

**Inspection under Section 28 of the
Education Act 2005**

**Deri View Primary School
Llwynu Lane
Abergavenny
Monmouthshire
NP7 6HF**

School Number: 6792320

Date of Inspection: 29 January – 1 February 2007

by

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Deri View 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 View Primary School took place between 29/01/07 and 01/02/07. An independent team of inspectors, led by Margaret Elizabeth Morgan 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 nursery schools, 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 View Primary School is newly built community primary school situated in the small town of Abergavenny in Monmouthshire. It was opened in September 2005 following the closure of three smaller local schools. The school has a large nursery unit with two classes and a Special Educational Needs Unit, which is staffed with two teachers and five teaching and learning support assistants. There is also an Integrated Children's Centre attached to the school for which the head teacher has overall management responsibility.
2. The area surrounding the school is economically and socially mixed where there is some degree of disadvantage. The pupils who attend Deri View come from the local housing estates in the Abergavenny Community First Area and from the wider area of Abergavenny town. Thirty-five per cent of pupils are entitled to receive free school meals. This is above the national average and the only school in Monmouthshire with over 30 per cent of pupils entitled to receive free school meals.
3. At the time of the inspection, there were 402 pupils on the school roll including 97 part-time nursery children. Nursery children are admitted to the school at the start of the term following their third birthday. Pupils begin full-time education at the start of the academic year during which they will be five.
4. Ninety-seven per cent of pupils come from English speaking homes and no pupils speak Welsh at home. The remaining pupils come from other ethnic groups mainly consisting of Indian and other mixed backgrounds. One pupil receives support for learning English as an additional language. Three pupils are looked after by the local authority. Pupils' ability on entry is generally lower than the Local Education Authority (LEA) average. One hundred and fifteen pupils (32 per cent) have been identified as having special educational needs (SEN) and an additional 21 pupils have a statement of SEN. These figures are well above the national average.
5. There are the equivalent of 18.5 full-time teachers and an additional 27 teaching assistants on the staff. All members of staff were appointed in September 2005. There has been no previous inspection of this newly created school.
6. The school has received the Monmouthshire Healthy Schools Award 1 and 2.

The school's priorities and targets

7. The school's motto is 'Working Together Great Oaks Grow'. It aims 'to create a happy, caring and supportive environment within which all pupils are recognised as individuals, where all children's work is valued and where all achievements are acknowledged and celebrated'.

8. Shorter-term priorities outlined in the School Improvement Plan include:
 - improving standards in literacy and numeracy,
 - improving provision for additional learning needs (including the gifted and talented),
 - further developing assessment procedures and sustainable development and global citizenship,
 - achieving the Basic Skills Quality Mark,
 - developing self-evaluation processes, communication with parents, team building and professional development particularly for the senior management team,
 - further developing the outdoor areas,
 - improving transition arrangements.

Summary

9. Deri View Primary School is a good school where pupils make good progress. Outstanding features include the care, support and guidance available to pupils. Even though the school has only been open for less than 18 months, it has already made good progress in many aspects of its provision and it offers pupils many exciting opportunities especially in Under-fives classes.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 3
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

10. Throughout the school, standards of achievement are good. During the inspection, standards were as follows:

Areas of learning for under-fives

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

11. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected at key stages 1 and 2:

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

12. Pupils' standards of achievement in lessons during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	77%	10%	0%	0%

13. Standards of achievement in the lessons observed are above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
14. Standards of achievement are good. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they achieve well. Pupils with SEN, achieve well relative to their age and ability. All pupils are given challenging targets for their attainment at the end of key stages 1 and 2 based on their individual capabilities. A minority of more able pupils do not achieve their full potential.
15. Under-fives and pupils at key stages 1 and 2 reach good levels in the key skills of speaking, listening and writing and also their mathematical skills develop well. Throughout the school, pupils' reading and information and communications technology (ICT) skills are very good and exceptional features. In all classes, pupils' bilingual skills are under-developed.
16. Because the school opened less than 18 months ago, baseline data is only available for 2005 and 2006. End of key stage data is available for summer 2006 only. Baseline data indicates that in the last two years, children enter the reception class with scores that are generally lower than the LEA average.
17. In 2006, end of key stage 1 statutory assessment results, including results for those pupils in the SEN class, were just below the LEA average in the three core subjects of English, mathematics and science. However, results were similar to the national average. In each subject, fewer pupils than average achieved the higher level three.

18. When compared with similar schools (those schools with over 32 per cent of pupils entitled to receive free school meals), key stage 1 results in 2006 were just below the top 25 per cent in English, mathematics and science.
19. End of key stage 2 assessment results for the whole school in 2006 were well below the LEA and national averages. Compared with schools with a similar number of pupils entitled to receive free school meals, the school is in the lowest 25 per cent of schools. However, out of a year group of 21 pupils, 43 per cent were in the special needs class. When the results of mainstream pupils only are analysed, the school is above the LEA and national averages in English, mathematics and science. When compared with similar schools (see above), it is in the top 25 per cent of schools. Fewer key stage 2 pupils than average achieved the higher level 5.
20. Even though it is not yet possible to identify trends, scrutiny of pupils' work indicates that standards have improved since the last academic year. Key stage 2 targets indicate that after the current academic year, which also has a very high proportion of pupils from the SEN class, results are set to improve significantly.
21. As pupils move through the school, they gradually acquire new knowledge and skills. Most make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning. Under-fives make particularly good progress.
22. Pupils' awareness of how well they are doing has good features that outweigh shortcomings. Although most pupils in key stages 1 and 2 are given targets, they are uncertain about these. They are not yet fully involved in making assessments about the progress they are making.
23. Both attendance and punctuality have good features that outweigh shortcomings. The school complies with the NAW Circular 3/99, and it works hard to encourage good attendance.
24. Pupils display positive attitudes to learning and enjoy their lessons. The standard of behaviour of pupils of all ages is good and reflects the expectations and values of the school. Pupils make good progress in the acquisition of their personal and social skills. They have clear moral values and are aware of the difference between right and wrong. All pupils display an outstanding awareness of the principle of equal opportunities.

The quality of education and training

25. During the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	60%	19%	0%	0%

26. The vast majority of teaching is good or better. The high percentage of teaching with outstanding features is a strength of the school. Teachers have

very good working relationships with their pupils and most demonstrate good pupil management skills. They very actively address the issues of gender and race and promote equality of opportunity for all. Consistent use of praise and encouragement helps to raise pupils' self-esteem and confidence. Teaching assistants and learning support assistants are very effective in their roles and they help to make a positive contribution to pupils' achievement.

27. In the few lessons with shortcomings, the pace of lessons is too slow and teachers do not always ensure that pupils remain on task. Occasionally there is insufficient challenge in the work set for the more able pupils.
28. The school meets statutory requirements for assessing, recording and reporting pupils' progress. Generally, systems and procedures in place have good features that outweigh shortcomings.
29. Teachers have a good knowledge of the standards achieved by the pupils in English and mathematics in particular. Assessment of pupils' knowledge and understanding in the non-core subjects is less well developed. Marking is generally supportive. The written annual school reports give a good indication of the progress achieved by the pupils in individual subjects but information concerning how parents can support their children is more limited.
30. Learning experiences are accessible to all and meet legal requirements. There are policies and published schemes of work for all National Curriculum subjects and religious education. However, these schemes have not yet been tailored specifically to meet the needs of the school. They have few cross-curricular links and there is little reference to the key skills and common requirements of the National Curriculum. Outstanding features of the school's provision are its partnerships with other providers, and also, ensuring equality of opportunity. The school provides a wide range of good quality extra-curricular opportunities for pupils at key stage 2 in the main. The school is fully committed to developing a positive approach to lifelong learning.
31. The school provides a happy, supportive, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system. The school rightly considers bullying and bad behaviour serious matters and has effective arrangements to deal with any instances quickly and effectively.
32. There are good policies and procedures in place to ensure the healthy development, safety and well-being of pupils. Regular health and safety checks are undertaken. The school has appropriate Child Protection Policy and procedures.
33. The provision for pupils with additional learning needs is good with outstanding features and fully meets the requirements of the Code of Practice for Wales. Support for pupils in the special needs unit *Jigsaw* classes is particularly successful. However, provision for pupils identified as more able and talented is only partly developed. The school has identified the need to provide further challenge for the more able. The provision for pupils who are identified with behaviour problems is outstanding and the school has very well

developed strategies to deal with pupils whose behaviour impedes their progress.

34. Deri View successfully implements outstanding policies with regard to equal opportunities. Careful planning and actions ensure that equality of opportunities and access to all aspects of school life is provided for every pupil.

Leadership and management

35. Deri View Primary School has a clear motto, 'Working Together Great Oaks Grow', which is proudly displayed in the school. All members of staff and volunteers are fully aware of the principles and priorities and a genuine sense of team spirit exists among the large staff. The head teacher, governors and senior managers are committed to ensuring that the school becomes a community school in the broadest sense.
36. There is a very big senior management team, (most of whom conscientiously take on leadership responsibilities), who rely heavily on the inspiration and vision of the head teacher. As yet, there is not an equitable sharing of responsibilities between the head and deputy head teacher in particular.
37. The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the head teacher and staff in order in to set a strategic direction for the development of the school.
38. A culture of self-evaluation is being established with positive links existing between the processes of self-evaluation and planning for improvement. The school is making good progress in establishing procedures that are based on clear evidence.
39. This is the school's first inspection following the amalgamation of schools that formed Deri View. Although it is not possible to measure progress from previous inspections, evidence suggests that the school has made good progress since its opening in 2005. The quality of the self-evaluation report produced by the school prior to the inspection is good.
40. Economic, efficient and effective use is made of the very high quantity and quality of resources available. However, the school's funding from the LEA is currently in a transitional phase, which prevents school leaders and managers from evaluating their cost effectiveness and planning for the long term. The school provides good value for money.

Recommendations

In order for Deri View to develop further, staff and governors should:

- R1 continue to work to improve standards in bilingualism and in those subjects with shortcomings, particularly Welsh second language and science at key stage 2; ***
- R2 continue to ensure that pupils are fully involved in the assessment process and that staff make more precise use of assessment information so that more able pupils are challenged to maximise their potential; ***
- R3 continue to refine schemes of work to make cross curricular links and to include reference to common requirements and key skills; ***
- R4 extend the role of the deputy head teacher. ***

The recommendations marked *** have already been identified by the school as requiring attention.

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

41. The inspection team agrees with the school's self-evaluation of this key question.
42. Standards of achievement are good in Deri View Primary School. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they achieve well.
43. Standards in the subjects and areas of learning inspected were as follows:

Under-fives:

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

44. Grades for standards in subjects inspected at key stages 1 and 2:

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

45. Pupils' standards of achievement in lessons during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	77%	10%	0%	0%

46. Standards of achievement in the lessons observed are above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
47. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. The under-fives classes, particularly the nursery, provide a stimulating environment where children quickly settle into school and engage readily in a wide range of activities.
48. Pupils with additional learning needs, including those with SEN or potential behavioural problems, make good progress relative to their abilities. Pupils of all ages, including those in the *Jigsaws* resource bases for SEN pupils, respond very well to the wide range of learning opportunities. The majority of SEN pupils achieve the targets they are set each term. At key stages 1 and 2, a minority of more able pupils do not achieve their full potential. The vast majority of pupils achieve and in cases exceed the targets they are set by the school in English, mathematics and science at the end of key stages 1 and 2.
49. Under-fives and pupils at key stages 1 and 2 reach good levels in the key skills of speaking, listening and writing and also their mathematical skills develop well. Throughout the school, pupils' reading and ICT skills are very good; these are exceptional features. They confidently use technological equipment for a variety of different purposes in all subjects. They use computers to search for information, reading and understanding what they discover, to help them create good quality work. The *Reading Carousel*, introduced in September 2006, is enjoyed by pupils and having a positive impact on their attitudes to reading. From a very young age, pupils are very confident using interactive whiteboards. In all classes, pupils' bilingual skills are under-developed.
50. Because the school opened less than two years ago, baseline data is only available for 2005 and 2006. End of key stage data is available for summer 2006 only. Baseline data indicates that in the last two years, children enter the reception class with scores that are generally lower than the LEA average.
51. In 2006, end of key stage 1 statutory assessment results, including results for those pupils in the SEN class, were just below the LEA average in the three core subjects of English, mathematics and science. However, results were similar to the national average. In each subject, fewer pupils than average achieved the higher level three. Girls did better than boys in all three subjects, but the difference was greatest in English and mathematics.
52. When compared with similar schools (those schools with over 32 per cent of pupils entitled to receive free school meals), key stage 1 results in 2006 were just below the top 25 per cent in English, mathematics and science. The percentage of pupils who achieved at least a level two in all three subjects was in the top 25 per cent.

53. End of key stage 2 assessment results for the whole school in 2006 were well below the LEA and national averages. Compared with schools with a similar number of pupils entitled to receive free school meals, the school is in the lowest 25 per cent of schools. However, out of a year group of 21 pupils, 43 per cent were in the special needs class. When the results of mainstream pupils only are analysed, the school is above the LEA and national averages in English, mathematics and science. When compared with similar schools (see above), it is in the top 25 per cent of schools. Fewer key stage 2 pupils than average achieved the higher level 5. In each of the subjects, girls did considerably better than boys but the majority of pupils from the special needs class were boys.
54. Even though it is not yet possible to identify trends, scrutiny of pupils' work indicates that standards have improved since the last academic year. Key stage 2 targets indicate that after the current academic year, which also has a very high proportion of pupils from the SEN class, results are set to improve significantly.
55. As pupils move through the school, they gradually acquire new knowledge and skills both in the core subjects and in other subjects such as information technology and aspects such as sustainable development. Most make good progress towards fulfilling their potential, but a small proportion of more able pupils, are capable of achieving more. Pupils are ready and enthusiastic about moving on to the next stage of their learning.
56. Under-fives make particularly good progress. Pupils in the *Jigsaw* special needs classes are enthusiastic learners and respond well. They make good progress towards the targets set for them in line with their age and ability.
57. Pupils' awareness of how well they are doing has good features that outweigh shortcomings. Although most pupils in key stages 1 and 2 are given targets, they are uncertain about these and do not talk about them with great conviction. They are not yet fully involved in making assessments about the progress they are making.
58. Both attendance and punctuality have good features that outweigh shortcomings. The school complies with the NAW Circular 3/99. The average attendance for the three terms prior to the inspection were 87.4 per cent in the nursery, 91.7 per cent in reception classes and 92.9 per cent in the rest of the school. This is slightly below the latest published all Wales data. Unauthorised absences were less than one per cent and there were no exclusions within the period. Pupils generally arrive punctually for school and for lessons.
59. Pupils display positive attitudes to learning and enjoy their lessons. They show good motivation to complete tasks set and display appropriate levels of concentration and perseverance.
60. The standard of behaviour of pupils of all ages is good and reflects the expectations and values of the school. During the last academic year, three

pupils were excluded on a temporary basis. Pupils are courteous, thoughtful and enjoy helping both adults and fellow pupils. When given specific positions of responsibility, pupils are able to undertake these duties reliably and with confidence.

61. Whilst key stage 1 and 2 pupils have good creative skills and work effectively as members of a whole class or in group situations, their problem solving skills have good features that outweigh shortcomings. Under-fives have highly developed creative and problem solving skills and they work very well with each other.
62. Pupils make good progress in the acquisition of their personal, social, moral and wider skills. They have clear moral values and these are exhibited and promoted in the day-to-day life and work of the school. Pupils are friendly and polite to each other, to staff and visitors and are aware of the difference between right and wrong.
63. Pupils throughout the school display outstanding awareness of the principle of equal opportunities. They have a very good understanding of the variety of creeds and cultures found in society. They show very good respect for diversity within the school. This, together with the manner in which pupils of all cultural and social backgrounds co-operate harmoniously, is a strength of the provision.
64. Pupils participate and contribute to community life well, but their awareness of the world of work and the workplace is more limited.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

65. The inspection team agrees with the school's self-evaluation of this key question.
66. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	60%	19%	0%	0%

67. The vast majority of teaching is good or better. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2005 – 06 when the quality of teaching throughout Wales was a grade 2 or better in 79 per cent of lessons with 17 per cent having outstanding features. The high percentage of teaching with outstanding features is a strength of the school.
68. Short term planning for teaching and learning clearly identifies lesson objectives, key skills, common requirements, differentiation and resources. Adults in the nursery plan for a fortnight and all other teachers plan on a weekly basis. Planning is comprehensive and cohesive, and undertaken collaboratively within parallel classes.
69. Pupils in the *Jigsaw* SEN resource bases are taught in a stimulating and purposeful atmosphere in which objectives are clear and understood by all. Staff in these classes show a high level of understanding of their pupils' needs and have high expectations of their potential.
70. Where lessons are good or better, teachers have high expectations of their pupils and actively talk to them about the purpose of lessons. In the best practice, care is taken to ensure that work is carefully matched to individual needs. Good use is made of an appropriate range of methods and strategies to motivate pupils. Explanations and instructions are generally clear and precise. Lessons include a variety of activities and usually finish with a plenary session. Occasionally there is insufficient challenge in the work set for the more able pupils.
71. There are examples of good questioning techniques by staff. These promote higher-order learning skills and, in the best practice, enable pupils to explore issues with increasing maturity and in appropriate depth and detail. Staff (especially in early years and SEN classes) have good subject knowledge and are familiar with recent developments in their areas of expertise. The school has adopted the *Building Learning Power* strategies into its daily teaching, which has had a positive impact on pupils' attitudes.

72. Teachers have very good working relationships with their pupils and most demonstrate good pupil management skills. They very actively address the issues of gender, race and ability and promote equality of opportunity for all. Consistent use of praise and encouragement helps to raise pupils' self-esteem and confidence. These are notable features.
73. Teaching assistants and learning support assistants are very effective in their various roles and responsibilities. They are extremely capable and knowledgeable and make a positive contribution to pupils' achievement. Very good liaison with teachers results in the joint planning of work and ensures an informed insight into the needs of each pupil.
74. There is inconsistency in adults' bilingual competence; where it is used consistently, pupils respond well and interact positively with staff and each other. Teachers do not always take into account the requirements of *Y Cwricwlwm Cymreig* in order to promote pupils' understanding of their Welsh culture and heritage.
75. Teachers use the good quality and quantity of resources well to help reinforce learning concepts. They make particularly good use of information technology in all subjects to enhance pupils' knowledge and understanding.
76. In the few lessons with shortcomings, the pace of lessons is too slow and teachers do not always ensure that pupils remain on task.
77. The school meets statutory requirements for assessing, recording and reporting pupils' progress. Generally, systems and procedures in place have good features that outweigh shortcomings. Assessment of pupils with SEN is very thorough. Progress of the under-fives is regularly reviewed and careful records are kept. The assessment system at key stages 1 and 2 is based on test and data analysis along with teachers' assessments of individual pupils' work. End of key stage assessments are analysed to identify opportunities to improve standards of learning.
78. Teachers have a good knowledge of the standards achieved by the pupils in English and mathematics in particular. They use this information effectively to plan for pupils' continuity and progression as they move through the school. Assessment of pupils' knowledge and understanding in the non-core subjects is less well developed. Teachers' expertise in the accuracy of identifying National Curriculum levels for pupils' work is developing appropriately. However, the school has not yet produced portfolios of levelled work to help teachers come to an understanding of the standards expected at different key stages.
79. The quality of the oral feedback to pupils is appropriate. Marking is generally supportive, and in the best practice it indicates the next step that the pupil has to take in order to improve. The quality of the pupils' involvement in identifying and evaluating their own targets for improvement is at an early stage of development. Not all teachers apply the school policy consistently.

80. Parents have regular formal opportunities to visit the school to discuss their child's progress and review work. Also an *open door* policy exists and parents know that they can talk to teachers informally on a daily basis if necessary. The written annual school reports give a good indication of the progress achieved by the pupils in the individual subjects. Information concerning how parents can support their children or targets for improvement are not consistently included across the school.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 3: Good features outweigh shortcomings

81. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. This is because the team judged that the school has not yet had sufficient time to develop and personalise the curriculum in sufficient detail.
82. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. The curriculum for children under-five is well planned, coherent and provides a very wide range of relevant and stimulating learning experiences both indoors and outdoors.
83. The curriculum for pupils in key stages 1 and 2 meets most pupils' needs and interests, but the school does not cater so well for pupils of higher ability. The school has identified this as an area for improvement in its current development plan. Pupils in the *Jigsaws* special needs classes experience a rich curriculum, which is very well modified to meet their individual needs.
84. There are policies and published schemes of work for all National Curriculum subjects and religious education. These are consistently followed by all year groups and ensure progression in pupils' learning. However, these schemes are discrete in nature. Opportunities to create links between subjects in order to provide a more holistic learning experience, and to tailor the curriculum more specifically to the school's needs, are often missed.
85. Good features outweigh shortcomings in the provision for the development of pupils' key skills of speaking and listening, literacy, numeracy and use of ICT across the curriculum. Although opportunities for pupils to apply these key skills are identified in schemes of work, there is insufficient progression and co-ordination of them across the range of learning experiences provided. The school has identified this as an area for development in its current improvement plan.
86. Many staff freely give of their time to provide a wide range of good quality extra-curricular activities and visits mainly for key stage 2 pupils. These activities promote social interaction and encourage a sense of inclusion

outside the classroom; they enhance pupils' skills, knowledge and understanding in a variety of areas.

87. The range of opportunities available for pupils to develop their musical talents and interests is good with outstanding features. Pupils benefit greatly from the chance to learn to play an enormously wide range of musical instruments and to participate in the school orchestra. Approximately one third of key stage 2 pupils sing in the choir and have sung with the Gwent Bach Choir.
88. Visits to places such as the theatre, Cardiff Bay and Forest School provide a valuable addition to pupils' learning experiences. The provision of homework is well organised and increases as pupils move through the school.
89. Good features outweigh shortcomings in the promotion of pupils' spiritual, moral, social and cultural development. The school successfully promotes shared values and a sense of community through experiences such as songs and hymns sung in assemblies. Important messages, such as the individual's responsibility for caring for others and for the environment, are also promoted well. However, opportunities are sometimes missed for pupils to reflect on the issues raised and on their own life experiences.
90. The school has a very effective Personal and Social Education programme. It promotes pupils' personal and social development well through experiences such as taking responsibility on the School Council, drawing up class rules and involvement in the Healthy Schools scheme. The school's promotion of pupils' understanding of cultural diversity within modern British society is at an earlier stage of development as is the development of their spiritual awareness.
91. The quality of partnerships with other providers is good with outstanding features. A significant number of parents and other members of the community are involved in supporting and extending pupils' learning by sharing their personal expertise and skills with them. Specialist musicians and artists make an excellent contribution to pupils' creative experiences. The school hosts training places for students from initial teacher training institutions and tertiary colleges and they provide additional support for pupils.
92. The school makes appropriate provision for health education including sex education and substance misuse. Learning experiences are accessible to all and meet legal requirements.
93. As yet, the school has not established significant links with industry. This has been identified as an area for improvement. However there are some contacts with Education Business and some local employers, for example, supermarkets which pupils visit. These visits help to broaden pupils' understanding of their community and the world of work. Links with local business also occur through sponsorship of prizes for the Christmas Fayre. Teachers have not undertaken placements in industry.

94. The school's promotion of pupils' bilingual skills and their understanding of the cultural heritage of Wales through *Y Cwricwlwm Cymreig* has good features that outweigh shortcomings. There is some limited use of Welsh during school routines and there are some bilingual signs. Not all subjects pay sufficient attention to the requirements of *Y Cwricwlwm Cymreig*, for example music and art.
95. Pupils at the school have a wide range of abilities and the school has high expectations for all and actively promotes equality of access, equal opportunities and it challenges stereotyping. This is a significant strength of the school. The personal and social education programme positively promotes these and related aspects. Pupils are encouraged to achieve success and to participate fully in the life of the school. Emphasis is placed on ensuring that all pupils receive a high level of support from staff.
96. The school endeavours to ensure that pupils from all backgrounds are fully involved in all aspects of curricular and extra-curricular experiences. All activities throughout the school are open to both boys and girls.
97. The school successfully promotes the awareness of sustainable development in lessons such as personal and social education. Paper, card and cans are recycled. A number of energy efficiency measures have been incorporated into the new school buildings. The School Council has raised funds for the provision of composting bins. The school has held a recycling awareness day and all classes undertake sustainable development projects during the school year.
98. Staff are committed to raising pupils' awareness of global citizenship through subjects such as personal and social education and geography, assemblies and talks by visitors to the school. Links have recently been established with schools in Uganda and other European countries.
99. Good opportunities are planned and provided for the pupils to develop their entrepreneurial and decision making skills. The recently constituted School Council is an effective means of providing pupils with real problems to solve. The School Council has raised money by baking cakes and biscuits for sale at the Christmas Fayre enabling members to fund some of their projects. Year 6 pupils have recently opened a Fruit Tuck Shop which they run and manage themselves. Pupils take their roles seriously and are very proud of their positions on the School Council. The school has recently hosted a meeting of all the school councils in the cluster group. The development of a greater entrepreneurial spirit is identified as an area for improvement by the school in its self-evaluation document.
100. The breadth and quality of the curriculum, extra-curricular opportunities and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning. This is evidenced in the way that the school actively encourages family learning. A large number of family members are volunteers at the school with two of these volunteers undergoing training as classroom assistants.

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

Grade 1: Good with outstanding features

101. The inspection team does not agree with the school's self-evaluation of this key question as Grade 2. There are several outstanding features in the provision for pupils with additional learning needs and for equal opportunities.
102. The school provides a happy, supportive, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system within the school. Parents appreciate the high quality of care that their children receive. Pupils trust teachers to deal with any concerns quickly and effectively.
103. An open door policy operates at the school where parents are encouraged to meet with the head teacher and teachers to discuss any concerns and to act jointly on them. The school benefits from its established links with visiting health workers, community support workers and staff from other support agencies. The school has a well-attended WAG funded breakfast club and an after-school club.
104. Induction for children to the nursery has outstanding features. It is a two way process when children and their parents/carers are invited to school and members of staff visit the family homes. Opportunities are offered to parents to become involved in their children's learning through workshop sessions.
105. Transition arrangements for year 6 pupils transferring to the comprehensive school are established and effective and include transition topics.
106. Good quality personal support and guidance is provided at the school through its personal and social education programme. This is an outstanding feature. The school council is effective in giving pupils the opportunity to make changes in areas that of concern to them. The school is supported by visits from a range of professionals from other agencies. There is a designated room for use by therapists who provide much valued support for pupils. There is close liaison with Social Services personnel.
107. Pupils' attendance, punctuality, behaviour and performance are carefully monitored. Good procedures and links exist with the Education Welfare Officer should the non-attendance, punctuality or behaviour of an individual pupil give cause for concern.
108. There are good policies and procedures in place to ensure the healthy development, safety and well-being of pupils. Regular health and safety checks are undertaken and subsequent action plans produced. Risk assessments are undertaken for all excursions away from school. The school operates a Healthy Eating Policy and was a pilot school for the LEA's Healthy Eating programme.

109. The head teacher is the designated Child Protection Officer and school staff have received training in first aid and child protection. There is close liaison between the school, carers, parents, Social Services, the school nurse and other agencies. The school has an appropriate Child Protection Policy.
110. The provision for pupils with additional learning needs is good with outstanding features and fully meets the requirements of the Code of Practice for Wales. The wide-ranging provision for the large percentage of pupils identified is a priority and strength of the school and is very well managed by the SENCo.
111. Pupils' needs are identified fully and support is provided promptly. The system for identification and assessment is exemplary. One of the outstanding features of the provision is the breadth and depth of the diagnostic assessment undertaken by the SENCo and specialist teachers in the school. Very full and useful records are kept.
112. Pupils' progress is enhanced by the rigorous assessment that ensures a depth of knowledge and understanding of pupils. Pupils benefit from the productive teamwork of well-trained non-teaching staff together with the expertise of the SENCo and LEA specialist teachers who give very effective support.
113. All mainstream pupils identified with SEN benefit from the high levels of expertise of the in-school specialist staff from the *Jigsaws* resource base. One of the outstanding features is the effective use of the very competent non-teaching staff who provide exceptional support.
114. Pupils make good progress towards targets set in their individual learning programmes. These plans are very useful documents that measure pupils' progress and set clear achievable targets for improvement. These are very closely linked to pupils' needs. The school works effectively with pupils and parents to involve them in their individual learning programmes.
115. One of the strengths of provision for additional learning needs is the way all pupils, with a wide range of needs including many with complex needs, are included in every aspect of school life. Pupils who are disapplied from the national curriculum make good progress.
116. Links with all outside agencies are very good; pupils benefit from the services of the occupational therapist, the speech therapist and the physiotherapist who give valuable individual support. Links with the health service, particularly the health visitor, have had a very positive impact on helping the school support the wide range of pupils. Every effort is made to develop links with parents and carers.
117. Provision for pupils identified as more able and talented is partly developed. The school has identified in its planning the need to provide further challenge for the more able. A pilot has identified a number of pupils in some year groups; however provision is as yet not fully extended to all year groups and curriculum areas.

118. The provision for pupils who are identified with behaviour problems is outstanding and the school has very well developed strategies to deal with pupils whose behaviour impedes their progress. These strategies are particularly effective as training and support has been provided for all teaching and non-teaching staff and links with parents are strong. Pupils with the greatest need benefit greatly from the provision by the school of specialist counselling support.
119. The support and guidance given to address the needs of those pupils' who require additional help is an outstanding feature of the school. The guidance of specialist teachers and support staff, who work constructively together, has a considerable impact on the progress and integration of these pupils into every aspect of school life.
120. The school successfully implements outstanding policies with regard to equal opportunities. Careful planning and actions ensure that equality of opportunities and access to all aspects of school life is provided for all pupils.
121. The school promotes positive attitudes in order to overcome any prejudices or presuppositions based on gender, race, language or social background. Members of staff and volunteers from different ethnic backgrounds provide positive role models for pupils.
122. The school effectively implements a comprehensive behaviour policy based on respect and consideration for others. School and class rules are visibly displayed and all staff constantly remind pupils of these and of the general expectation of tolerance towards all members of the school community. Outstanding strategies such as Behaviour Plans and Agreements, Reward Assemblies, Playground Buddies support the school's behaviour and anti-bullying procedures.
123. The school has an Accessibility Plan that ensures that there are appropriate arrangements in place to ensure that disabled pupils do not suffer from being treated less favourably. This is an outstanding feature of the school's provision.

Leadership and management

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

Grade 2: Good features and no important shortcomings

124. The inspection team does not agree with the school's self-evaluation of this key question as Grade 3. There are several effective systems in place that indicate that the school is managed and led well.
125. Deri View Primary School has a clear motto, 'Working Together Great Oaks Grow', which is proudly displayed in the school and in documentation. There is an unambiguous set of aims that promotes equality for all and is reflected in practice. The head teacher, governors and senior managers are committed to ensuring that the school becomes a community school in the broadest sense. Leaders and managers work hard to ensure that the community recognises the school as a centre for lifelong learning.
126. Since the opening of the school, several objectives and targets have been correctly identified in order to ensure the future improvement of the school. All members of staff and volunteers are fully aware of the principles and priorities. A very genuine sense of team spirit exists among the large staff.
127. The head teacher is clear about how the school needs to continue to develop. She carries a lot of responsibility and undertakes many practical duties to ensure the smooth running of the school. There is a very large senior management team, (most of whom conscientiously take on leadership responsibilities), who rely heavily on the inspiration and vision of the head teacher. The deputy head teacher is allocated time to undertake his management responsibilities. As yet, there is not an equitable sharing of responsibilities between the head teacher and her deputy.
128. Other members of the management team take on important roles such as developing assessment, recording and reporting or preparing for the forthcoming Foundation Phase. Policy documents are thorough. Curriculum co-ordinators have clear responsibilities that they undertake effectively.
129. The school takes good account of local and national priorities. For example, it has worked hard to promote awareness of sustainability and Healthy Schools issues and also the concept of 'The Outdoor Classroom'. Good links have been established with other schools, including neighbouring primary and the local secondary school. A strong partnership exists between the school and the LEA; school staff, the governing body and LEA officers have worked hard to establish the new school firmly in the community.
130. All pupils are given challenging but realistic targets for their attainment at the end of key stages 1 and 2 based on their individual capabilities. Most pupils achieve their targets. Other goals for development are clearly identified in the 'School Improvement Plan' and are appropriate to the needs of the school.

131. Staff development has had a positive impact on individual teachers and members of the support staff, for example, in subjects such as early years and personal and social development. Training opportunities for teachers and teaching assistants are provided in a variety of ways including school-based training, staff meetings and attendance at externally organised courses. Suitable arrangements are in place for teachers to plan, prepare and assess their work. Senior managers and governors have agreed an outline structure for teaching and learning responsibilities.
132. There are comprehensive arrangements in place to review and monitor the performance of all members of staff and to identify training needs. Newly qualified teachers and students are well supported by their assigned mentor.
133. The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the head teacher and staff in order to set a strategic direction for the development of the school. They undertake their monitoring responsibilities effectively through purposeful visits and through various committees. They are well informed about standards and play a supportive role in the development of the school. The governing body fully meet its statutory responsibilities.

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

Grade 2: Good features and no important shortcomings

134. The inspection team does not agree with the school's self-evaluation of this key question as Grade 3. The school has produced a very clear analysis of its strengths and areas for development based on a wide range of relevant sources. The self-evaluation report prepared for the inspection includes an accurate analysis of the school's current situation.
135. A culture of self-evaluation is being established with positive links existing between the processes of self-evaluation and planning for improvement. The school is making good progress in establishing procedures, which are based on clear evidence.
136. The school takes good account of the views of pupils, parents, staff, the governing body and the wider community as sources of evidence when evaluating its effectiveness. This wide consultation process provides clear evidence from a range of stakeholders and agencies that impinge on school life.
137. Recently, the process of self-evaluation has led to leaders and managers setting clear priorities, which have already brought improvements, such as group reading activities and the '*Building Learning Power*' initiative.

138. The school is beginning to establish a system for monitoring teaching and learning standards in classrooms to enable the subject co-ordinators to evaluate individual subjects, identify good practice and areas for improvement.
139. Self-evaluation and the drive towards continuous improvement are developing well in relation to forming secure judgements about standards and the quality of education provided. Analytical and effective use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools.
140. This is the school's first inspection following the amalgamation of schools that formed Deri View. Although it is not possible to measure progress from previous inspections, evidence suggests that the school has made good progress since its opening in 2005.
141. Senior managers, the governors and officers of the LEA work together, to ensure that priorities are appropriately resourced. However, uncertainty over future funding has implications for the identification of longer-term priorities.
142. The quality of the self-evaluation report produced by the school prior to the inspection is good. It is detailed and provides a useful overview of the school's position. It makes a clear judgement on all aspects of school life. The inspection team agrees with the school's judgement in its self-evaluation report in three of the seven key questions. However, inspectors agree with the self-evaluation report regarding those areas and aspects that are strengths within the school and those that require further attention.

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

Grade 2: Good features and no important shortcomings

143. The inspection team agrees with the school's self-evaluation of this key question.
144. Deri View was opened in September 2005. The condition of the buildings is excellent. Pupils, and the local community, are proud of their school and show respect towards it.
145. Teachers are well qualified and regularly update their teaching skills and knowledge by attending in-service training sessions. There are sufficient teaching and non-teaching staff for the number of pupils on roll. Teaching assistants and learning support assistants are well trained to fulfil their roles and make a key contribution to the quality of teaching. A very good team spirit ensures that staff work well together, sharing ideas, views and experience in the best interests of pupils.
146. Teachers' planning, preparation and assessment time is used efficiently. There are appropriate job descriptions for all members of staff. Performance

management is effective in helping teachers review their professional development and set future targets.

147. The school administrative team, caretakers, cleaners, midday supervisors and canteen staff provide effective support. Day-to-day administration is smooth and efficient. The school is very well maintained.
148. The indoor accommodation is excellent; it is spacious and kept very clean and in good order and sets the right tone for effective learning. The classrooms, corridors, and communal areas are attractive and well organised. The many displays around the school highlight pupils' work, celebrate their achievements and are of very good quality. Books and artefacts associated with classroom themes are attractive and help to reinforce and extend pupils' learning.
149. Learning resources are exceptionally good and readily accessible to staff and pupils. Information technology equipment, musical instruments and sporting equipment are of very good quality and the use of these resources is having a positive effect on pupils' standards of achievement. Resources in the library are also very good. The school has a wide range of fiction and non-fiction texts to enrich pupils' learning. Resources for pupils with SEN in the *Jigsaws* are also of very good quality and are used effectively to stimulate pupils to do their best,
150. The outdoor grounds provide high quality provision for sports, study and recreation. *The Forest School* area provides a stimulating outdoor classroom that is frequently used by all ages of pupils. Each classroom has an outdoor covered area; these are generally used effectively. The school has recognised that some further development is still required within the key stage 2 outdoor areas.
151. The head teacher and governing body make good efforts to use resources wisely and efficiently. The school makes generous provision from its own budget to support the significant number of pupils with SEN in mainstream classes including those with statements. The school's funding from the LEA is currently in a transitional phase, which prevents school leaders and managers from evaluating their cost effectiveness and planning for the long term.
152. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Nursery: Grade 1: Good with outstanding features

Reception: Grade 2: Good features and no important shortcomings

153. The overall quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

154. In both the nursery and reception year groups, children listen carefully to each other and adults. Sessions are stimulating and consequently children are excited and keen to learn; they pay careful attention to what is said in large group sessions and when working as individuals or in small groups. They all join in enthusiastically with rhymes and jingles.
155. In nursery classes, children's speaking skills develop well; they speak thoughtfully and clearly. In imaginative role-play areas, children readily engage in speaking activities using language that is appropriate to the various scenarios, role-play or outdoor activities.
156. In reception classes, children quickly improve their speaking skills and use a developing range of vocabulary correctly in different contexts. Children respond appropriately to instructions in Welsh.
157. Nursery children enjoy handling books and listening to stories. They quickly appreciate the difference between print and pictures. They begin to develop an awareness of different letter sounds. Most recognise their own name and identify letters in their Christian names and those of others.
158. By the reception year, children have a good awareness of the sounds that different letters make and they use these skills effectively when undertaking their reading activities. By the end of the reception year, nearly all the children read simple reading books with understanding. They are aware of some of the conventions of books and differentiate correctly between author and illustrator for example.
159. In the nursery, children are confident when undertaking independent writing activities. Many attempt to write their name independently. They write for a variety of different purposes often forming letters correctly.

160. Reception children begin to write their names correctly and they attempt longer phrases and sentences making good attempts at spelling unfamiliar words. The meaning of their writing is often clear.

Shortcomings

161. There are no important shortcomings.

Personal and social development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 2: Good features and no important shortcomings

Outstanding features

162. Nursery children settle quickly into school routines. They are friendly and welcoming to visitors and readily talk to them about what they are doing. Children show great independence as they engage in the carefully planned and structured activities such as woodwork and snack time. They have a very good understanding of the need to take turns and wait patiently while others take the lead. Even the youngest children show genuine care and concern for living things for example the class rabbit and guinea pig.

Good features

163. Both nursery and reception children work and play together well. They are willing to share equipment and co-operate positively during activities such as when they use the computer or are using bicycles.
164. Children in the reception classes are happy and confident undertaking familiar class routines. They are attentive, interested and motivated; they take responsibility for dressing and undressing themselves without fuss and are keen to help with tidying the classroom at the end of activities. Reception children are aware of the need to wash their hands before snacks or after using the toilet.

Shortcomings

165. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

166. All children in nursery classes quickly identify different colours. They are aware of the sequence of numbers to 10 and correctly match numerals to the number of objects counted. During their role-play activities children begin to develop an understanding of money. They correctly identify basic two-dimensional shapes.
167. Reception children talk sensibly about larger numbers in their discussions about topics. As a large group, children count accurately beyond 10 and, as

individuals, they count up to 10 objects correctly in both Welsh and English. They sort and match objects correctly using various criteria and identify exceptions that do not fit into given sets. Children use positional and directional language accurately. They quickly sequence different lengths and use appropriate non-standard measures to work out the length of themselves and giants. They use alternate vocabulary sensibly when describing small and big things. For example, they use the word huge and enormous when describing a giant's shoe.

Shortcomings

168. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

169. In both nursery and reception classes, children develop a very good understanding of the world about them through visitors to school, stimulating role-play experiences, activities in the outdoors and visits to 'Forest School' and other places of interest.

170. Both year groups develop an excellent understanding of the environment, animals and other living things. They quickly identify names of animals and where they might live.

171. In nursery classes, children are very competent using computers and the 'Smartboard'. They are confident using a range of other technological equipment.

172. Reception children are totally at ease using the interactive whiteboard and quickly and easily 'load' and 'shut down' computer programs. They have advanced mouse control skills.

Good features

173. Nursery children begin to develop an idea about the passage of time and are familiar with the order of routines of the school day. They have an appropriate understanding of jobs different people do through their role-play activities and visitors to the school.

174. Supported by high levels of adult intervention, reception children have a developing understanding of important jobs in the community. They engage in realistic play, using an appropriate range of language and simulations to recreate life in a hospital for example.

Shortcomings

175. There are no important shortcomings.

Physical development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 2: Good features and no important shortcomings

Outstanding features

176. From the time they start school, nursery children quickly come to recognise the importance of health and hygiene; they show due awareness of safety issues, particularly when they are playing in the outdoor environment or they are constructing with wood. They very quickly develop the skills to manipulate equipment effectively such as when they use hacksaws or pens and pencils.

Good features

177. Nursery children use the outdoor area well to refine and improve their skills of running, jumping, climbing and pedalling for example.

178. Reception children show good levels of control and co-ordination as they cut paper or operate the computer mouse for example. They readily engage in more formal physical activities such as dance or playing percussion instruments.

Shortcomings

There are no important shortcomings.

Creative development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

179. Children progress very well in their creative skills. In nursery classes, children show great imagination as they devise and create interesting constructions and scenarios during their play.

180. Reception children show very high levels of control when they use untuned percussion instruments to accompany tapes and their singing.

Good features

181. Nursery children enjoy singing familiar songs and rhymes, and move appropriately to music. They mix powder paints independently and show good imagination and flair in their artistic work.

182. Reception children create realistic images using a range of different artistic media. Their ability to take on the role of various characters is well developed in role-play following stimulating 'modelling' by adults.

Shortcomings

183. There are no significant shortcomings.

English

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

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

Good features

184. In key stage 1, the majority of pupils listen attentively to presentations by teachers and each other. They speak confidently about their work and experiences with both adults and fellow pupils. Pupils begin to realise the need to adapt their spoken language and intonation of voice as when participating in role play situations and creating their own play scripts about "Fearful Fred".
185. In key stage 2, pupils listen carefully in both whole class and group situations. They ask relevant questions, convey information and, by the end of the key stage, employ well-reasoned and logical arguments to defend opinions within group, paired and class discussion work.
186. Pupils in both key stages 1 and 2 enjoy reading; they make good use of their access to a wide range of books and read regularly. Their reading skills develop very well.
187. Pupils make a very good start to reading from an early age and by year 2, most are accurate and fluent readers. More able pupils read with expression and understanding and talk about the aspects of the books they enjoy or dislike.
188. In key stage 2, pupils read a variety of books fluently and expressively. They give detailed accounts of the books they are reading, name their favourite authors and identify recurring features of their work. Pupils' higher reading order reading skills are extremely well-developed enabling them to retrieve information from a variety of sources such as the Internet and non-fiction texts.
189. In key stage 1, pupils' writing is good. Year 1 pupils copy simple words or phrases, more able pupils are beginning to write a few words or sentences independently. Older pupils write for a range of purposes such as letters to visitors to the school, character profiles and acrostic poems. Pupils' spelling and punctuation is developing with increasing accuracy.
190. Standards of writing at key stage 2 are good. Pupils produce a wide variety of creative and factual work including letters, biographies, diary writing, newspaper reports and poetry such as Kennings or Moutins. Writing is organised into paragraphs using a variety of sentence patterns. Interesting and imaginative use of language is used to create effects such as when writing extended narratives. Handwriting is generally joined and legible.
191. Those pupils with SEN and those who are learning English as an additional language make appropriate progress.

Shortcomings

192. There are no important shortcomings, but a minority of pupils at both key stages, make careless spelling errors and pay insufficient attention to presentation.

Welsh second language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

193. Across the school, pupils listen well and develop basic levels of understanding. The majority of pupils across both key stages have a good grasp of vocabulary relating to colours and numbers. Pupils' pronunciation is developing appropriately across both key stages.
194. In key stage 1, pupils use familiar oral patterns to answer simple questions.
195. Younger key stage 2 pupils use simple language patterns to answer questions and at times to engage in basic conversations. A minority of pupils demonstrate a firmer grasp of language patterns and are confident using them when working in pairs and groups.
196. The majority of younger key stage 2 pupils demonstrate an appropriate understanding of a class story when answering focused questions. They have a sound grasp of personal and family details, which they use in answering questions relating to themselves.
197. In key stage 2, the majority of pupils make steady progress in reading basic vocabulary as they focus on their own written work. They develop an appropriate understanding of what they read.
198. Across both key stages, the majority of pupils use given formats appropriately to write a range of words, sentences, questions or simple dialogues using familiar patterns. By the end of key stage 2, a significant minority of pupils demonstrate more effective skills in their independent writing.
199. In key stages 1 and 2, pupils display good skills in using given patterns to gather information. They present their findings orally and in basic written forms reasonably well.

Shortcomings

200. Across both key stages, the majority of pupils demonstrate an insecure grasp of the language patterns, which they encounter.
201. The independent reading and writing skills of the majority of pupils in both key stages are limited.

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

202. In both key stages, pupils achieve well in all aspects of mathematics. They are confident mathematicians. From year 2, pupils are placed in ability groups for their mathematics lessons and this ensures that they make good progress.
203. In year 1, most pupils successfully show *o'clock* on individual clocks whilst the more able show *half past*.
204. Year 1 pupils also successfully recite the months of the year and know their birthday month. Their data handling skills develop well and they read information from their results accurately and with increasing confidence. Pupils use ICT well to support their mathematical knowledge and to further raise their standards of achievement.
205. Year 2 pupils successfully name a good selection of two-dimensional and three-dimensional shapes and discuss their properties using appropriate mathematical language, for example, edges, corners and faces.
206. Lower ability pupils in year 2 have a good understanding of doubling numbers to 10. They have good strategies for 'counting' on which they practise regularly.
207. In year 4, pupils demonstrate good mental recall of number facts. They recognise and explain patterns and relationships when carrying out a mathematical investigation. They also suggest appropriate methods for mental addition of sets of single and two digit numbers.
208. Year 4 pupils accurately sort information and classify using Carroll diagrams; they understand and explain symmetry and apply this knowledge to a variety of shapes.
209. In year 5, the majority of pupils have a good mental recall of various multiplication tables. They have developed good strategies for adding and subtracting numbers to 100. Most pupils have a good knowledge of how to read, write and order a set of six-digit numbers.
210. Pupils in the SEN *Jigsaw* class work well together to accurately apply their knowledge of fractions in a realistic situation.
211. Pupils make good progress throughout key stage 2 in learning and applying multiplication and division facts. By year 6, they respond very quickly and accurately to quick fire questions involving a combination of mathematical operations.

Shortcomings

212. There are no important shortcomings.

Science

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

213. Throughout the school, scrutiny of work and discussion with pupils indicates that they have made good progress since the last academic year.
214. Key stage 1 pupils carry out investigations using a structured approach. They understand the requirements of a fair test and make sensible predictions about the likely outcome of their investigations. They discuss their work confidently and record their results appropriately offering simple explanations of what they have discovered.
215. Key stage 1 pupils use the correct scientific terms when discussing parts of the human body; they describe in detail how to keep healthy and identify foods that are an essential part of a healthy diet. By year 2, pupils correctly identify the properties of different materials and use appropriate scientific terminology when in group discussions.
216. Key stage 2 pupils plan scientific enquiries systematically and carry out experimental work purposefully and safely. They identify the main variables in an investigation and choose which of these are to be constant and which are to be changed. They make systematic observations and recordings and communicate their findings effectively using text, diagrams, graphs, tables, labels and simple annotated drawings. They use the computer purposefully when recording.
217. By year 6, pupils plan and perform their investigations with a degree of independence. They have a thorough understanding of living things. They appropriately relate the information studied to everyday life and the environment.
218. When investigating forces, year 5 pupils make effective use of information technology and other scientific equipment to make detailed observations.
219. Pupils in year 4 predict effectively prior to investigation and analyse their results independently.
220. Year 3 pupils have a thorough understanding of the functions of teeth. They use the correct terms to name the different types of teeth and describe their functions.

Shortcomings

- 221. At both key stages, pupils' ability to investigate scientific knowledge from a variety of sources is limited. Recording of scientific details and results is inconsistent and lacks detail.
- 222. By the end of key stage 2, pupils are unsure of scientific facts relating to electricity and forces and cannot discuss the properties of materials in detail.

Information technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 223. Pupils are making very good progress in all aspects of the subject as they progress through the school. They maximise the opportunities to benefit from the excellent resources available.
- 224. All key stage 1 pupils use the interactive whiteboard adeptly and with confidence. Year 2 pupils have produced very interesting portfolios of digital work.
- 225. Key stage 2 pupils explore information held on the school's website and select appropriate hyperlinks to research their studies. They use data handling programmes very well to conduct investigations in mathematics and science for example.
- 226. Older key stage 2 pupils create very high quality *Powerpoint* presentations linked to their studies. They give consideration to font size and style, background colour combinations and volume of text. A supportive evaluation of their work is discussed with their peer groups.

Good features

- 227. Throughout the school, pupils use a good range of art programs to create booklets, posters, cards and brochures.
- 228. In key stage 1, pupils have developed a good number of basic skills. For example they use a paint program, selecting different colours and tools to create attractive pieces of work.
- 229. Year 1 pupils manipulate the mouse well to select and move objects on the screen. They also input data and, using software, create bar charts which they then interpret accurately. They have a good awareness of digital applications in the home such as domestic, programmable machines for cooking and cleaning.
- 230. Year 2 pupils apply their information technology (IT) skills well in good project work on a variety of themes.

- 231. Pupils in key stage 2 make good progress in word processing skills. They often bring their writing to life by effective use of different fonts, colours and presentation styles. They are adept at using a variety of software programmes to present their work.
- 232. Key stage 2 pupils find appropriate files on the school server and are experienced at opening and using them.
- 233. Older key stage 2 pupils have a good understanding of the Internet for research. They are very aware of possible safety issues and limitations of its use. Pupils use the resource intelligently to support learning in many subjects, for example work on St Lucia, the RSPB, Cardiff Bay, and the Victorians.

Shortcomings

- 234. There are no important shortcomings.

Design 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

- 235. Pupils in key stage 1 make good progress in designing and making a range of products for different purposes. They develop their ideas effectively through discussion. They make good simple sketches and record the materials they think they will need to make their products.
- 236. By year 2, pupils make good choices from a selection of materials to make finger and hand puppets. They mark and cut out successfully and join materials using a good range of techniques, including sewing. They apply different finishing touches to produce puppets that are original and attractive. They identify features that they like and those that could be improved.
- 237. In key stage 2, pupils build well on their knowledge and skills. They develop a good understanding of health and safety issues. In year 3, for example, they are aware of the importance of personal hygiene when making sandwiches with different fillings.
- 238. Throughout key stage 2, pupils use ICT with increasing skill to support their work in design and technology. For example, pupils in year 5 wrote a program for robots and used control technology very effectively to make them move in different directions.
- 239. By year 6, pupils carefully consider the preferences of the wearer when designing and making slippers. They investigate the components in detail and take into account important factors such as safety, comfort, warmth and fashion when designing their own slippers. They critically evaluate their designs as they develop, refining them or starting afresh when they have

better ideas. The best designs show different viewpoints, are clearly labelled and the materials chosen are fit for purpose.

Shortcomings

240. There are no important shortcomings. However, in their design technology work, pupils make insufficient use of their knowledge in other subjects such as science or mathematics.

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

241. In key stage 1, pupils show a developing enthusiasm for history in the work they do through *Magic Grandad*. In their lessons they go back in time and show good understanding of the types of houses different people lived in long ago.
242. Key stage 1 pupils are aware of past and present. They compare the backgrounds and lives of Florence Nightingale and Betsi Cadwaladr. They have good recall and make effective use of detail; they demonstrate a good understanding of what history is and how they can learn from it.
243. Pupils in key stage 1 use appropriate vocabulary relating to the passing of time and answer questions sensibly about the past. They use role play, dance and art effectively to interpret and extend their learning of the Great Fire of London.
244. In key stage 2, pupils make good use of books and the Internet to research information about the history of Wales and local people and areas, such as the Romans in Caerleon.
245. Key stage 2 pupils demonstrate a good sense of chronology; they know things change considerably over time and use a timeline properly to locate different periods in history.
246. Year 5 pupils are enthusiastic when discussing what they know about World War II. They empathise successfully with the experiences of evacuee children. Pupils also reason logically about events and discuss some of the artefacts of the period in depth.

Shortcomings

247. There are no significant shortcomings but across both key stages, pupils' knowledge of the history of Wales and their local area is under-developed.

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

248. In both key stages, pupils are developing and correctly using appropriate geographical vocabulary.
249. In key stage 1, following a walk around their local area, pupils are well aware of different features and buildings. They investigate the locality and are aware of and make sensible comments about what they like or dislike.
250. They are beginning to follow simple plans and pinpoint correctly where they live and where their school is situated. They give simple directions and their mapping skills are developing well.
251. By year 2, most pupils identify Wales and locate the Abergavenny area accurately on a map.
252. Key stage 1 pupils make good use of the school grounds, their Forest Schools area and the locality; they develop a good understanding of geographical skills through appropriate 'fieldwork'.
253. Pupils in year 1 develop a good awareness of places beyond their local environment. They know what clothes *Barnaby Bear* should pack in his rucksack for a holiday in a cold country.
254. In key stage 2, pupils correctly identify human and physical features on a map and on an aerial photograph. They use suitable key symbols and co-ordinates to describe and identify various landmarks.
255. They recognise and name a good range of countries and cities on a world map; they identify continents and identify major towns and features of Wales and the United Kingdom.
256. Year 4 pupils are well aware of issues, such as conservation and pollution, and demonstrate a good understanding of the need to protect and care for their environment. Their litter survey shows a very good awareness of what they can do within their own environment to reduce the impact of litter and to promote recycling.
257. During their visit to and work on Cardiff Bay, year 6 pupils demonstrate good research and enquiry skills. They have a good understanding of the development of the area. They have studied the Cardiff Barrage Scheme and put forward evaluative and balanced arguments relating to the project.
258. By the end of key stage 2 pupils make pertinent comparisons, listing the similarities and differences, between their local area and that of other areas. They also explore and contrast life in South America with their own.

259. Older pupils understand how the weather, climate and the seasons affect people's lives in different parts of the world. They use their knowledge and understanding as a basis for extended written work. Their understanding of global citizenship develops appropriately.
260. Throughout key stage 2, pupils regularly access information and relevant data from the Internet.

Shortcomings

261. 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

262. Artwork across the school is vibrant and exciting and pupils' achievement is good. This is because their skill development is so thorough from the early years; they build continuously on knowledge already known. A specialist art tutor works hard with pupils resulting in the fact that pupils enjoy their artwork and are proud of their good achievements.
263. Pupils' skills in portrait drawings develop well throughout the school. In work on display, it is possible to see obvious progression in the amount of detail and the different techniques pupils' use in their work. Throughout the school, pupils use computer programs successfully to create artistic designs and images.
264. The school has also been proactive in harnessing the skills of artists and craft workers, who work with the children on exciting projects. Consequently, pupils see themselves as young artists who take pride in their work.
265. Year 1 pupils use their sketch books well to experiment with line and tone. Using their sketches as a basis, they try out techniques such as smudging and shading, and using different pencils and paints to create realistic images of fruit. They understand and successfully create different shades of the same colour.
266. Pupils in year 2 are confident working with textiles and create imaginative weavings. They show good skills as they handle the materials skilfully and use appropriate vocabulary as they choose the 'best' material for their work.
267. By the end of key stage 1, pupils begin to develop an awareness of the work and style of great artists such as Bruegel. They recreate realistic representations of great work in their own style.

268. Pupils from the key stage 2 SEN class use dough effectively to create Welsh love spoons and other key stage 2 pupils manipulate clay to create realistic miniature Roman pots and Victorian tiles.
269. Younger key stage 2 pupils distinguish aspects of patterns that are complex and detailed when creating mosaics. They express preferences of colour and shape competently and evaluate the success of different patterns independently.
270. Older key stage 2 pupils become aware of pattern in art and design and create colourful prints of their own. They are very aware of the need to carefully design their work before beginning the final version.
271. In key stage 2, appraisal of the work of artists from other traditions and cultures, and contemporary artists, is a strong feature. Pupils' skills are of a good quality. Pupils work well in pairs and groups particularly when they are involved in artistic projects on a large scale, such as the '*Umbul Umbul Dragon's Tail Flags*'. They work productively and demonstrate a high level of commitment and enthusiasm.

Shortcomings

272. There are no significant shortcomings but generally, throughout the school, pupils' awareness of Welsh art and artists is under-developed.

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

273. Throughout the school, pupils really enjoy singing. They sing enthusiastically, with good diction, a range of songs in English and Welsh. By key stage 2, they appreciate the importance of good posture and sing in unison with great gusto, modifying dynamics appropriately.
274. As they move through the school, pupils enjoy playing an exceptionally wide range of instruments and make very good progress in playing them with dexterity and control.
275. Year 1 pupils confidently play a simple tune on ocarinas, in front of the whole school. They play accurately, in time to a steady beat from a backing track.
276. By year 2, pupils recognise changes in pitch in the 'Brontosaurus Song'. By paying close attention to the sounds of four chime bars, they place them in order from lowest to highest pitch.
277. In lower key stage 2, all pupils make excellent progress in playing the recorder. They show a good understanding of note values and play increasingly complex tunes and rhythms accurately, with good breath control.

They respond appropriately to the teacher as conductor and play very well as a whole class.

278. In upper key stage 2, pupils further extend the skills they have learned in reading music and using recorders. Playing penny whistles and harmonicas, they effectively imitate a jazz rhythm and maintain their parts very well in a group piece.
279. Throughout the school, when given the opportunity, pupils appraise one another's performance well, offering pertinent comments about how it could be improved.

Shortcomings

280. There are no important shortcomings but throughout both key stages, pupils do not create and develop their own compositions enough.

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

281. In key stage 1, pupils dress appropriately and are aware of the effects of physical exercise and healthy eating on their bodies.
282. They succeed in making effective use of the space around them whilst moving around the hall. They devise appropriate movements to represent different shapes and explain orally what they are trying to do. When required, they show increasing control of their ability to balance, change direction and freeze.
283. Pupils' ball throwing and catching skills when working individually, with a partner and in a group are developing well. They co-operate easily with each other and concentrate and persevere well in order to improve their skills.
284. Pupils demonstrate an awareness of creativity as individuals when dancing with scarves and streamers.
285. In key stage 2, pupils dress appropriately and demonstrate their knowledge and understanding of the principles of exercising the body in the context of healthy living. They evaluate the progress in their performances sensibly and note targets for improvement.
286. Pupils' ball skills in game situations are good. They show a firm grasp of the principles of teamwork and awareness of space. They succeed in mastering gymnastic skills when jumping and rotating. They develop a range of dance movements through traditional Welsh folk dances and creative dance.
287. Pupils' swimming skills are developing well in upper key stage 2.

Shortcomings

288. 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

289. Pupils in both key stage 1 and 2 display good awareness of Christian values and beliefs such as sharing and caring for others. By collecting money for charities they become aware that they are part of a world-wide family and have a responsibility to their fellow man.
290. Pupils in both key stages begin to have knowledge and understanding of the significance of many Biblical stories.
291. Key stage 1 pupils are aware that some locations are important in religious life by visiting the local church. They begin to understand the plan and features of the building. Pupils benefit from visits to school by the local vicar and understand the significance of the various colours of the vestments worn by clergy throughout the Liturgical Calendar.
292. Pupils become aware of features of the ceremony of baptism and realise that other religions have similar ceremonies such as Moslem traditions following the birth of a baby.
293. In key stage 1, pupils have an awareness of the significance of prayer and they compose their own prayers of thanksgiving.
294. Key stage 2 pupils know that other religions have sacred texts, which should be treated with respect, such as the Torah of Judaism.
295. They exhibit good understanding of some of the main Christian festivals and celebrations such as Easter and appreciate that other religions such as Judaism have rituals and practices that are different from those of Christianity, such as the festival of Rosh Hashanah.
296. In year 6, pupils' work on the understanding of Christian symbolism enables them to display very good standards of sensitive reasoning and communication skills when discussing the importance and significance of symbolic objects within their own lives.

Shortcomings

297. There are no important shortcomings but in key stage 2, most pupils' ability to reflect and express personal opinions is less developed.

School's response to the inspection

The school welcomes the inspection team's findings that "Deri View is a good school where pupils make good progress". We also welcome the fact that the team recognised that although the school has only been open for less than 18 months, it has already made good progress and offers many exciting opportunities to pupils.

We are pleased that the inspection team confirmed that pupil achievements in lessons is significantly higher than the WAG target for Wales and we are pleased that they found a high percentage of teaching with outstanding features as a strength of the school.

The report recognises the outstanding work that the school staff have done with and for pupils with special educational needs and it agrees with the school's self evaluation that we need to do more work with the more able pupils. The school staff are already working together to ensure that lessons are planned to provide more challenge for pupils and this will have a high priority in the follow-up action plan.

We welcome the statements that a significant strength of the school is that it has high expectations for all and actively promotes equality of access, equal opportunities and challenges stereotyping.

The report confirms that we have high standards of teaching and learning in Deri View Primary School, that we offer our pupils a wide range of opportunities in a secure, caring and inclusive environment and that we have made good progress since the school opened in September 2005.

An action plan will be put in place in line with the current and future school improvement plans to address the recommendations in the report. We are confident that we can address these aspects of our provision. A copy of this plan will be sent to all parents and a report will be given on progress in the Governor's Annual report to parents.

Appendix 1

Basic information about the school

Name of school	Deri View Primary
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Llwynu Lane, Abergavenny, Monmouthshire
Postcode	NP7 6HF
Telephone number	01873 735010

Head teacher	Ms Maggie Teague
Date of appointment	July 2004
Chair of governors/ Appropriate authority	County Councillor R Griffiths
Registered inspector	Margaret Morgan
Dates of inspection	January 29 2007 – February 1 2007

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	49	42	49	44	46	41	49	34	354

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	1	18.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	12:1
Pupil: adult (fte) ratio in special classes	5.5:1
Average class size, excluding nursery and special classes	23.4
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	84.1	90.3	91.3
Summer 2006	85.3	90.6	93.0
Autumn 2006	89.0	93.7	94.6

Percentage of pupils entitled to free school meals	35
Number of pupils excluded during 12 months prior to inspection	3 (Temporary)

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		45		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	2	2	11	80	5
		National	0	4	12	64	20
En: reading	Teacher assessment	School	2	2	14	75	7
		National	0	4	14	56	26
En: writing	Teacher assessment	School	2	2	14	80	0
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	2	5	16	70	7
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	2	2	9	70	16
		National	0	2	10	63	24
Science	Teacher assessment	School	2	2	5	82	9
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	79.55	In Wales	80.9

- 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 2006			Number of pupils in Y6		21						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	48	0	38	14
		National	0	0	0	0	1	4	15	47	32
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	1	0	0	0	1	4	17	50	26
Mathematics	Teacher assessment	School	0	0	0	0	0	38	10	38	14
		National	0	0	0	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	24	24	38	14
		National	0	0	0	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	52.38	In the school	N/A
In Wales	74.3	In Wales	N/A

- 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

Seven inspectors spent a total of 19 inspector days in the school. A team meeting was held prior to the inspection.

The head teacher was the Nominee.

Inspectors and the Nominee visited:

- 68 lessons or part lessons
- All classes
- Acts of collective worship
- A range of extra-curricular activities
- The School Council

Members of the inspection team had meetings with:

- A LEA officer, staff, governors and parents before the inspection began
- Governors, senior managers, teachers, other members of staff and groups of pupils during the inspection

The team also considered:

- The school's self evaluation report
- 95 responses to the parents'/carers' questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work

The inspection team also held post inspection meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1, 2, and 5 Early Years and Art.
Reg Cawthorne Lay Inspector	Contributions to Key Questions 1, 3, and 4.
Ian Kelly Team Inspector	Contributions to Key Questions 2 and 7 Mathematics, Information technology, History and Geography.
Nicholas Jones Team Inspector	Contributions to Key Questions 5 and 6 Science, Welsh second language and Physical education.
Eleri Honour Team Inspector	Contributions to Key Questions 1 and 4 English and Religious education.
Stephanie James Team Inspector	Contributions to Key Question 3 Design technology and Music.
Delyth Parris Team Inspector	Contributions to Key Question 4.
Maggie Teague Nominee	Contributions to Class Observations and Team Meetings.

The contractor was:
 Evenlode Education Ltd
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Acknowledgement

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