning and encourage pupils to participate in discussion. Good quality questioning encourages pupils to explain their thinking and extend their understanding. Homework is set regularly and succeeds in supporting pupils' learning.
75. Plenary sessions at the end of lessons succeed in consolidating pupils' skills and knowledge and assessing their understanding. Pupils are involved in assessing their own progress by setting targets for improvement in English and mathematics.
76. All teachers make very good use of incidental Welsh in lessons and teach new vocabulary, relevant to the subject being taught which pupils use with ease in familiar sentence patterns. This is an outstanding feature of bilingual teaching.
77. Pupils of all levels of ability, including gifted and talented and those with SEN, are well catered for. Assessment procedures are effective in monitoring and reviewing pupils' progress. Pupils with SEN are well supported by learning support staff. Their work is closely monitored to ensure that they make good progress towards the targets in their individual education plans.
78. The quality of assessment, recording and reporting is good. Routine testing in English, mathematics and science provides useful information about pupils' achievements and is well used to improve their work in the classroom. Teachers observe pupils' work in class and give good directions on how pupils can improve. Daily planning includes opportunities for assessment and these are often used effectively. The quality of assessment for pupils with SEN is often very good with detailed, diagnostic tests used beneficially both in the mainstream and the Special Needs Resource Base.
79. The quality of assessment, recording and reporting for children under five is good. Record keeping is well developed and full records are kept of baseline assessment as well as of ongoing assessment in the six areas of learning.
80. Teachers analyse whole school assessment data and use it to set individual targets in the core subjects. The results of National Curriculum assessments are analysed and general school targets are set for improvement. Teachers have used the assessment information well in areas such as mathematics to raise standards. The school fully complies with statutory requirements for National Curriculum assessment.
81. Teachers know their pupils well and they keep full, formal and informal records. The system is easily manageable and used effectively to inform the teacher's work in the classroom. Records of pupils identified as SEN are useful and detailed.

82. Subject portfolios are well developed in all subjects. Samples of work show progression through the school and are annotated and graded with National Curriculum levels of attainment. Teachers have a good understanding of the criteria for levels of attainment.
83. Pupils' work is marked regularly and positively. The use of written targets for pupils to aim for and improve their work is well developed, but the improvement suggested is not always followed through.
84. Teachers check with pupils at the end of lessons whether or not they have understood the content. Pupils' assessment of their own learning is developing well; they evaluate their own work and set their own targets for improvement in English and mathematics.
85. Teachers have well developed links with parents to ensure that they have a good idea of their children's progress through regular contact as well as termly parents' consultation evenings. Annual reports to parents give a good evaluation of their child's progress and achievements in every subject. They provide useful comments and clear guidance about the steps needed to take to improve standards.

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

86. The findings of the inspection do not match the grade 1 judgement made by the school in the self-evaluation report. In coming to an overall grade, the inspection team needed to give the greatest weighting to the judgements made about how well experiences meet learners' needs and interests and there are shortcomings in this section.
87. The school caters efficiently and effectively for a wide range of pupils' needs and provides equal access to a broad and balance curriculum. The curriculum is stimulating and enriched by many relevant practical experiences. The curriculum for pupils in the Special Needs Resource Base is often very well differentiated to meet their needs.
88. 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. There is a good, and sometimes a very good, range of relevant experiences in the six areas of learning, which enables children to make good and often very good progress in their learning.
89. The acting head teacher and staff have worked hard since the last inspection in order to provide full and relevant schemes of work. These are being fully revised and adapted to meet the needs of the school. Where schemes have been fully revised, such as in mathematics and music, they have been well

adapted to meet the needs of the pupils and ensure continuity and progression throughout the school. There is developing provision for more able and talented pupils, with opportunities to develop language and creative skills, in particular.

90. Although the school co-ordinates the provision for key skills generally well, the full planning for and monitoring of the delivery for the use of key skills across the curriculum is underdeveloped.
91. The school has received recognition from the Basic Skills Agency for its work. Curricular provision fully meets the statutory requirements of the Welsh Assembly Government.
92. There is a very good range of out of hours activities which enrich pupils' experiences. Pupils participate in a wide range of extra curricular activities. They report that they value highly the opportunities offered by lunchtime and afternoon clubs, such as football, choir, girls and boys' band, computer and chess club. Computer club, for instance, contributes effectively to pupils' standards of work in class.
93. Residential visits make a good contribution to both the classroom curriculum as well as to their personal and social development. The school makes outstanding use of its strong links with the immediate locality and community for some very good quality out of school learning. For instance, the frequent use of Darren Park for regular field work makes a very good contribution to pupils' achievement in science and geography.
94. The provision for pupils' spiritual, moral, social and cultural development is good. Pupils' moral awareness is actively developed both in collective worship and through the curriculum, with many opportunities to discuss moral dilemmas. Pupils are regularly involved in helping others and many charities benefit from their support.
95. Personal and social education is developing well and follows the guidance provided by the Welsh Qualifications, Curriculum and Assessment Authority. Although formal planning in this area is at an early stage of development, suitable attention is given to sex education and substance misuse.
96. There are many well planned opportunities for pupils to develop an appreciation of their own cultural heritage and those of others. A very good range of visits and visitors make a significant contribution to cultural development, particularly to their knowledge of the culture of Wales. Pupils' awareness of the traditions of other faiths and cultures is developing generally well through carefully planned opportunities in collective worship and in the curriculum.
97. Daily acts of collective worship make a good contribution to pupils' spiritual, moral social and cultural development. Assemblies are well planned and meaningful occasions where pupils reflect on their experiences and consider the values and beliefs of others. Pupils' spiritual awareness, in particular,

benefits from the purposeful opportunities for reflection both in assemblies and in class. Pupils are encouraged to reflect in calm and positive ways about their lives and those of others.

98. The school works hard to involve parents in the education of their children. Many parents give the school strong support. Parents provide effective help in school with clerical work, displays and work in the classroom. The parents' association has been successful in fund raising for the school and they are well supported by the community.
99. Pupils' personal development and curriculum experiences are enriched by the very strong links with the local community and from the many visits and visitors. For instance, local visitors talking about life in the Second World War or working in the local mine ensure pupils build a good understanding of their local history. The school choir is developing good links with a local choir and have begun to perform with them in the community.
100. Links with schools in the cluster have been well developed to enable schools to share expertise, contribute to their professional development and develop sporting fixtures. The school regularly provides training for students undertaking vocational qualifications at a Further Education College. The school has successfully developed teacher training links with a local university and student teachers report that they are well received and supported by the school.
101. The school's work-related education successfully contributes to pupils' understanding of the world of work. The school had made good efforts to broaden pupils' experience of the world of work through its contacts with local businesses. Visits to study places of work, such as a water treatment plant and a transport depot, enhance pupils' learning. There are useful links with the Education and Business Partnership who arranged a visit to Techniquet for key stage 1 pupils. Pupils in key stage 2 benefited from a Techniquet workshop at the school, which provided valuable practical experience. Pupils were involved in a community project to design and construct three impressive mosaic displays commemorating the school's centenary and which now adorn the school's outside wall to be seen by all in the village. There has been little work placement for teachers with outside organisations in support of their training and development.
102. The school is very successful in developing the bilingual competence of pupils through the use of incidental Welsh and through introducing new vocabulary in every lesson across the curriculum. This is an outstanding aspect of provision and ensures that pupils make good progress in using bilingual skills throughout the key stages. *Y Cwricwlwm Cymreig* is successfully promoted across most areas of the curriculum and good opportunities are provided for pupils to learn about their Welsh heritage and culture, although this is underdeveloped in art and music.
103. The school is committed to ensuring all pupils have equal access to everything the school has to offer, regardless of background or circumstance and this is

borne out in practice. Pupils confirm that whatever the occasion, be it involvement in sports or games, extra curricular activities or visits, pupils are encouraged and welcome to take part.

104. There is good provision for pupils' understanding and awareness of sustainable development and global citizenship. These are included in the curriculum and reinforced through activities within the school such as, raising money for victims of the Tsunami disaster and the collection of sweets for orphans in Romania. Pupils' understanding of environmental awareness is developed through conservation schemes such as waste reduction and recycling. The school has developed a small garden area, which succeeds in raising pupils' environmental awareness and where pupils can sit and enjoy the quiet surroundings.
105. The development of pupils' entrepreneurial skills is well promoted through various activities. From the early years on, children through role-play activities, 'buy and sell' in the classroom shop, and begin to understand coinage and value. Older pupils organise fund raising activities and help to run book fairs. A mini enterprise week is being planned and pupils are using activity packs to prepare for the venture.
106. The school endeavours to lay the foundations of lifelong learning and community regeneration by increasingly giving pupils more responsibility for their own learning. Pupils' personal qualities, such as kindness, truthfulness and forgiveness are well developed through circle time, assemblies and structured pupil discussions. Pupils are eager to take part in community events, such as singing with the local choir and working on projects in the park. These activities help prepare pupils for lifelong learning and for living in a community.

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

Grade 2: Good features and no important shortcomings

107. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
108. Pupils are well cared for, guided and supported in a happy school environment. The school plans and manages care and support arrangements well. Staff know their pupils and their families very well and are sensitive to their needs. They monitor and support their social development, educational progress and show care for both pupils and their families
109. Pupils receive good pastoral advice. Adults provide good role models and the caring values and ethos are evident in the way pupils care for each other and respect adults. Consequently, pupils find it easy to approach staff. In addition, close links have been established with outside agencies to support pupils who may be experiencing problems in their lives or have special educational needs. The school acts promptly upon any advice received.

110. The school has an effective working partnership with parents and carers. The views of parents are taken into account and they are well informed about their children. This is reflected in the positive responses from parents in the pre-inspection questionnaires and meetings.
111. The school's induction procedures are good. The youngest children settle in well and receive good support. Arrangements for the transfer of pupils to secondary school are very thorough with pupils looking forward to the transfer with confidence.
112. The provision for personal support and guidance is good. The day to day care and guidance for pupils is of good quality and much emphasis is placed on raising pupils' confidence and self esteem. The school is also involved in initiatives to develop healthy lifestyles including the Dragon Sports programme.
113. Pupils' attendance and punctuality are carefully monitored. Good and improved attendance is recognised and rewarded with certificates. There are good procedures for monitoring attendance and punctuality and the school makes every effort to follow up absences with the help of the Education Welfare Officer.
114. Pupils' behaviour and performance are monitored closely. Teachers carefully monitor pupils' progress towards achieving learning targets, as well as their personal development and behaviour. There are effective policies and procedures to encourage high standards of discipline and good behaviour.
115. The health and safety of pupils is a high priority for the school, and a wide range of effective measures for the wellbeing of all children, have been implemented. Three members of staff are trained in first aid and there are good procedures in place for pupils who are unwell or who have an accident. Risk assessments are undertaken before any educational visit or activities.
116. A clear policy and set of procedures are in place to deal with child protection issues. The acting head is the named person and staff are fully aware of the school's procedures. There are good links with appropriate agencies involved, ensuring that problems are dealt with immediately and productively.
117. Overall, the provision for pupils with additional learning needs is good and meets the requirements of the Code of Practice for Wales. Pupils' needs are identified early and the school works positively to involve pupils and parents in their individual learning programmes. The withdrawal teaching support for pupils at School Action Plus of the Code of Practice is a strength of the school's provision. Pupils benefit from small group tuition, clearly focussed on their learning needs. Consequently, pupils enjoy these sessions and make good progress in their basic skills.
118. Overall, the individual programmes provided for pupils with SEN are of generally good quality and set targets are well linked to their needs. At times, the number of targets is over ambitious and insufficiently specific to be easily

measurable. Class teachers and the special educational needs co-ordinator (SENCO) work closely together to ensure that the provision and individual programmes closely match pupils' needs. The provision is enhanced by classroom assistants who give valuable literacy and behaviour support.

119. One of the strengths of the provision is the way pupils with complex needs are included in every aspect of school life, such as the school's council. When pupils with statements receive non-teaching support they make good progress. At times this level of support is insufficient to provide individual curricular non-teaching or technological support for pupils with complex needs to enable them to make the best possible progress.
120. Pupils in the Special Needs Resource Base respond well to the staff who show a high level of understanding of their needs and high expectations of their potential. They settle confidently into well structured classroom routines and make very good progress in their personal and social skills. They benefit from a very well differentiated curriculum, which is carefully matched to their needs and enriched by much relevant practical work to enhance their understanding. Standards of achievement are good and in line with pupils' age and ability. Pupils persevere well with their learning and respond well to the many opportunities to practise skills in different ways.
121. The school benefits from the speech and language expertise of the SEN class teacher. Links with parents and outside agencies are good; pupils benefit from the services of many specialists, including the educational psychologist, the speech and language adviser and the Trinity Fields Outreach worker.
122. The school has well developed strategies to deal with pupils whose behaviour impedes their progress. These strategies are particularly effective as training and support have been provided for staff and links with parents are strong. There is effective contribution from the Behaviour Support Team, whose staff provide support for the pupils with more complex behaviour difficulties.
123. Every individual pupil is respected and treated equally regardless of their background. The school has well developed policies for equal opportunities and diversity and these are evident in many areas of school life.
124. The school takes effective measures to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment. There are good relationships between pupils and they have secured stable relationships with their teachers. Pupils express confidence in the school's system for preventing bullying.
125. The school actively promotes gender equality and, for instance, takes every opportunity to ensure that pupils have appropriate role models and they have equal opportunities to take part in all activities. The school promotes racial equality positively through collective worship and through the curriculum.
126. Arrangements for access for pupils and adults with disabilities are good. The school has appropriate access into the building and suitable toilet/bathroom

facilities. There are access plans in place to provide information about physical accessibility to the building and access to the curriculum. All the requirements of the Disability Rights Act are met.

Leadership and management

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

Grade 1: Good with outstanding features

127. The findings of the inspection team match the Grade 1 judgement made by the school in the self-evaluation report. The outstanding progress made in developing the school's leadership and management is beginning to have a positive impact on improving standards.
128. The quality of leadership and strategic management has improved considerably during the past year. The school had experienced a period of instability and inconsistency in leadership due to the absence, through illness, of the previous head teacher. The acting head teacher has been instrumental in ensuring that staff and governors work together as a team, who share the same vision and a commitment to raising pupils' standards of achievement. This success is an outstanding feature of the school's leadership and has had a positive impact on raising standards.
129. There are clear aims, values and policies, including a commitment to equality of opportunity for all, which promote a caring ethos and high standards. The school achieves its mission statement and aims which ensure that pupils' needs are met so that they are encouraged to develop their skills, knowledge and values to their full potential.
130. The acting head teacher provides highly efficient, caring leadership and ensures a clear sense of purpose and direction for the work of the school. All staff work as an effective team and, along with the governors, are highly committed to improving pupils' standards of achievement.
131. The school takes good account of national priorities, local partnerships and developments within the local cluster of schools. Recent cluster initiatives include training days for subject leaders with heads of department at the local secondary school and a writing project. National initiatives such as the education for sustainable development, global citizenship and promoting a healthy school are developing well. The development of pupils' bilingual skills has been very successful and is given high priority in the school. Pupils are aware of the school's target to become bilingual; this is an outstanding feature.
132. The school makes good use of assessment data to evaluate standards and plan for improvement. A detailed analysis is made of pupils' assessment results, including the results of baseline, National Curriculum and school based assessment tests. Challenging targets for improvement are set which are very effective in enabling pupils to improve standards.
133. The school's performance management policy is highly effective in raising the quality of professional expertise and identifying priorities for improving

standards of teaching and learning. Staff development needs and training are identified from performance management procedures and are closely linked to school improvement priorities. The school has devised an effective evaluation process, which tracks the impact of training on standards.

134. The governing body is extremely supportive of the school, especially in providing very good support for the acting head teacher in implementing systems and procedures to improve educational provision and standards. The governing body effectively fulfils all its regulatory and statutory obligations. The governors are well informed through regular reports from the head teacher and the subject leaders; they understand their roles and responsibilities. They are very successful in helping to set the school's strategic direction through their work in setting and costing targets for improvement in the school development plan. There is a well organised committee structure for managing aspects such as finance.
135. Governors make regular visits to the school and have formal links with subject leaders. These are very effective in developing their roles in monitoring the quality of education and pupils' standards of achievement.

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

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team exceed the grade 3 judgement made by the school in the self-evaluation report. This is because there are good systems for monitoring and evaluating the school's performance and in planning for improvement.
137. The self-evaluation report, produced by the school before the inspection, clearly addresses each of the seven key questions of the inspection framework. It identifies strengths and areas to improve. In most of the key questions, the inspection team agreed with the school's identification of its strengths and areas for development.
138. There is a good culture of self-evaluation in the school, which fully involves the contribution of subject leaders, staff, pupils, parents, governors and visiting professionals. This information feeds in to an effective framework for evaluating standards and quality in order to plan future developments. It clearly identifies strengths and areas for further improvement.
139. The roles of the acting head teacher and subject leaders in monitoring the quality of provision and standards of achievement are developing well. Subject leaders evaluate the quality of curriculum planning and standards of pupils' work effectively. The school has identified the need to implement a structured cycle for monitoring lessons to allow subject leaders to monitor the quality of teaching and its impact on standards. Subject leaders make a

thorough audit and evaluation of their subjects and produce informative action plans, which ultimately feed into the school development plan.

140. A detailed analysis is made of National Curriculum assessments, baseline assessments and school based tests. This information is used effectively to identify pupils who require further support and to set targets for improved standards of achievement. Pupils are involved in evaluating their own progress and achievements in order to set targets for improvement, particularly in English and mathematics.
141. Governors make an important contribution to the self-evaluation process. They have a good understanding of their roles and successfully monitor standards and the quality of provision. Governors are fully involved in drawing up priorities and funding decisions. They regularly use the school development plan to evaluate progress towards the clearly presented targets and evaluation criteria.
142. Parents play an important role and take an active part in school life and are encouraged to make suggestions for improvement; questionnaires for parents provide a useful channel for conveying information. The school seeks the views of visiting staff and professionals through a questionnaire and the school council plays a vital role in contributing to the self-evaluation system.
143. Key areas for improvement are carefully identified from performance indicators and from the self-evaluation system. These are effectively built into the school development plan, giving a clear focus for school improvement. Action plans have clear targets, actions to be undertaken, success criteria, timescales, budgetary costs and monitoring and evaluation outcomes. The targets are realistic and challenging and have been incorporated into the school development plan as a result of the self-evaluation process. The acting head teacher's reports to governors contain detailed evaluations of progress towards achieving the targets.
144. Careful financial planning ensures that resources are provided to meet the school's objectives. The school's self-evaluation procedures ensure that areas for improvement are identified and targets are set for improvement. This includes the budgeting for appropriate resources to meet the needs of school developments. These actions have a positive effect on educational provision and measurable improvements in standards.
145. The school has made outstanding progress since the previous inspection and has met the targets set in the action plan, which addressed the key issues from the last inspection report.

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

Grade 2: Good features and no important shortcomings

146. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
147. There are an adequate number of qualified and experienced teachers who have the necessary knowledge and experience to teach the full requirements of the National Curriculum effectively. The school is fortunate in having amongst its staff a specialist in language development and a trained singer. Teachers work closely with learning support assistants who make a very good contribution to the quality of pupils' learning, particularly for pupils with SEN.
148. The school clerk, caretaker/cleaner, kitchen staff and midday supervisors fulfil their duties well and make a valuable contribution to the smooth running of the school. The school is kept clean, warm and welcoming.
149. All staff have clear roles and responsibilities and are managed effectively to maximise the use of their expertise, experience and time.
150. Sufficient learning resources are available to meet the needs of the curriculum. A considerable investment has been made in the provision of interactive white boards, which equip most classrooms and this has a positive impact on standards across the curriculum. Resources for the teaching of music and science are good and used effectively. Library resources are in the process of being improved. The provision of fiction books is good, but the range of non-fiction books is limited and impacts on pupils' ability to freely carry out investigation and research.
151. The school celebrated its Centenary in 2005. Over the years, upgrades and improvements have been made so that the school and its grounds provide a pleasant environment for teaching and learning. Classrooms are bright and airy and feature neatly presented and colourful displays. A central hall provides adequate accommodation for collective worship, physical education and as a dining area. Appropriate provision for access to the school is made for the physically disabled.
152. Outside, the school has spacious play areas with a good, level surface. The nursery and reception play area is separate and secure. The school, however, lacks its own playing field and uses the local park for sports. A pleasant garden area with shrubs and a variety of plants provides opportunities to closely monitor seasonal change and the study of the environment. It is well utilised as an outdoor classroom during summer months. Pupils have developed plans to create a grassed corner of the playground into the Mason memorial garden, in memory of the Year 1 pupil who died during the E-coli outbreak.
153. The budget is managed efficiently by the acting head teacher and finance committee of the governing body to ensure that the school is staffed and

resourced sufficiently to teach the curriculum and meet the needs of the pupils. Priorities for development are identified and spending is closely linked to these and monitored regularly.

154. Staff are deployed efficiently and full use is made of their areas of expertise and experience. Support staff are very well deployed in supporting teachers and pupils. They make a significant contribution to the quality of teaching and learning. Appraisal and performance management systems are effective in identifying and meeting the development needs of staff. Systems for preparation, planning and assessment are well established and teachers are provided with sufficient time to carry out these tasks. The support staff are also allocated preparation time.
155. Resources are managed efficiently and budget planning is based on the school's self-evaluation systems and priorities for development. Targets for improvement are set and are incorporated into the school development plan which is a useful working document for prioritising and costing areas for improvement over a three year period.
156. The school had a financial audit review in 2004 and all recommendations have been implemented. The governing body finance committee regularly reviews budget spending and staff evaluate the impact of new resources, for example, new schemes of work, on standards achieved.
157. The school is successful in managing resources and offers a high quality curriculum for its pupils to achieve good standards. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

158. 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. Baseline assessment results indicate that standards of attainment on entry to school are below average for many children.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

159. Nursery children listen attentively and most respond well to questions and commands. They are eager to talk about their experiences and are developing a vocabulary with increasing fluency. They are becoming competent in speaking Welsh and confidently name items and their colours in the classroom. Children enjoy sharing books in the library area and handle them correctly. Many recognise their written names and are beginning to distinguish between sounds. They make good use of the many role-play areas to develop early writing skills through being encouraged to record their ideas.
160. Reception children achieve good standards in language, literacy and communication skills. They confidently use their language skills in role-play activities in the play areas, such as in the jungle and travel agent shop. They willingly take part in conversations and listen attentively to others, taking account of what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary. They develop their reading skills well and successfully follow text in stories and rhymes. Children make good use of the writing corner to develop their emergent writing skills to write messages, lists and draw pictures.

Personal and social development

Grade 1: Good and outstanding features

Outstanding features

161. Nursery children achieve very good standards and make outstanding progress in developing personal and social skills; they have very positive attitudes to their work. They work well together in groups and pairs, taking turns and sharing equipment appropriately.
162. Reception children respond extremely well to high expectations of behaviour and work well as part of a group. They demonstrate independence in

selecting resources and are eager to explore new learning. They have a good awareness of Welsh culture through visits to places in the locality and the incidental use of Welsh.

163. Both nursery and reception children take increasing responsibility for their own personal hygiene and develop a very good understanding of health issues. From an early age children take responsibility for their own work and willingly take on duties, such as tidying the classroom and returning equipment to its correct place. During their outdoor studies they show sensitive care, concern and respect for living things.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

164. Nursery children develop a good understanding of mathematical concepts through singing number rhymes and through the range of activities in the classroom and in the outdoor environment. They enthusiastically engage in practical activities, which involve sorting, matching, ordering and counting. They accurately count objects and match numbers to symbols. Most children sequence numbers to five correctly, some recognise and sequence numbers to ten. Many children recognise and name two-dimensional shapes correctly and understand the value of coins through play activities.
165. Reception children achieve good standards and increase their knowledge and understanding of number during oral work. They count sets of objects and record the appropriate numeral. Children use mathematical language appropriately and use apparatus to aid calculations. They recognise and name two-dimensional and some three-dimensional shapes correctly. They understand the passing of time and the sequence of events in the day. Children begin to use non-standard measures confidently during practical activities.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

166. Nursery children have a good knowledge and understanding of their local environment. Through their varied and interesting work in the outside area and indoors, they are discovering about living things and how things work. They successfully use their observation skills to describe the caterpillars they study and what they eat. They talk about their families and where they live and describe events in their lives in the past and the present. They have a good understanding of places and know the difference between town and countryside.
167. They explore and select appropriate materials to make collage pictures, using cutting and sticking skills successfully. They use a computer and mouse

control confidently to draw pictures, design patterns and to select different options on screen.

168. Reception children have a good knowledge and understanding of scientific concepts. They confidently name and investigate living things and their habitats. They know that caterpillars change into butterflies and explain clearly how their green colour provides camouflage in the grass. They understand that animals come from different countries and need special habitats and conditions in which to live.
169. Children in reception develop manipulative skills well, using scissors and a range of tools for different activities. They successfully handle play dough to make long and short snakes. Children develop their ICT skills systematically and confidently use computers. They have good mouse control to draw and move items on screen.

Physical development

Grade 2: Good features and no important shortcomings

Good features

170. Nursery children achieve good standards and confidently develop their physical skills when using the hall and the outdoor play area. They successfully ride and manoeuvre a range of wheeled vehicles and toys with good co-ordination and control. They develop the physical skills of climbing, sliding, balancing and crawling in and around apparatus with ease.
171. Children's fine motor skills are well developed; they handle tools and construction equipment competently and make good use of malleable materials, such as dough, to make shapes and models.
172. Reception children have good physical skills and develop their climbing, balancing and jumping skills on a range of apparatus in the outside area. In gymnastics they move confidently making good use of space. They practise their running and jumping skills and successfully transfer the movements to work on apparatus. Children are aware that exercise is good for them and explain clearly that their bodies warm up and their heart beat is faster.

Creative development

Grade 1: Good with outstanding features

Outstanding features

173. Nursery children achieve very good standards and use paint and brushes confidently to produce a variety of artwork. They carefully experiment with paint mixing and printing techniques. They accurately describe new colours they have mixed. They explain how textures are produced in their paintings of animals and fabric prints based on animal skin patterns. Children develop their cutting skills well and confidently use glue and glue sticks to make effective collage pictures. Their drawing and mark making skills are well

developed and they successfully draw pictures of themselves with discernable facial features.

174. In music, they sing a variety of songs and nursery rhymes with enthusiasm. Their listening skills are very good and most recognise a song from the first few bars of the introduction on the keyboard. They confidently explore sounds and clapping patterns; they play a range of untuned instruments to accompany their songs, keeping a steady beat.
175. Reception children produce high quality art work. They explore textures and use a wide variety of collage materials to create very attractive collage pictures of animals and a jungle scene.
176. In music, they confidently sing a range of songs in tune and with appropriate actions. Some children sing solo parts in tune, with clear diction and a high degree of confidence. Children correctly name a range of instruments and choose suitable instruments to accompany their singing, which they play effectively, keeping a steady beat.

English

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

Key Stage 1

177. Pupils listen carefully to their teachers' explanations and to other pupils' contributions. They listen attentively with interest and are eager to contribute to discussion. Younger pupils perform confidently and enthusiastically in their role-play activities about their visit to Barry Island, with the more able pupils speaking clearly and confidently.
178. Standards in reading have good features, which outweigh shortcomings. Overall, pupils make good progress from a low baseline with many reading and decoding words accurately. Pupils are well matched to the books they read and many demonstrate enjoyment of reading. More able pupils read with a high degree of fluency and accuracy. Most recognise full stops and capital letters. A literacy initiative has been effective in improving a number of pupils' reading abilities.
179. Pupils make adequate progress during the key stage as their writing skills develop. They write for a good range of purposes and, with support, pupils are able to write simple recounts of their class visit. More able pupils use punctuation appropriately and develop an interesting vocabulary. Pupils with SEN in the Special Needs Resource Base listen well and join in oral sessions confidently. They make good progress in learning initial sounds.

Key Stage 2

180. Pupils listen purposefully to their teachers and others and concentrate well. They answer questions readily and speak confidently and explain their answers clearly. When re-telling a familiar tale to the class the older, more able pupils speak distinctly and with good expression.
181. The majority of pupils read their own reading books generally accurately, fluently and confidently. Most pupils have good understanding of the basic skills and have well developed strategies for dealing with unfamiliar words. Older and more able pupils enjoy reading, understand and recall the main points of the story well; they discuss the plot and characters knowledgeably and with interest.
182. When writing, pupils put their ideas into sentences and plan and draft their work, paying some attention to punctuation. They develop and use a range of styles to produce good examples of letters, newspaper articles, poems, stories and other narrative writing. Older and the more able pupils produce writing which is varied in content, well structured and of good quality.
183. Pupils write for a good range of purposes and use word processing skills to make best copies of their work. More able pupils make good progress in understanding and using the conventions of grammar through the key stage. Pupils use appropriate strategies for spelling words and make good use of the thesaurus and dictionaries.

Shortcomings

184. In both key stages, a significant number of pupils' reading lacks fluency and their comprehension of unfamiliar text is uncertain.
185. Pupils in both key stages make insufficient progress in the skills of reading for information. Research work is underdeveloped due to the lack of library facilities.
186. In both key stages, a significant number of pupils' ability to compose, structure and organise a piece of writing independently is underdeveloped.
187. There is insufficient continuity and progression across the school in the development of handwriting skills. A significant number of pupils are unable to write quickly and fluently using correct letter formation and a legible script.

Welsh second language

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

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

Good Features

Key Stage 1

188. All pupils, including those with SEN in the Resource Base, respond very well to incidental spoken Welsh at specific times during the day. Pupils ask simple questions of each other in role-play situations, using an appropriate range of phrases and vocabulary. They use the names of a range of colours, foods, animals, body parts and numbers. They respond well to questions about the weather, how they feel and to a range of commands. All pupils sing a variety of simple rhymes and songs with confidence and good intonation.
189. Pupils' listening skills are good and they respond well to adults and other pupils. They listen with concentration and interest to stories in class Big Books, such as 'Yr Athrawes', and respond well to questions, showing good understanding.
190. Pupils make good attempts to read together from Big Books and are keen to discuss aspects of the story and to predict outcomes. They repeat the text with good pronunciation. They confidently take turns to read the dialogue aloud and show good understanding.
191. Pupils use their knowledge of sentence patterns and vocabulary appropriately to write their own sentences. They write accurate sentences in response to questions about the weather, how they feel and what they like to eat.

Key Stage 2

192. Pupils work well in pairs in role-play situations to ask and answer questions, often developing conversations by expressing comments in response. They hold sustained conversations showing a developing grasp of vocabulary and intonation. They respond well to questions and to commands.
193. Pupils read word cards and short phrases accurately, developing an increasing knowledge of vocabulary and sentence patterns. Pupils read a range of stories with confidence and good understanding. They read their own written work with appropriate accuracy and intonation.
194. In preparation for creating a graph to represent the number of pets they have, pupils successfully collect information on a tally chart by asking and answering questions in Welsh, using known language patterns.
195. Pupils write in a range of styles including dialogue, comprehension, letters and report writing. They make good attempts to write descriptions of themselves and write scripts using known sentence patterns. Their writing is mainly

accurate with appropriate attention to spelling and punctuation. Good use is made of dictionaries to find vocabulary and to check spellings.

196. In both key stages, pupils show a positive attitude to learning Welsh. They are making very good progress in using incidental Welsh and learning new vocabulary in lessons for all subjects. They have a good awareness of Wales and its heritage through the promotion of *Y Cwricwlwm Cymreig*.
197. Pupils make good use of ICT, videos and word games to consolidate vocabulary and to record their use of Welsh.

Shortcomings

198. Pupils in key stage 2 do not extend their writing sufficiently when using known sentence patterns.

Mathematics

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

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

Good features

Key Stage 1

199. Pupils make good use of mathematical skills as an integral part of classroom activities. They use mathematical language in context and confidently explain and compare their mathematical work. Pupils with SEN in the Resource Base respond well to practical tasks and make good progress in developing mathematical language and understanding concepts.
200. During numeracy lessons, there is an emphasis on mental calculation and pupils respond well to questions, using a range of strategies to calculate and show answers. They have good mental recall of number facts, which they use effectively to solve problems. Pupils recognise numbers to 100, can order numbers to 10, some to 20 and understand the concept of one more than and one less than. They know the vocabulary associated with addition and subtraction and record their calculations accurately. When working with money, they know the value of coins to £2 and order them correctly.
201. Pupils have a good knowledge and understanding of shape. They recognise and correctly name two and three dimensional shapes and classify them into sets according to mathematical criteria. Pupils understand the concept of time and successfully sequence the times of different activities in a day and match them to the correct times on a clock. They correctly tell the time on the hour and half-past the hour using digital and analogue clocks.

- 202. Pupils have a good understanding of measures. They confidently use standard and non-standard units to measure length, mass and capacity. They understand and use vocabulary related to mass, capacity and length.
- 203. Pupils make good use of data handling skills to collect information in preparation for constructing a block graph. They successfully interpret information on a graph of car colours and explain clearly which colour is the most or least popular.

Key Stage 2

- 204. Pupils in key stage 2 continue to apply their mathematical knowledge successfully. They have a good understanding of number and have good knowledge of shape, space and measures. They successfully collect, represent and interpret data for a variety of purposes.
- 205. Pupils in lower key stage 2 have a good understanding of place value in two-digit and three-digit numbers. They successfully develop mental strategies to find methods for adding and subtracting numbers. They correctly halve and double numbers and also units of measures, such as kilograms.
- 206. Pupils have a good understanding of shape and space; they clearly describe properties of a range of shapes using correct mathematical terminology. They have a good knowledge of position and direction and successfully use co-ordinates to specify the location of features on a map and aerial view grid of the local area.
- 207. Year 5 and 6 pupils have a good understanding of the four operations of number to solve problems, including those involving money and measures. They know the relationship between decimals and fractions and understand number fractions and decimal bonds to 10. Pupils understand the need to use a protractor to measure angles. They make appropriate estimates of the size of an angle before measuring it accurately to the nearest degree. With practice, they successfully use a protractor to draw angles with a good level of accuracy.

Shortcomings

- 208. There are no important shortcomings but pupils' problem solving skills are underdeveloped.

Science

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

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

Good Features

209. In both key stages, pupils undertake a good range of practical work and make good progress in the development of scientific enquiry skills, including some well developed investigation skills.

Key Stage 1

210. A significant number of pupils demonstrate confidence in planning systematic enquiry and carrying out experimental work purposefully and enthusiastically. Many have a good understanding of sorting, fair testing and predicting. They communicate their ideas in a variety of ways. For instance, when undertaking practical work on how toys work, they make suitable suggestions about how to organise data and record their work in a rational way.

211. Older pupils recall well their work on materials and their properties; they identify key characteristics and their suitability for purpose. They use key vocabulary well when talking about the use of electricity. They recollect very well the dangers of electricity and safety issues in the home. Pupils in the Special Needs Resource Base make good progress in their understanding of light and dark.

Key Stage 2

212. Pupils make good progress in developing their practical skills and carry out experiments confidently. They make good use of a variety of methods to record their work including graphs and ICT to record results. They make predictions, explain fair testing and present their findings clearly. Pupils have a generally good understanding of the relevant topics in the programmes of study. For instance, they recall the basic principles of magnetism and talk about the classification of rocks and soils according to characteristics.

213. Younger pupils are building detailed knowledge of living things. They make good use of ICT research skills to find out about animals and their habitats around the world. They make very good use of the school environment for their investigation of mini beasts and use well developed enquiry skills to predict, identify and explain their habitat.

214. Older pupils know the purpose of the internal organs of the body and understand the need for exercise and good diet to keep them healthy. They make good use of detailed key vocabulary when investigating and explaining how the heart pumps blood round the body.

Shortcomings

215. There are no important shortcomings but pupils' problem solving skills are underdeveloped.

Information technology

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

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

Good Features

Key Stage 1

216. Pupils have developed a number of basic skills well such as executing program commands, saving their work and using the mouse and pointer. They use a drawing and colour program to produce colourful and effective pictures of houses.
217. Pupils show good understanding and appreciation of the interactive white board, often using it independently for a range of purposes. They confidently demonstrate its uses or use it to support their learning in practising basic skills. Pupils in the Special Needs Resource Base competently use a programmable, robotic machine to follow set instructions along a given path.

Key Stage 2

218. Pupils make good progress across the key stage. They improve their ICT capability in their word processed writing by using a range of fonts, styles and other features from the drop down bar. They use many features on the windows programs and competently highlight, edit, cut and paste their work. They produce well created first drafts and best copies of their written work.
219. Pupils improve their research skills by confidently presenting their findings using a Power Point presentation. Pupils' knowledge and understanding of Roman Britain has been considerably enhanced by their research and presentation through this medium. Pupils make very good use of the digital microscope, which enhances their understanding of mini beasts.
220. Pupils make good use of their ICT skills to handle data programs to collect, process and present information using spreadsheets, charts and graphs. Older pupils make good use of Excel in design and technology to organise their research data.
221. As part of their geographical work in another area of Wales, they develop and make use of their link with a school in Wrexham. Pupils make good use of mathematics and language programs to practise and reinforce basic skills. They make very good use of the Internet for research in subjects across the

curriculum, using it in religious education to find out about world faiths for instance or in science to find out about animal habitats.

Shortcomings

222. At times, in both key stages, pupils' word processing and research skills are limited by their inability to use reading and writing skills appropriately.

Design and technology

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

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

Good Features

Key Stage 1

223. Pupils make good progress in understanding the designing, making and evaluation process. Pupils carefully draw plans for their intended project and start to consider what they will need and list the materials and tools required.
224. Pupils draw pictures, cut them out carefully and assemble the images effectively to create a picture. They explain carefully how movement will be added to the image by using levers and split pins.
225. Pupils in the Special Needs Resource Base carefully cut out sea creatures and successfully make a jointed part using a hole punch and split pins. They know why joints are needed and how they are used. They have a good understanding of the need for safety when using tools. They make very good evaluations and enjoy demonstrating their jointed sea creatures to each other.
226. Pupils successfully investigate table mats and different types of bags. They carefully evaluate the materials they are made of and decide which is most suitable according to strength and waterproofing properties. They closely investigate bag fastenings with straps, flaps and handles. They make good quality products and write or dictate detailed evaluations.
227. Pupils enjoy food technology activities. They carefully investigate breakfast cereals and examine the ingredients and packaging. They look closely at muesli, separate the ingredients and identify and describe each one. They use a recording chart to accurately describe each ingredient and its function.

Key Stage 2

228. Pupils continue to make good progress and build on their knowledge and understanding and their designing and making skills. They competently measure, mark out, cut, shape and join a range of materials using appropriate tools, equipment and techniques.

229. Pupils in lower key stage 2 carefully investigate a variety of breads and the ingredients used to make them. They sample bread products and make a survey of the most popular. They make good use of their knowledge of healthy foods to create a recipe for healthy bread suitable for young children. After a thorough evaluation of healthy ingredients, they succeed in creating a recipe to make apple bread, which turns out to be a popular choice.
230. Pupils in year 5 and 6 investigate and evaluate yogurt products. They successfully conduct surveys to research the product and produce graphs to record pupils' favourite yogurt flavours. They produce effective designs of labels, trade names, logos and posters to market the products.
231. Pupils investigate animal movements and use their measuring and cutting skills well to produce a net to make a 3-D animal out of card. They successfully cut out the nets to create the body of an animal and add body parts, some of which have a moveable part. They accurately measure with a ruler, cut carefully with scissors and join parts with glue. They work well in groups to produce their nets and discuss and evaluate their products.

Shortcomings

232. Pupils in key stage 2 have limited knowledge and understanding of structures.

History

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

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

Good Features

Key Stage 1

233. Pupils' chronological awareness is developing well across the key stage. Pupils successfully compare homes of today with those of the Victorian period. When studying different modes of transport over the years, they accurately sequence pictures to make a timeline. They make good attempts to describe the difference between the past and the present. All pupils, including those with SEN in the Resource Base, make good use of their study of the local area to compare changes in the village over time.
234. Pupils understand that they can find out about the past from a range of sources, such as books, visits to places of historical interest and through visitors talking about the past. Pupils listen with much interest to a local resident talking about his past, in particular bath-time in the 1930s. Pupils make good use of role-play to understand the difference between the need to use a tin bath and heat water on a fire and today's modern bathroom. They make good use of information from questions to ask their visitor about bath-time in the past and make informed comparisons of life then with that of today.

Key Stage 2

235. Pupils have a good understanding of chronological awareness. They make effective use of timelines to place the periods of history, which they have studied in chronological order. During their study of early history, pupils in Year 5 and 6 use a timeline to sequence important periods between 1000 BC and AD 476. They have a good understanding of the conventions, which describe the passing of time.
236. Pupils make good use of a wide range of sources of evidence, such as, photographs, letters, newspaper reports, visits to museums and web sites to support their learning and investigations. Pupils have a good knowledge and understanding of life in the local area in the nineteenth century through using research skills. Pupils know the difference between primary and secondary sources and explain clearly which are most reliable. They make very good use of the 1881 census to find information about people who lived and worked in the area at that time.
237. Pupils' awareness of links between the causes and consequences of events and situations is well demonstrated in their work on changes during the nineteenth century. They study the lives of people in the local, former coal mining area and make detailed observations, using maps, of changes in Deri during that time. They successfully find out about the causes of the Darran pit disaster and the effects of the event on the community.
238. Pupils develop the skills of asking historical questions and make informed judgements. They interpret evidence carefully and give their own reactions, such when they visit museums and learn how people lived in the past.
239. Historical vocabulary relating to the periods, which have been studied, is well developed. Pupils in both key stages organise their findings appropriately and use an increasingly wide range of methods to communicate their knowledge and understanding. They make good use of ICT to research topics and to present their work in a variety of ways.

Shortcomings

240. There are no important shortcomings.

Geography

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

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

Good Features

Key Stage 1

241. Pupils talk knowledgeably about features of their locality and where they live. They know that they live in Wales and correctly identify Deri and Barry Island on a map of Wales. They accurately identify features of the school on a plan and a map.
242. Pupils are developing good observational skills and use them to compare their own locality with a contrasting one in Wales. They use appropriate vocabulary to identify and describe physical and human features of the locality. They carefully observe and recall well features of Barry Island and compare them with features of Deri.
243. Pupils in the Special Needs Resource Base make very good progress in their ability to describe geographical features of Barry Island, following their visit. They use the correct vocabulary to describe features of the beach and the bay. They make good progress in developing their observation skills, in particular.

Key Stage 2

244. Pupils use their enquiry skills well to identify characteristics of Cardiff Bay. They use their historical knowledge and results of their research very well to discuss the part coal played in the development of Deri and Cardiff Bay.
245. Pupils are developing a good sense of place and have a good general knowledge of places in the world. They are developing some useful map work skills. They can use co-ordinates effectively to find places in the locality on an aerial photograph. They produce information about places, such as Cardiff Bay, in an effective leaflet format.
246. Pupils at both key stages are developing a good understanding of change and sustainable development through many purposeful activities across the curriculum.

Shortcomings

247. There are no important shortcomings.

Art

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

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

Good Features

248. In both key stages, pupils know and appreciate the work of famous European artists including Monet, Matisse, and Picasso. They make good use of ICT in art to research topics, such as their 3D work based on Celtic jewellery. Pupils use what they have learnt in art to illustrate work effectively in other areas of the curriculum, such as in history and in design and technology.

Key Stage 1

249. Pupils, including those with SEN in the Resource Base, use a wide range of resources and materials to explore colour, line, tone, texture and pattern. They experiment with paint, collage, pencil and printmaking to good effect. Pupils work well together to produce effective and colourful pictures of Fantastic Creatures.

250. Pupils' drawing skills develop well. They show a good sense of proportion in drawing faces as part of their self portrait work. Pupils make good use of their sketch books to plan and experiment with a range of media before embarking on their final piece of work.

Key Stage 2

251. Pupils continue to develop their skills in using a range of media to produce pictures, capturing colour, shape and texture effectively. Younger pupils use their manipulative and drawing skills well when making colourful and imaginative prints of houses.

252. Pupils make good use of sketch books to investigate work and make observational drawings and sketches. Older pupils make good use of their sketches and their well developed colour mixing skills to paint effective watercolours of the local landscape.

Shortcomings

253. In both key stages, pupils' work in three dimensions is limited.

254. In both key stages, pupils' knowledge of local and Welsh artists, craft-workers and designers is underdeveloped.

Music

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

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

Good Features

255. The standard of singing throughout the school is good. Pupils sing in tune, with good diction and musical expression. They have a wide repertoire of songs and they sing effectively as part of a large group. Pupils of all abilities in both key stages perform confidently with good attention to breathing and posture.

Key Stage 1

256. Pupils listen carefully to music, using their listening skills well to differentiate between sounds. They play claves in time with the music keeping a steady beat. They demonstrate a good understanding of written symbols to indicate when to play and sing quietly or loudly. In their appraisal of Rainforest Music, they listen carefully and successfully distinguish between loud and gentle sounds, such as thunder, rain and birdsong.

257. Pupils in the Special Needs Resource Base enjoy musical activities and make good progress in performing and creating music.

Key Stage 2

258. Younger pupils have a good grasp of basic musical vocabulary, which they use correctly. They recall and use the names of untuned percussion instruments very well. They improvise and compose a sound picture with good attention to timbre, texture and dynamics. They evaluate their performance and suggest improvements in a mature way.

259. Older pupils listen very well. They appraise the four national anthems of the British Isles. They discuss the content well and contrast the styles of anthems giving suitable reasons for the differences. They sing *Mae Hen Wlad Fy Nhadau* with feeling and with good diction. They can conduct the singing well, keeping three beats in the bar.

260. Pupils listen to music from a range of different styles, countries and cultures. They competently use ICT to compose appropriate pieces of music.

Shortcomings

261. In both key stages, pupils' knowledge of the music of Wales and Welsh composers is underdeveloped.

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

262. Pupils in both key stages acquire a good range of skills and techniques in the areas of physical activity, including athletics, games, dance, gymnastics, outdoor and adventurous activities, and swimming in key stage 2.
263. Pupils in both key stages have a good understanding of the benefits of regular exercise to a healthy lifestyle. They respond well to warm up activities and explain clearly why they are needed and how they affect body temperatures and pulse rate. They appreciate the need for cool down routines at the end of the lesson.

Key stage 1

264. Pupils listen attentively to instruction and make good progress in developing ball skills. They practice and improve techniques of throwing and catching and have very good eye/ball co-ordination. They work well together in team games with a scoring system, using their ball skills with increasing control. They make good use of evaluations to improve their skills.
265. Pupils in the Special Needs Resource Base make good progress in improving their physical skills and gain confidence to develop their co-ordination skills.

Key stage 2

266. During gymnastics, pupils use space effectively to perform a range of balancing actions with good control. They balance on two, three and four body parts and hold the shape well. They successfully transfer these movements to the apparatus and work competently within their groups to develop the balancing theme. They confidently demonstrate their work to the rest of the class and show how they can balance on, under and against the apparatus. Pupils evaluate the performances and clearly express opinions and ways in which improvements can be made.
267. During athletics lessons, pupils listen carefully to teaching points to develop and refine their skills to throw with accuracy and skip, step and jump for height and distance. They evaluate their performances and give suitable suggestions for improving techniques. They work well in groups and make good use of a work sheet to record their results and a computer database to enter the results and compare progress over six lessons.

Shortcomings

268. There are no important shortcomings.

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

269. In both key stages, pupils develop a secure knowledge and understanding of the beliefs and practices of Christianity and other major faiths, such as the Jewish and Muslim faiths, as required by the locally agreed syllabus.

Key Stage 1

270. Through role-play, pupils have a very good understanding of the Christening ceremony and the religious practices involved. They develop their own personal and social skills by taking on the roles of parents, God parents, the vicar and the congregation. The role-play is effective in demonstrating an understanding of the roles and responsibilities of people and the significance of the ceremony in welcoming infants into the religious community.

271. Pupils have a good knowledge of festivals of different cultures and faiths, such as the Hindu festival of Divali and the Jewish festival of Hannukah. They also have a good understanding of Christian festivals, which they celebrate in school and at the local chapel and church.

272. Pupils understand the significance of the Bible and pupils in the Special Needs Resource Base show much interest in their teacher's Family Bible. Pupils understand the meaning of special people and that Jesus was special. They know that there are stories about Jesus in the Bible.

Key Stage 2

273. Pupils have a good understanding and knowledge of the Muslim faith. They explain clearly that Muslims worship in a Mosque, that they pray to Allah, and that the holy book is called the Qur'an. They study the artefacts associated with the Muslim faith and make perceptive observations to describe them and what they are used for. They understand the significance of the prayer mat and that it needs to be pointing towards Mecca when in use.

274. Pupils understand the need for leaders in society and in faith communities. Through discussion, they know the importance of the roles of leaders and the qualities required to be an effective leader.

275. Pupils are increasingly aware of issues raised by their experiences of the natural world and human relationships. They have a good understanding of the ways in which religious beliefs and practices address these issues and the common values of tolerance, respect, empathy, co-operation and helping one another.

Shortcomings

276. There are no important shortcomings.

School's response to the inspection

The inspection findings recognise that we are a much-improved school and have made outstanding progress since the previous inspection. We are pleased that the inspectors have recognised that we have had a period of instability over the last couple of years and, regardless of this, we have had outstanding success in improving leadership and management during the last academic year. This has had a beneficial impact on educational provision and standards of achievement. In addition, the pupils' standard of achievement in lessons and the quality of teaching was found to be well above the Welsh Assembly Government targets and is a credit to all staff. The outstanding progress in developing children's personal and social skills and the outstanding progress in bilingual skills through our use of incidental Welsh is acknowledged. Most importantly, the report confirms the high commitment of all staff to improve pupils' standards of achievement.

An action plan will be put in place to address the recommendations in the report – this will form part of our school development plan for 2006/2007.

We will begin to improve our standards in reading and writing by having specific time allocated to these areas on the timetable – a 20 minute 'read with me' session every morning with parent volunteers to help and a 15 minute handwriting slot after lunch every day. We will apply for a GTC bursary for all teachers to have training in this area. We will implement two schemes - 'VCOP' and 'Models for Writing', to give the children the ability to compose, structure and organise their writing and we will put a new handwriting scheme into practice to develop these skills. We also need to look at putting back ordinary whiteboards into classrooms to model writing on.

Plans are already underway to develop our new library which the schools library service is assisting us with – this will develop over time and improve the children's research and library skills.

An inset day is planned in the autumn term for all staff to be trained in whole school planning for the teaching of key skills – this will build on the good practice we already have in the school.

To further develop our subject leader monitoring, from September 2006 a structured cycle of classroom observations will be implemented.

We will continue to stress the importance of good attendance to parents and children and re-look at the way in which we award children's good attendance.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Deri Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Glynmarch Street, Deri Bargoed Caerphilly
Postcode	CF81 9HZ
Telephone number	01443 875516

Head teacher (Acting)	Mrs Nicola Williams
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mr Clive Roberts
Registered inspector	Mrs Mair Eluned Evans
Dates of inspection	8-10 May 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10	6	12	15	9	9	18	16	95

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23 : 1
Pupil: adult (fte) ratio in nursery classes	10 : 1
Pupil: adult (fte) ratio in special classes	2.5 : 1
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	86	87	93
Summer 2005	88	85	92
Autumn 2005	87	86	87

Percentage of pupils entitled to free school meals	11
Number of pupils excluded during 12 months prior to inspection	3

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005 (including pupils with SEN in the Resource Base)			Number of pupils in Y2:		13		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	15	23	62	0
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	8	23	61	8
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	23	46	31	0
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	23	23	54	0
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	23	8	61	8
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	31	61	8
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	54	In Wales	80

National Curriculum Assessment KS1 Results 2005 (excluding pupils with SEN in the Resource Base)		Number of pupils in Y2		9	
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included					

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86	In Wales	80

- 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 2005	Number of pupils in Y6	9
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	78	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

Appendix 4

Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of seven inspector days at the school and met as a team before the inspection. In addition, the school's nominee Mrs Nicola Williams, worked with the team and attended all team meetings. A peer assessor Mrs Catherine James, was allocated to the inspection and worked as a full member of the team for three days.

Before the inspection:

- meetings were held with the head teacher and staff, the governing body and with the parents; 12 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 24 completed questionnaires were carefully analysed;
- a scrutiny was made of school documentation including the school's self-evaluation report.

During the inspection:

- evidence from lessons observed, was based on the inspection of 40 lessons across the age groups;
- other observations included acts of collective worship, registration, extra-curricular activities, lunch and break times;
- discussions were held with the acting head teacher, subject leaders, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school; inspectors listened to a representative sample of pupils read;
- a scrutiny was made of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the acting head teacher, the staff and the governing body to provide oral feedback on the inspection findings.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Mair Eluned Evans Registered Inspector	Context Summary and Recommendations Key Questions 1, 2a, 5, 6, 7b Early years Mathematics Welsh second language Design and technology History Physical education Religious education
Mrs Delyth Parris Team Inspector	Key Questions 2b, 3a, 4 English Science Information technology Geography Art Music
Mr Charles Brentnall Lay Inspector	Key Questions 3b, 7a and contributions to Key Questions 1 and 3
Mrs Nicola Williams Nominee	Provision of information, collecting evidence and participation in team meetings.
Mrs Catherine James Peer Assessor	Contributions to all key questions

The contractor was:

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Acknowledgement

The Registered Inspector and team wish to thank the governors, acting head teacher, staff and pupils for their co-operation and courtesy before and during the inspection.