

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**DERWENDEG PRIMARY SCHOOL
HENGOED ROAD
CEFN HENGOED
CF82 7HP**

SCHOOL NUMBER: 676/2097

DATE OF INSPECTION: 10-13 MARCH 2003

BY

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REGISTERED INSPECTOR: W227/15669**

DATE: 30 APRIL 2003

UNDER ESTYN CONTRACT NUMBER: C/T/104/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CoP	-	Code of Practice
EBP	-	Education Business Partnership
EWO	-	Education Welfare Officer
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
LSA	-	Learning Support Assistant
NAfW	-	National Assembly for Wales
NC	-	National Curriculum
PSE	-	Personal and Social Education
PTA	-	Parent-Teacher Association
RoA	-	Record of Achievement
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SMT	-	Senior Management Team
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Derwendeg Primary School is situated in the village of Cefn Hengoed in the County of Caerphilly and is administered by Caerphilly Local Education Authority. It has a roll of 308 pupils aged three to 11 years; the majority come from Cefn Hengoed and neighbouring villages. In general terms the school describes approximately a quarter of the area it serves as neither prosperous nor economically disadvantaged with the remainder economically disadvantaged. It is recognised as a Community First Area. The annual intake covers the full ability range. Approximately 26% of pupils are registered as being entitled to receive free school dinners. Around 99.9% of pupils come from homes where English is the main or only language. There are 58 pupils identified by the school as requiring SEN support, two of whom are statemented.

The school has a motto 'Bright school, bright future' and a mission statement, 'Our school seeks to be a supportive and caring place where we all work together to make the most of our talents'. It has an appropriate set of aims and identifies the following areas for improvement in its school SDP for 2002 -2005:

- In the short term, self evaluation, access to an appropriately balanced curriculum, improve standards in key skills, enhance personal and social skills and positive attitudes, enhance literacy in writing and spelling, improve standards in mathematics and problem solving, continue to enhance the quality of teaching and standards in ICT, improve pupils' ability to work independently during scientific enquiry, ensure SEN provision conforms to statutory requirements, improve early years provision, develop management systems, develop and implement effective racial equality and inclusion policies, enhance parental links and commitment to a revised home/school agreement and improve library and resource room provision.
- Medium term priorities identified are to improve teaching, assessment, staff development, role of the curriculum co-ordinators, reorganise classes, enhance pupils' learning, develop skills in mental and investigative maths, raise standards in writing, enhance ICT and provision in science, raise standards, formulate and implement an arts in our school policy, improve the school building.
- Long term targets for 2004 to 2005 include to set improvement targets, enhance literacy and mathematical agility, enhance teaching and standards of achievement, increase ICT provision, deliver the curriculum effectively, including the curriculum Cymreig and cultural awareness, enhance KS2/3 transition, increase links with industry and continue to refurbish and maintain the school building.

The school was last inspected in January 1998.

2. MAIN FINDINGS

The main findings of the report

Derwendeg Primary School is a particularly warm and friendly school which has high aspirations for its pupils. It has made significant progress since the last inspection.

- Standards of achievement are satisfactory or better in all the work seen, including around 51% that is good and about 2% that is very good; it is satisfactory in the remaining 47%.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress toward the desirable outcomes for children's learning. Standards in the six areas of learning are as follows:

Areas of Learning	Nursery	Reception
Language Literacy and communication Skills	Good	Good
Personal and Social Development	Good	Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Satisfactory	Satisfactory
Physical Development	Good	Good
Creative Development	Satisfactory	Satisfactory

- In both key stages, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

Subject	KS1	KS2
English	Satisfactory	Good
Mathematics	Satisfactory	Good
Science	Satisfactory	Good
Welsh Second Language	Satisfactory	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology	Satisfactory	Good
History	Good	Good
Geography	Satisfactory	Good
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical Education	Good	Good
Religious Education	Good	Good

- NC teacher assessments for summer 2002 show that at the end of KS1 the percentage of pupils achieving level two and above in English was higher than the national average for that year. The majority of pupils achieved the expected level two and above in reading, writing and speaking. However, the percentage of pupils achieving level two and above in mathematics and science was below the national average overall. The percentage of pupils achieving level two or above in all the core subjects according to teacher assessment was below the national average for 2002; although these results overall are in line with primary schools of a similar type in Wales.

- In the NC test and task results for summer 2002 at the end of KS2, the percentage of pupils achieving level four in English and science was higher than the national average and several achieved level five in science. However, in mathematics the percentage of pupils achieving the expected level four and above was below the national average. The percentage of pupils achieving level four or above in all the core subjects by test was below the national average for 2002. These results overall are in line with primary schools of a similar type in Wales.
- Standards and progress across KS1 and KS2 are good in the key skills of literacy, speaking, reading and numeracy; they are satisfactory in writing and in ICT. Planning for progression in key skills is well established and where this is embedded consistently in daily planning there is a positive impact on standards.
- The provision for pupils' spiritual, moral, social and cultural development is good. Daily acts of collective worship meet statutory requirements. Appropriate attention is given to the Cwricwlwm Cymreig through the daily life of the school and more specifically through music art and the celebration of festivals, although multicultural education is generally underdeveloped, the school effectively promotes racial equality through its policy and commitment towards promoting the self-esteem of all pupils. The social development of pupils is enhanced through a varied range of extra-curricular activities and links with the community.
- Pupils' behaviour in all areas of the school and their attitudes to learning are good. Pupils have good relationships with each other and with all members of staff. They are very courteous and self-confident when talking to visiting adults. The school's discipline policies provide sound procedures for handling any instances of bullying or racism, none of which was seen during the inspection.
- Attendance levels are satisfactory, having averaged 92.9% during the previous year. The school's registration procedures generally comply with the requirements of NAFW Circular 3/99, although registers sometimes are not fully completed immediately at the start of the morning session.
- The quality of teaching is satisfactory or better in all lessons seen. It is very good in around 8%, good in about 54% and satisfactory in the remaining 38%. Teaching in the early years is generally satisfactory with some good features.
- Good teaching in the school is characterised by detailed planning where learning outcomes and tasks are clearly stated and pupils' skills and knowledge are consolidated in plenary sessions. Teachers' planning overall is generally satisfactory although there are some inconsistencies and lack of structure in KS1 and the early years. When evaluating lessons, comments are completed to inform future planning, although the quality of these comments is variable.
- The quality of assessment, recording and reporting is satisfactory. Work is marked regularly and brief feedback is given orally or in writing. There are subject portfolios for each subject, but these have yet to be developed into useful records to show progression throughout the school in each subject. At present, moderation of pupils' expected levels of performance in national tests is not sufficiently accurate. Parents are provided with written reports annually and three times a year they have the opportunity to discuss their

child's work by appointment. The contents of annual reports comply with statutory requirements and meet with the approval of the majority of parents.

- The curriculum is satisfactory overall and significant improvements have been made since the last inspection; it is now generally broad, balanced and relevant. Both the policy and curriculum planning for the early years are generally satisfactory, although they are not clearly focused on the six areas of learning. The curriculum in KS1 and KS2 ensures coverage of all the statutory subjects, but the way that some of the foundation subjects are organised and delivered in alternating blocks makes it difficult at times to assure continuity and progression in learning.
- Policies and schemes of work are in place for all subjects but are of variable quality. Some are well structured and organised to facilitate continuity while others are cumbersome and more difficult to follow.
- A new, clear homework policy is in the process of being introduced to enable a more consistent approach to support the raising of standards in literacy and numeracy across the school. Good provision is made for PSE through subject-related work and discrete activities such as circle time.
- The school provides an extensive range of good quality extra-curricular activities and clubs, both at lunchtime and after school; they include various academic, cultural and sporting activities. Sessions are well supported by pupils, staff and volunteers.
- The provision for support, guidance and pupils' welfare is good. The school provides a secure, caring environment and staff know pupils well. Care is taken to make the buildings and school grounds a safe environment, although some uneven surfaces and drainage problems in the playgrounds could be a hazard.
- The school's provision is good for pupils with SEN who make sound progress relative to their ages and abilities. The needs of pupils are identified at an early stage and are assessed systematically. Their IEPs are clear, detailed and reviewed regularly. Pupils move between the stages of the CoP according to their progress and after review meetings; parents are consulted regularly. Withdrawal teaching is appropriate and beneficial for all pupils with SEN; the focus is on reading and spelling, although the time available for the part-time teacher is insufficient for numeracy support. The content of the work is well matched to the targets noted in IEPs, which enable pupils to make steady progress.
- The school has satisfactory relationships with parents and a good partnership with organisations in the local community. Most of the information provided to parents through handbooks, regular newsletters, reports and meetings is of satisfactory quality. However, the school prospectus and the GB's annual report to parents do not contain all the information statutorily required. The home/school agreement has recently been published for parents to consider.
- The school has a satisfactory partnership with local companies which gives pupils some opportunities to learn about the world of work around them. There is no policy for partnership with industry.

- The quality of self-evaluation and planning for improvement is good. The self-evaluation report and SDP provide a clear direction for the school and the steps to be taken to ensure improvement; significant progress is being made. The school has recently involved all curriculum leaders in formal procedures for monitoring and evaluation, enabling good practice to be shared or modified and targets to be reviewed.
- Leadership and efficiency are good. The new head has quietly and efficiently built on the strengths of the school to provide very good leadership and direction. Many good initiatives have been introduced with members of staff working diligently to improve standards. . Subject and aspect co-ordinators develop their roles within a culture of collective responsibility and sharing of available resources. The present SDP identifies many important areas for development and provides a sound basis for the school to move forward.
- Budget setting is monitored carefully with all areas for development in the SDP costed prudently and in sufficient detail to ensure good value for money. The GB is becoming more involved in the every day management of the school, with the majority taking on an active interest in an area or aspect of the curriculum. The effectiveness of routine administration and organisation, incorporating some important changes to procedures, enable the school to function as a happy, well organised and harmonious community.
- The overall provision for staffing, accommodation and resources is good. Teachers are appropriately qualified and undertake regular INSET training. Good use is made of the accommodation and facilities and the premises are clean and generally in a good state of repair. Displays throughout the school are good; they recognize achievement and create a bright and colourful environment. The outside accommodation provides a stimulating learning environment with colourful murals, play equipment and a butterfly garden. Resources throughout the school are satisfactory, although there are shortages of equipment in some subject areas.
- Satisfactory progress has been made since the last inspection. Many new initiatives have been introduced recently which are beginning to make significant improvements in important areas.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are satisfactory or better in all the work seen, including around 51% that is good and about 2% that is very good: it is satisfactory in the remaining 47%.

- Standards of achievement in the early years are satisfactory or better in all the work seen, including around 62% that is good and about 38% that is satisfactory.
- Standards of achievement in KS1 are satisfactory or better in all the work seen, including around 35% that is good and about 65% that is satisfactory.

- Standards of achievement in KS2 are satisfactory or better in all the work seen, including around 50% that is good and about 2% that is very good; it is satisfactory in the remaining 48%.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and children are generally making good progress toward the Desirable Outcomes for children's learning.
- In KS1, standards are good in history, physical education and religious education and satisfactory in English, mathematics, science, Welsh as a second language, design and technology, information technology, geography, art and music.
- In KS2, standards are good in English, mathematics, science, information technology, history, geography, physical education and religious education. They are satisfactory in Welsh as a second language, design and technology, art, and music.
- NC teacher assessments for summer 2002 show that at the end of KS1 the percentage of pupils achieving level two and above in English was higher than the national average for that year. The majority of pupils achieved the expected level two and above in reading, writing and speaking. However, the percentage of pupils achieving level two and above in mathematics and science was below the national average overall. The percentage of pupils achieving level two or above in all the core subjects according to teacher assessment was below the national average for 2002; although these results overall are in line with primary schools of a similar type in Wales.
- In the NC test and task results for summer 2002 at the end of KS2, the percentage of pupils achieving level four in English and science was higher than the national average and several achieved level five in science. However, in mathematics the percentage of pupils achieving the expected level four and above was below the national average. The percentage of pupils achieving level four or above in all the core subjects by test was below the national average for 2002. These results overall are in line with primary schools of a similar type in Wales.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards and progress across KS1 and KS2 are good in the key skills of listening, speaking, reading and numeracy; they are satisfactory in writing and in ICT.

- The under-fives make good progress in speaking and listening, early literacy and numeracy. However, in ICT progress is only satisfactory as children are insufficiently supported to ensure all of them have access to regular learning opportunities.
- Throughout the school pupils listen attentively and speak confidently, extending their answers appropriately when questioned. They contribute to discussions and make predictions, for example in history. The Welsh sentences they learn are spoken well.
- Pupils in both key stages apply their reading skills well, using books and other reference material to investigate topics across the curriculum.

- Pupils in both key stages write satisfactorily for a variety of purposes, such as making lists, class books, descriptions, explanatory notes or reports, but generally they make insufficient progress in spelling and writing.
- Pupils demonstrate good numeracy skills are in both key stages, for example when making measurements in design and technology or calculating distances and heart rates in physical education.
- Pupils in KS1 make satisfactory progress in using ICT by to support their learning. Better use is made in KS2, where word processing and information retrieval are an integral part of many lessons. A significant improvement in pupils' skills in both key stages is emerging as a result of systematic teaching in the ICT suite.
- Planning for progression in key skills is well established and where this is embedded consistently in daily planning there is a positive impact on standards.
- Relative to their age and ability, the pupils with SEN make satisfactory progress in applying their speaking, listening, reading, numeracy and ICT skills across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual, moral, social and cultural development is good.

- Daily acts of collective worship are an important part of the school day, taking place in the hall and in class.; they are orderly and effectively conducted and follow a weekly theme. They meet statutory requirement and generally provide pupils with the opportunity to reflect on and develop universal values common to Christianity and other major religions.
- The ethos of the school, which encourages respect for self and others, provides a very strong and effective focus for pupils' moral development.
- Pupils compose their own class rules; all pupils have an increasing understanding of the difference between right and wrong. They express views openly and confidently and listen to the opinions of others.
- Pupils' social development is enhanced through a varied range of extra-curricular activities and links with the community.
- The school council initiative promotes good relationships further between pupils. Older ones have an acute awareness of the needs of others.
- Appropriate attention is given to the cwricwlwm Cymreig through the daily life of the school and more specifically through music, art and the celebration of festivals.

- Pupils make regular cultural visits to places of interest, although multicultural education is underdeveloped, however the school effectively promotes racial equality through its policy and commitment towards promoting the self-esteem of all pupils.

4.2 Behaviour and Attitudes

Pupils' behaviour in all areas of the school and their attitudes to learning are good.

- The school has good strategies for behaviour management. Satisfactory records of disciplinary matters are kept and parents are properly informed if their child misbehaves.
- As part of the merit system staff reward pupils with house points, badges, stickers and certificates for hard work, good behaviour and attitudes, citizenship and helpfulness. Pupils' achievements are recognised at a weekly assembly; both pupils and their parents value this system.
- Pupils have good relationships with each other and with all members of staff. They are very courteous and self-confident when talking to visiting adults.
- Although there is no prefect system, older pupils take on appropriate responsibilities such as distributing play equipment, helping in assemblies and passageways and acting as buddies to the younger children. Also, two pupils from each KS2 class are elected as representatives on the school council, which meets every few weeks. With adult supervision only, pupils discuss relevant matters such as fund-raising, charity support and possible school improvements, which can then be referred to the head as appropriate.
- There have been three temporary exclusions in the past twelve months; proper procedures were followed.
- The school's discipline policies provide sound procedures for handling any instances of bullying or racism, none of which was seen during the inspection.

4.3 Attendance

Attendance levels are satisfactory, having averaged 92.9% during the previous year; this figure is similar to attendance levels at the last inspection and during the current term.

- Over the past year unauthorised absence levels at 1.0% have been higher than the Wales average. However, there has been significant improvement in the current term to date with less than 0.1% unauthorised absence. This is mainly because the school now operates good procedures for quickly following up any unexplained absence with parents.
- Attendance levels for children of non-statutory school age in the nursery are less than 90%.
- The EWO gives good support and visits the school several times per term.
- The school encourages good attendance by rewarding pupils with small prizes and certificates presented termly and at an annual ceremony.
- Pupils' punctuality at the start of the school day is good.

- The school's registration procedures generally comply with the requirements of the NAFW Circular 3/99, although registers sometimes are not fully completed immediately at the start of the morning session.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is satisfactory or better in all lessons seen. It is very good in around 8%, good in about 54% and satisfactory in the remaining 38%.

- The quality of teaching in the early years is satisfactory or better in all lessons seen. It is good in about 22% of lessons seen and satisfactory in the remaining 78%.
- The quality of teaching in KS1 is satisfactory or better in all lessons seen. It is good in around 71% and satisfactory in the remaining 29%.
- The quality of teaching in KS2 is satisfactory or better in all lessons seen. It is very good in around 9%, good in about 58% and satisfactory in the remaining 33%. Teaching is particularly effective at the end of this key stage.
- Good teaching in the school is characterised by detailed planning, where learning outcomes and pupils' tasks are clearly stated and pupils' skills and knowledge are consolidated in plenary sessions.
- All teachers employ a variety of methods involving whole class, group or individual strategies. However, in some lessons there is an over reliance on teacher direction and on the completion of worksheets; this sometimes results in insufficient opportunities for independent learning.
- All classes are well organised with teachers managing their pupils well. In most lessons work is well matched to the needs of the pupils and good support is provided for those with SEN.
- Teachers' planning overall is generally satisfactory although there are inconsistencies and a lack of structure in some lessons.
- Insufficient opportunities are taken in the early years to extend learning by making timely interventions in children's play.
- Most lessons are conducted at a good pace where teachers have high expectations of pupils and provide appropriate praise and encouragement.
- When evaluating lessons, comments are completed to inform future planning, although the quality of these is variable. In the best practice teachers enter dated comments in their on-going record books in order to inform daily planning and meet the individual pupil's needs.
- Teachers generally have a sound subject knowledge in all areas of the curriculum.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory.

- The data analysis committee meets regularly to analyse test information, to up date individual targets and to identify pupils who need extra support. At present, however, moderation of pupils' levels of performance in national tests is not sufficiently accurate.
- At the upper end of KS2 pupils are involved in individual target setting and self-evaluation, which they complete maturely.
- Each child has a RoA, which provides a valuable overview of progress.
- Pupil portfolios provide full records of each pupil's progress through the school, including results of the nursery pre-school baseline information, LEA baseline tests, Four Counties baseline information which also informs curriculum planning and a white card for each pupil showing the results of all standardised and NFER tests. The nursery pre-school baseline provides a good starting point for a child's nursery education and parents appreciate the home visits made by nursery staff for this purpose.
- Moderation of pupils' work is at an early stage of development. An appropriate start has been made through the compilation of subject profiles, although these have yet to be developed into useful levelled and annotated records to help teachers assess standards of achievement more accurately and show progression throughout the school in each subject.
- Work is marked regularly and brief feedback is given orally or in writing. If necessary this is followed up through further discussion with the teacher. In the best examples there are constructive comments which help pupils to improve their work.
- Parents are provided with written reports annually and three times a year they have the opportunity to discuss their children's work by appointment. The contents of annual reports comply with statutory requirements and meet with the approval of the majority of parents.
- The policy sets out agreed assessment strategies which all staff implement to some degree.

5.3 Curriculum

The curriculum is satisfactory overall and significant improvements have been made since the last inspection. It is now generally broad, balanced and relevant.

- Both the policy and curriculum planning for the early years are generally satisfactory although they are not clearly focused on the six areas of learning and do not indicate clearly the continuity and progression in each area. The curriculum is adequately covered in practice, but short-term plans feature mainly teacher directed activities without indicating the learning objectives to be achieved through structured play.
- The curriculum in KS1 and KS2 ensures coverage of all the statutory subjects but the way that some of the foundation subjects are organised and delivered in alternating blocks makes it difficult at times to assure continuity and progression in learning.

- In each key stage there are some mixed age classes whose needs are met through a carefully planned cycle of topics designed to avoid duplication.
- Policies and schemes of work are in place for all subjects, but are of variable quality. Some are well structured and organised to facilitate continuity, while others are cumbersome and more difficult to follow.
- The school has devised a useful framework for organising the coverage of key skills, the impact of which is beginning to have a positive effect.
- The curriculum is enhanced by visits to places of interest in each key stage linked with subject related work, the community and local businesses. Visitors, such as artists, writers and people who work in the community, make a positive contribution to the work of the school.
- A new, clear homework policy is in the process of being introduced to enable a more consistent approach to support raising standards in literacy and number across the school. Appropriate home-school tasks help parents to become more involved in their children's learning.
- In the early years, home-school tasks are completed with parent support to extend their child's learning experiences.
- Good provision is made for PSE through subject-related work and discrete activities such as circle time. The school is familiar with the ACCAC guidelines.
- The school provides an extensive range of good quality extra-curricular activities and clubs, both at lunchtime and after school. They include various academic, cultural and sporting activities. Sessions are well supported by pupils, staff and volunteers.
- All pupils have equal opportunities and access to the curriculum in order to reach their full potential.
- Curriculum time overall meets government guidelines in both key stages.

5.4 Support, Guidance and Pupils' Welfare

The provision for support, guidance and pupils' welfare is good.

- The school provides a secure, caring environment and staff know pupils well; this is well documented and successfully achieved.
- Care is taken to make the buildings and school grounds a safe environment, although some uneven surfaces and drainage problems in the playgrounds could be a potential hazard.
- Two members of staff are trained in first aid and have first aid certificates.
- The school follows the LEA guidelines for child protection and procedures are firmly in place.

- The nursery provides a caring and supportive environment where pupils feel safe and secure; this provides a firm foundation for their learning experience. A ‘Buddy’ system higher up the school provides peer support.
- Fire drills are carried out regularly and pupils are aware of the correct procedures.
- Staff are aware of pupils’ individual learning and medical needs and procedures are in place to contact parents when appropriate.

5.5 Provision for Pupils with SEN

The school’s provision is good for pupils with SEN, who make sound progress relative to their ages and abilities.

- The deputy head is the SENCO; she is most conscientious in her duties and keeps relevant and appropriate documentation. The part-time SEN teacher carries out her role effectively, including liaison with class teachers and parents. All pupils have IEPs.
- The school’s policy for SEN is a clear, detailed document which includes guidance for the new SEN Code of Practice which came into force in April 2002.
- Approximately 19% of pupils in the school receive support through school action and school action plus stages, including two pupils who have formal statements. The progress of all pupils is reviewed regularly in appropriate ways.
- The special needs of pupils are identified at an early stage and are assessed systematically; IEPs are clear, detailed and reviewed regularly. Pupils move between the stage of the CoP, according to their progress and after review meetings.
- Parents are consulted regularly and their views are taken into account when setting targets and with regard to pupils’ movement between the stages of the CoP.
- In-class and withdrawal teaching is appropriate and beneficial for all pupils with SEN. The focus is on reading and spelling, although the time available for the part-time teacher is insufficient for numeracy support. The content of the work is well matched to the targets noted in IEPs which enable pupils to make steady progress.
- LSAs support the needs of pupils with statements to enable them to participate appropriately in the work of the class.
- Pupils with SEN generally join in the full range of school activities.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school has satisfactory relationships with parents and a good partnership with organisations in the local community.

- Although only one eighth of parents completed the pre-inspection questionnaire, a very large majority of their responses expressed support for the school. These views were confirmed by further brief discussions with parents during the inspection.
- Most of the information provided to parents through useful handbooks, regular newsletters, reports and meetings is of satisfactory quality. However, the school prospectus and the GB annual report to parents do not contain all the information statutorily required. The home/school agreement has recently been published for parents to consider.
- An active PTA organises events, which raise significant funds to help the school. Recent donations have included new furniture for the library and financial support for pupils' trips. No parents regularly help in class, although as part of the SHARE programme, twenty parents attend a weekly session to support family learning.
- There is a good relationship with the nearby parish church which pupils visit regularly for services. The vicar, a former governor of the school, helps to support the curriculum. The pastor of the local Baptist Chapel leads assemblies several times each term.
- There are good links with the LEA, EWO and medical services. Two health visitors come to the school regularly to monitor pupils' general health and the school nurse supports the school's sex education programme. The community policeman regularly talks to pupils about matters concerning their personal safety. Pupils attend the Wings to Fly drug awareness programme and Crucial Crew courses, both organised by the police, in order to raise pupils' awareness of crime and their own responsibility to the community. Mrs Tufty visits termly to talk to pupils about road safety.
- There is a good partnership with the nearby playgroup and the boys' and girls' comprehensive schools, which Y6 pupils attend for transition days, sports and social events. Teachers exchange visits and good quality curricular information to ensure that the subsequent transfer of pupils to the secondary schools is as smooth as possible. Some secondary students come to Derwendeg as part of their work experience. There are effective links with the local further education college, which organises a weekly computer class for parents and sends nursery nurse students to the school, and there is also a partnership arrangement with a local university, whose students come to the school as part of their teacher training.
- Pupils entertain and take gifts to residents of a home for retired people at Christmas and at the end of the school year

5.7 Partnership with Industry

The school has a satisfactory partnership with local companies which gives pupils some opportunities to learn about the world of work around them.

- Nearby shops and businesses support the school through the donation of money and/or materials. The local branch of a national bank sponsors the training of pupils for the buddy system and a local printing company produces the school prospectus. A sports group and an engineering company have both helped with the provision of additional sports equipment.

- Pupils have made some useful visits to local shops and companies in support of the curriculum. These include a local superstore, a printers, and a newspaper office, which led to a mini-enterprise project to make book marks.
- People from local companies and agencies come to the school to talk to pupils about their jobs. Recent visitors have included a policeman, an artist and two poets as part of the People Who Help Us programme.
- The local EBP office has supported the development of a design and technology link with the Millennium Stadium and has provided useful opportunities for pupils to take part in a multicultural workshop.
- The school has an effective relationship with the Groundwork Trust. One teacher has attended a business course there and pupils have recently been involved with the production of a mural and an environmental project to improve a local derelict site.
- There is no policy for partnership with industry.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good.

- The self-evaluation report and the SDP provide a clear direction for the school and the steps to be taken to ensure improvement; significant progress is being made.
- The GB is becoming more effectively involved in the self-evaluation process, including its own performance; it is very well informed of the school's progress and ensures parents are provided with relevant information.
- The head, together with the SMT, has recently introduced a good range of qualitative and quantitative measures to evaluate the curriculum, monitor pupils' progress and set targets for improvement to raise standards. Staff contribute positively to this process and staff development is closely linked to targets in the SDP.
- The school has recently involved all curriculum leaders in formal procedures for monitoring and evaluation, enabling good practice to be shared or modified and targets to be reviewed.
- The school has an improving understanding of its strengths and areas for development to promote high standards.

6.2 Leadership and Efficiency

Leadership and efficiency are good.

- The new head has quietly and efficiently built on the strengths of the school to provide very good leadership and direction. Many good initiatives have been introduced with members of staff working diligently to improve standards. The head and staff are well supported by the

deputy, who fulfils her management and leadership responsibilities within the school calmly and efficiently.

- The present SDP identifies many important areas for development and provides a sound basis on which to move the school forward. The aims of the school, expressed in the plan, include a commitment to equal opportunity for all, which is and are reflected appropriately in its work. Plans are laid down until 2005 providing good direction for the future while allowing flexibility to adapt to change.
- Budget setting is monitored carefully with all areas for development in the SDP costed prudently and in sufficient detail to ensure good value for money.
- Subject and aspect co-ordinators develop their roles within a culture of collective responsibility and sharing of available resources.
- The GB is becoming more involved in the every day management of the school, with the majority taking on an active interest in a subject or aspect of the curriculum. Very good minutes are kept of governors' meetings to enable them to record progress and help evaluate their work.
- The effectiveness of routine administration and organisation, incorporating some important changes to procedures, enable the school to function as a happy, well organised and harmonious community.

6.3 Staffing, Accommodation and Learning Resources

The overall provision for staffing, accommodation and resources is good.

- There are 11 full-time teachers including the head, and three part-time teachers, Classroom assistants and support staff are well deployed to enhance pupils' learning.
- The school's administrative and non-teaching staff provide effective and efficient support to teachers.
- Teachers are appropriately qualified and undertake regular INSET.
- Good use is made of the accommodation and facilities and the premises are clean and generally in a good state of repair; there are, however, some windows which are in need of attention.
- Displays throughout the school are good; they recognise achievement and create a bright and colourful environment.
- The outside accommodation provides a stimulating learning environment with colourful murals, play equipment and butterfly garden.
- Resources throughout the school are satisfactory, although there are shortages of equipment in some subject areas.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

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

Nursery

Standards of achievement are good in language literacy and communication skills.

Good features

- Children listen well, speak confidently and develop a good range of vocabulary. They recognise familiar stories and join in with repetitive refrains. Older children re-tell their experiences in detail and record events pictorially. They enjoy mark making with felt pens and pencils, produce writing patterns and begin to form letters on their own.

Shortcomings

- Children only occasionally choose books independently in either the nursery or reception class, although they understand how to handle books appropriately.

Standards of achievement in personal and social development are good.

Good features

- Children share equipment well and work co-operatively in pairs and small groups at activities of their choice. They begin to take responsibility for their personal hygiene, including tooth care, which is part of the daily nursery routine, and they are able to put their shoes and socks on themselves after a physical activity session in the hall. Those who attend full-time display good social skills at the lunch table and the majority can use their knives and forks competently.

Standards of achievement in mathematical development are good.

Good features

- Younger children are able to sort by colour and older ones can sort by colour and size. Their understanding of number and size is developed through for example the story of the three bears. Some children can count and match up to ten objects hidden in the sand tray and most can count to seven or eight. In the water trough children use appropriate vocabulary to describe whether containers are full or empty. Knowledge of two dimensional shapes is reinforced by making pictures with magnetic shapes. Children know a range of number songs and rhymes.

Standards of achievement in knowledge and understanding of the world are satisfactory.

Good features

- Children talk about their environment and the types of furniture in different rooms of the house. They know about the work of the dentist and act out roles in the Tiny Tots dental area. They explore familiar objects in detail by looking at them with a magnifier and describing what they observe. At the computer children are beginning to learn how to handle the mouse when playing a number game. They learn to create models with small and large construction kits. Following the story of the Three Bears they observe how porridge is made, enjoy tasting it and talking about the experience.

Shortcomings

- There is a stimulating sensory corner but children seem unaware of the opportunities to experiment with light and reflection. Similarly there are displays linked with healthy eating and growing plants but children seem unaware of these.

Standards of achievement in physical development are good.

Good features

- Children move confidently and show awareness of space. They understand and respond well to vocabulary linked with movements of different kinds of animals. They show increasing skill at climbing and balancing and use wheeled toys competently. Small equipment such as pencils, felt pens and dough cutters are used with increasing control.

Standards of achievement in creative development are satisfactory.

Good features

- Children enjoy joining in action songs and recall a range of tunes and words. They paint detailed pictures and discuss their own completed work and that of others. They enjoy role play and imaginative drama when acting out stories they have heard.

Shortcomings

- Creative skills with clay or three-dimensional materials are under developed and children's self-expression through a choice of colour and medium is limited.

Reception

Standards of achievement in language, literacy and communication skills are good.

Good features

- Children listen attentively, follow a story and begin to recognise words and letter sounds. They produce class story books in which some children write a few words unaided and others copy words and complete phrases.

Standards of achievement in personal and social development are good.

Good features

- Children know school routines well, become increasingly independent and play together well in classroom activities and in the playground.

Standards of achievement are good in mathematical development.

Good features

- Children recognise and order numbers nought to 10; some understand and can name one more or one less and can make repeating patterns of nine beads in different colours; others can count and write numerals up to nine. They compare objects, predict which is heavier or lighter and use a balance to weigh them.

Shortcomings

- There are no major shortcomings, but children have few opportunities to learn about the purpose and use of money.

Standards of achievement in knowledge and understanding of the world are satisfactory.

Good features

- Children become familiar with the work of the hairdresser when they play in the well-equipped role play area. They learn to appreciate the properties of a range of different materials through handling and discussing them and they recognise materials used for house building. They sort them into different categories and record their observations pictorially. Awareness of the seasons develops from studying clothes for winter and summer. Children's skill at using the computer to support their learning continues to develop.

Shortcomings

- Children have little experience of studying living things or investigating.

Standards of achievement are good in physical development.

Good features

- Children show good awareness of space and their body movements are well co-ordinated. They handle small equipment such as pencils with good control and balance building blocks with precision when constructing models.

Standards of achievement are satisfactory in creative development.

Good features

- Children use a range of colours and techniques in their paintings and produce good representations of people and animals. They select appropriate musical instruments to represent characters in a story and sing familiar songs with enthusiasm.

Shortcomings

- Skills at modelling with clay or other malleable materials are underdeveloped.

English

Standards of achievement in English are satisfactory in KS1 and good in KS2

Good features

- Listening skills are good throughout the school. Pupils concentrate well in lessons, show clear understanding of what is required of them and listen carefully to each other during whole class discussions and plenary sessions. They can recall what they have heard and relate details well.
- Most pupils speak confidently and communicate their ideas effectively; they offer opinions readily and many older pupils have an extensive vocabulary.
- Pupils in KS1 generally read confidently and accurately a range of texts from a structured reading scheme. They use a range of strategies when reading and have a good understanding of what they have read. Able pupils in KS1 are already fluent and expressive readers.
- Pupils in KS2 generally read with meaning, understanding and expression. The more able read an increasing range of books and have a good understanding of the main messages in the text, the characters and plot. Reading and listening skills are enhanced by a paired reading scheme.
- Older pupils are able to compare and contrast the characteristics of different novels they have read, such as *Carrie's War* and *Goggle Eyes*; they are able to identify themes and genre.
- Pupils' library skills improve steadily through during timetabled library skills lessons.

- Pupils in both key stages learn to write with appropriate attention to punctuation and grammar. By the end of KS1 progress in writing is at least satisfactory for the majority. By the end of KS2 pupils write for a range of audiences and purposes and the average and higher achieving pupils write well structured prose, such as stories, poems, letters, dialogues and factual writing.
- Pupils' handwriting is generally satisfactory and in KS1; the effect of the introduction of a consistent approach to handwriting is evident.
- Pupils in Y5 are able to improve their literacy skills significantly during a week's summer school in the summer holiday.
- In Y3 and Y4, pupils' appreciation of the use of language is enriched by visiting authors and in KS1 from a visiting story teller.

Shortcomings

- The majority of pupils in KS1 do not write at sufficient length in their English work or across the curriculum. A significant number are unable to develop themes or ideas, within a reasonable time to a satisfactory conclusion, to enable them to write with fluency and confidence.
- A significant number of pupils in KS1 are unable to concentrate or participate purposefully in class or group situations to enable them to develop their language skills sufficiently.
- Pupils in KS1 make insufficient use of ICT to help them develop more advanced writing skills.
- In some classes in both key stages an over-reliance on structured exercises limits pupils' independence and the extent and variety of their writing.

Mathematics

Standards of achievement in mathematics are satisfactory in KS1 and good in KS2.

Good features

- In KS 1 pupils show good mental recall of number facts, applying the strategies which have been introduced across the school; they explain their reasoning confidently. They are able to add two or three numbers together correctly and all gain a sound grasp of the operation of subtraction.
- By the end of KS1 the majority of pupils can identify odd and even numbers and count in tens, fives and twos. Most can identify the time in hours on the analogue clock and count on and back in one hour or two hour steps. Some are able to carry out the same task using the digital clock.
- Pupils in KS2 apply their knowledge of the link between multiplication and division to solve problems involving multiples of 2p, 5p and 10p.

- In KS2 pupils begin to measure classroom objects accurately in centimetres, showing reasonable skill at estimating beforehand. At the upper end of the key stage they can measure in millimetres and are becoming proficient at solving problems based on the relationship between millimetres and centimetres.
- Pupils in Y5 and Y6 know the symmetries of two dimensional shapes and can use appropriate terminology to describe angles.
- In KS2 pupils use graphs and diagrams, which they sometimes generate on the computer, to represent data which they collect in various activities across the curriculum.
- Y6 pupils demonstrate mental agility at multiplying and dividing decimals by 10 or 100.
- The majority of Y6 pupils are able to recognise and extend number sequences involving multiplication and division, combined with addition.
- In Y6 some pupils can perform addition of mixed numbers and fractions, recognise relationships between fractions and use their knowledge to solve written questions.

Shortcomings

- There is a lack of clear progression in pupils' work in KS1 and from KS1 to KS2, sometimes showing gaps or duplication in work covered.
- At the end of KS1 pupils' ability to tell the time is insecure and they have a limited understanding of money.
- A significant number of pupils in KS1 lack confidence in explaining different methods to reach an answer.
- Insufficient work is recorded by pupils in this key stage. There is little evidence of sustained and progressive mathematical work to show pupils' understanding of a range of mathematical concepts is developing appropriately.

Science

Standards of achievement in science are satisfactory in KS1 and good in KS2.

Good features

- Pupils in KS1 investigate light and learn that objects are difficult to see in the dark. They look at different objects in a dark box to see which can be seen by natural light and when an artificial light such as a torch is introduced. They appreciate that they have to use their sense of sight to see objects and that light however faint is needed to see them. They have a good knowledge of sources of light, such as the sun, fire and electric lights.
- Older pupils in KS1 begin to acquire appropriate scientific vocabulary when they investigate if light will shine through different materials. They have a sound idea that some things must stay the same to make the test fair for example the source of light, and that some things will change such as the materials being tested.

- Pupils in KS1 can recall the external parts of the human body and group animals using simple keys. They learn that certain foods are healthier than others.
- Younger pupils in KS2 investigate materials for their comparative effectiveness in soaking up water. They make sensible predictions and understand the idea of a fair test. They learn to gain information from charts; they plan and organise the tasks and measure carefully to enable them to draw appropriate conclusions.
- Pupils in KS2 gain a sound understanding of the effectiveness of fluoride in slowing down tooth decay by conducting an experiment with eggshells soaked in vinegar. They discover that eggshells coated with fluoride are less vulnerable to the corrosive effects of vinegar and relate this to keeping teeth healthy.
- Older pupils in KS2 have a sound knowledge of materials and their properties. They can identify a range of common materials and consider the appropriateness of them for a variety of purposes, such as whether the same material can be used to make different objects.
- Pupils have a sound knowledge of the properties of light and shadows and the majority are able to describe the characteristics of living things, such as growth and reproduction.
- By the end of KS2 pupils work collaboratively and independently in groups to investigate reversible and irreversible changes in materials when they are heated by candles. They observe carefully and make sensible predictions within their group which they share with their class using appropriate vocabulary. They write up their investigations well with clear diagrams and have a good understanding of health and safety issues, for example with hot wax. The importance of fair testing is firmly established at this stage.

Shortcomings

- Pupils in KS2 particularly and to a lesser extent in KS1 have a limited recall of scientific knowledge, for example in their knowledge of simple keys to classify animals such as insects and mammals.
- Pupils' progress is often slow in KS1 and insufficient work is recorded in their workbooks. Pupils are often reliant on work-sheets to complete work and consequently do not acquire adequate independent learning skills.

Welsh second language

Standards of achievement in Welsh as a second language are satisfactory in both key stages.

Good features

- Pupils' obvious enthusiasm for learning Welsh as a second language is exemplified by the significant number who volunteer to introduce themselves in Welsh to the inspection team.
- The majority of pupils listen attentively to teachers, respond enthusiastically to questions and work well with each other. They have adequate recall of simple Welsh songs learnt.

- Pupils in KS1 know simple colours in Welsh well and can count to 10 and beyond. They can name some parts of the human body and know basic action words, such as walking and rolling.
- Pupils in KS1 have an appropriate knowledge of the names of popular food and can incorporate them into simple Welsh sentences to express needs, for example when they perform the role of shopper and shopkeeper. They can express preferences, such as ‘I like fish and chips’, in Welsh.
- As pupils progress through KS1 they write short sentences to consolidate their oral work.
- Pupils in KS2 write in Welsh about things they can or cannot do, such as I can or cannot swim or play football.
- With the aid of flash cards pupils can ask and answer the time on the hour when they do an activity and some write their responses in Welsh in sentences reasonably well.
- The majority of pupils can talk about the weather adequately throughout KS2.
- By the end of KS2, pupils have a sound recall of expressing their needs in Welsh. On the whole they make good efforts at expanding sentences using connectives such as ‘achos/because’. Many go on to write a ‘sgwrs’ or conversation using role play, then read and act it out to their peers.
- Pupils write sentences using the past and past perfect tense satisfactorily.
- At the end of KS2, pupils speak with intelligible pronunciation and intonation and make satisfactory attempts at writing a dialogue with a doctor, using simple factual and personal information.
- Older pupils in KS2 have a good grasp of basic vocabulary including a range of colours and numbers. They are able to respond to simple commands and greetings in the class situation.

Shortcomings

- The consistent use of incidental Welsh as a natural feature of every day school life is variable throughout the school. With some exceptions, pupils make insufficient use of Welsh on a day to day basis inside and outside classrooms.
- Pupils in KS1 are often hesitant to answer questions posed by the teacher or their peers.
- Pupils in KS2 have limited recall of work completed recently on past tenses.
- Pupils do not read and write sentences of sufficiently increasing complexity as they progress through the key stages; progression is often slow.

Design and technology

Standards of achievement in design and technology are satisfactory in both key stages.

Good features

- At the lower end of KS1 pupils make a sound start to design and construct houses of different styles with construction kits; they talk confidently about their work.
- In KS1 pupils begin to discuss designs and select suitable materials to make a puppet of their own choice. They develop simple skills of joining pieces together with glue or staples. They are able to explain why they are pleased with their finished articles.
- At the lower end of KS2 pupils apply their measuring skills well when making moving mechanisms for story books. All can cut, glue and use simple fasteners to fashion their products.
- In KS2 pupils make good progress in design skills which they record on appropriate planning sheets. By Y5 they design, make and evaluate their work systematically, identifying improvements which could be made.
- In the best examples of designing slippers pupils research their products carefully and chose materials for a specific purpose. They use appropriate techniques for measuring, shaping, joining and decorating materials.

Shortcomings

- Pupils do not always investigate products fully before embarking on the design process.
- There is little evidence of pupils using construction kits throughout the school.
- Knowledge and skill are limited with materials such as food and wood.
- Experience of control technology is limited with the result that pupils' knowledge and skills in this aspect are underdeveloped.

Information technology

Standards of achievement in information technology are satisfactory in KS1 and good in KS2.

Good features

- Pupils in KS1 use directional language to control and produce a sequence of instructions to control the movement of a programmable robotic device.
- Pupils in KS1 develop good mouse and keyboard skills and can select and access features on a CD-ROM.
- By the end of KS1 most pupils can save and retrieve their work and understand that information is stored in the computer.

- Pupils in KS2 develop skills to process and present their work combining text and graphics to good effect.
- In some areas of the curriculum pupils in KS2 use the Internet to search for information linked to their work; they also use CD-ROMs to support their learning.
- In KS2 some pupils can create a spreadsheet, explore the effects of changing data and produce a graph to display the information.
- The ICT Suite and the introduction of interactive white boards are having a positive effect on pupils' progress.

Shortcomings

- In KS1, pupils' ability to generate and communicate ideas in different forms, using text, tables, pictures and sound is at an early stage of development.
- The use of information and communications technology by pupils in KS1 to recognise patterns and relationships in results, particularly in areas of mathematics and science, is at an early stage of development.
- Although progress is being made with some pupils, the majority are not yet sufficiently proficient across a wide range of applications; a significant number do not develop their word-processing and graphic skills adequately in order to improve their presentation of work across the curriculum.
- Knowledge of different ways of presenting data in graphical form is underdeveloped by pupils in KS1.
- Insufficient use is made of the computer by pupils in KS1 to access information and recognise the need to ask key questions to find information specific to their enquiry, especially in the foundation subjects.

History

Standards of achievement in history are good in both key stages. Although no lessons were observed in KS2, evidence in the school indicates standards are good in this key stage.

Good features

- In Y1 pupils learn about Victorian homes in a realistic role play area. Dressed in costumes typical of the time, they imagine what life was like for different members of the family at home and in school.
- Y2 pupils use a time line to locate household objects in three different eras. They give good reasons for their decisions based on the materials of which the objects are made, their appearance and condition. In making their judgements they recall what they have learnt in the past from visits to the Museum of Welsh Life.

- Pupils acquire in-depth knowledge of the Victorian era, which they study as part of a rolling programme of work through KS2. They discuss their work knowledgeably identifying main events and characters.
- In KS2 pupils make good use of Ordnance Survey maps and census information to investigate population change in the local area. Their chronological skills are applied in producing a timeline of the development of the Victorian railway.
- By the end of KS2 pupils use a range of sources, including ICT, to investigate historical topics.
- A significant number of Y5 and Y6 pupils extend their work in history by attending the history club which meets once a week after school. Some produce samplers and study writers, poets, explorers, inventions and discoveries. Currently they are researching the topic of castles.

Shortcomings

- There are no major shortcomings.

Geography

Standards of achievement in geography are satisfactory in KS1 and good in KS2.

Good features

- By the end of KS1 pupils can locate Great Britain and Wales on a map and globe and Cefn Hengoed on a map of Wales; they know the names of nearby towns and cities.
- Pupils in KS1 explore the local area and can talk about where they live; they can identify features on a map of the area.
- KS2 pupils can identify land use on a map of the area and good use is made of aerial and digital photos of the area. They can make a plan of their route to school.
- Older pupils are aware of environmental issues and can talk and write knowledgeably about such topics as global warming, pollution and deforestation.
- Pupils in both key stages study contrasting areas such as Cardiff Bay, Newton and a village in a developing country.
- Good use is made by pupils of the school grounds and surrounding places of interest, such as Penallta Park, for field work in KS2.
- Pupils in KS2 use the Internet for researching geographical topics and accessing maps well.

Shortcomings

- The making and using of maps and plans and the use of simple co-ordinates by pupils in KS1 is underdeveloped.

- Pupils use and understanding of geographical terms is often insecure in this key stage.
- A significant number of pupils in KS1 have difficulty following directions and estimating distances.

Art

Standards of achievement in art are satisfactory in both key stages.

Good features

- Pupils develop their knowledge of line, tone, colour, pattern and texture progressively through a range of activities.
- Work in collage displays throughout the school shows a good awareness of using different materials and media to achieve a textured effect. This is apparent in houses made by KS1 children using a range of interesting textures.
- Pupils use a good range of printing techniques to produce patterns and pictures.
- Pupils participate, with the help of the Caerphilly Groundwork Trust, in the making of a large mural in the playground to celebrate the school's 80th anniversary.
- Pupils learn useful techniques which effectively raise their artistic skills when they have opportunities to work with a local artist visiting the school.
- Pupils' achievements in artwork are celebrated in attractive displays throughout the school and together with work by local and well known artists, in the Ty-Siriol Gallery in the hall.
- Children visit places such as a chapel in the locality to make good attempts at observational drawings and explore atmosphere and feelings effectively.
- Pupils in KS2 select and record images as sketches during a visit to a chapel and later experiment with visual qualities using a suitable range of materials which enable them to express their feelings about the visit. They are keen to talk about what they are doing and explain their techniques and the reasons for them adequately.

Shortcomings

- Pupils in both key stages have limited skills of working in three dimensions, including clay and large constructions.
- A significant number of pupils in KS1 find it difficult to look at and talk about their own work, then make connections in relation to that of others.
- Pupils in KS1 do not use a sufficient range of materials and tools to make a variety of images and artefacts to enable them to explore practically and imaginatively visual qualities and make changes to their work where they think these are necessary.

- In KS2, there is inadequate progression in the acquisition of knowledge, understanding and skills specific to the art curriculum.
- Although pupils collect some ideas to use as starting points for their work, they do not employ computer graphics on a sufficiently regular basis to help them explore and enhance design possibilities.

Music

Few lessons in music were observed during the inspection. However, additional evidence from musical activities occurring in the school, such as during collective worship and sessions by the county musical service teachers, indicates that standards of achievement are satisfactory in both key stages.

Good features

- A significant number of pupils learn to play a range of musical instrument, including descant and treble recorder, brass, guitar and violin. A small group occasionally accompany the school in assemblies. Recorder playing is good and this resource of music talent contributes significantly to the overall standard of music in the school.
- Younger pupils in KS1 learn a song by repeating it line by line; they compose appropriate actions to accompany the song. They discuss different parts of a house and make up actions to fit each line of the song. They choose one action and repeat it while listening and singing the song. They sing an appropriate range of Welsh folk songs such as Y Robin Ddiog and Jac a Do, and a Welsh hymn, Iesu Tirion, to close the lesson at the end of the day.
- Pupils in KS1 choose appropriate tuned and untuned musical instruments and can distinguish between high and low sounds they make.
- Younger pupils in KS2 sing while others accompany them on tuned instruments using selected notes. They record their efforts and evaluate their performance appropriately.
- Older pupils in KS2 listen to sound words in a spoken extract from 'Sounds Creative' by Brenda Flanagan. They choose appropriate instruments to represent the bell-like and chattering sounds. They watch and react appropriately to the conductor and the final performance is recorded.

Shortcomings

- A significant number of younger pupils in KS1 have a limited range of pitch when singing songs.
- Older pupils in KS2 have difficulty in concentrating and setting themselves appropriate standards of performance.
- Whole school singing lacks dynamism and colour.

Physical education

Standards of achievement in physical education are good overall in both key stages.

Good features

- Pupils in KS1 improve the way they co-operate and control their bodies and movement and develop a good range of skills for playing games. They demonstrate good control when they stretch and chase sensibly during a game of tag. They have a good appreciation of the need for warming up and cooling down.
- Pupils in KS1 run with good control, speed and direction. They have reasonable control when throwing and catching balls and beanbags. They travel in different directions balancing bean bags carefully on their heads.
- Younger pupils in KS2 play invasion games where they are able to bounce a ball, pass it and choose an appropriate pass under pressure. They are well aware of key vocabulary and can pass underarm and over arm using a chest pass and a low pass, communicating their intentions clearly to others.
- Pupils in KS2 become more aware of different types of passes and play a competitive game where they use the variety of passes learned with increasing skill.
- Older pupils in KS2 combine and perform skills, actions and balances and create synchronised routines that include jumping. They display good examples of tension and counter tension. They have the ability to develop and refine basic techniques extremely well and select appropriate responses to tasks.
- Standards in gymnastics at the end of KS2 are very good. Pupils have a very good understanding of gymnastic vocabulary, including sequence, cannon and symmetry. They are very well aware of warm up and cool down and strive to raise their standard of performance. During warm up, pupils work very hard with partners and avoid contact with their others. They use space well. They show very good co-ordination, synchronisation, control and attention to instruction when carrying out parachute activities.
- In KS2 a variety of actions in gymnastics are performed, including cartwheels, forward rolls and skipping. Very good progression is shown and this is enhanced by good clear evaluations of their performances.
- A very good feature is the way pupils pre-plan activities with apparatus effectively. They co-operate well, help and support each other. They suggest and try out different ways of improving their performances and creating new routines.
- Pupils' appreciation of exercise causing the heart to pump faster is enhanced by the use of a heart beat monitor worn by one of the pupils and regulated by the class.
- The greater majority of pupils achieve a good degree of competence in swimming by the end of KS2.
- Standards in games, particularly at KS2, are enhanced by a wide range of extra curricular sports in which pupils have the opportunity to participate. Skills are further developed

when the school competes in a number of activities involving the local community and other schools. Good quality experiences in after school clubs in Welsh folk dancing, soccer, rugby and netball make a considerable contribution to the overall standards of interested pupils.

Religious education

Standards of achievement in religious education are good in both key stages. The school follows the locally agreed syllabus.

Good features

- In KS1 pupils develop a good understanding of religious celebrations by relating them to special celebrations in their own lives.
- Appreciation of the atmosphere associated with religious occasions is enhanced by classroom displays of religious artefacts.
- In Y2 pupils use relevant vocabulary when comparing the features of a church building with the inside of a synagogue. They recall previous knowledge well of the beliefs and practices of Judaism and other religions.
- In KS2 pupils recognise the importance of respecting other people's beliefs. They show a mature attitude when discussing moral issues.
- Understanding of the role of prayer in worship is established by learning the school prayer which pupils know well by the time they are in KS2.
- In Y4 pupils build well on earlier work about Moses when they learn the origin of the Ten Commandments.
- At the upper end of KS2, pupils gain an insight into the way members of the Salvation Army show care and concern for their local community; they benefit from visiting a Salvation Hall nearby as well as other churches and chapels in the area.
- Pupils in KS2 have a good knowledge of other world religions.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The last inspection report of January 1998 stated that while maintaining the current strengths of the school and disseminating the current best practice, the school needs to:

1. raise standards in mathematics, particularly in KS1;
- *Standards have now risen to satisfactory in KS1 and good in KS2.*

2. continue to improve standards in English, as outlined in the school development plan; taking into account of the areas of weaknesses noted in this report;
 - *Standards have remained as satisfactory in KS1 and risen to good in KS2. The school has taken account the weaknesses noted in the previous report and appropriate progress has been made particularly in speaking.*
3. raise standards in geography in KS1;
 - *Standards have risen to satisfactory in KS1.*
4. review the planning of the teaching with a view to reducing repetition and improving consistency;

evaluate the new schemes of work and assess their impact on ensuring breadth and depth of coverage in each subject;

- *Some progress has been made in evaluating schemes of work generally, particularly in the early years although planning is not clearly focussed on the six areas of learning. This remains a key issue in this report.*

reduce repetition in planning and use a consistent format;

- *There is now a consistent format for planning.*

improve practice in the identification of assessment activities;

- *Progress is being made and practice is improving.*

ensure through the planning that pupils are using a range of learning skills.

- *This is being achieved.*

5. improve the arrangements for assessing and recording pupils' attainment; ensure in particular that the arrangements to a better match of task to pupil, differentiation and support for pupils with SEN;
 - *arrangements for assessing and recording pupils' attainment are improving but this remains a key issue in this report; the significant difference in teacher assessment in the test and task results compared with the actual test results is being addressed. Teachers differentiate work to ensure a better match of task to pupil, including SEN pupils.*
6. comply with all statutory requirements to provide information.
 - *The school still has statutory requirements to address with regard to information provided in the school prospectus and GB annual report to parents, with the result that this remains a key issue in this report.*

8.2 Key Issues for Action

The school needs to:

- improve standards in those subject judged satisfactory;
- continue to improve and make more consistent use of procedures for assessing and recording pupils' achievements and progress in order to:
 - ensure that work is matched to pupils' needs and abilities;
 - ensure that there is accuracy in moderation of pupils' attainment in NC tasks and tests;
- address the shortcomings in planning identified in the report and continue to refine and embed the new curriculum and monitoring initiatives to ensure breadth and balance in the curriculum;
- ensure that the statutory requirements are fully met with regard to registration procedures and information provided in the school prospectus and GB annual report to parents.

The inspection team would like to thank the head, staff, governors, parents and pupils of Derwendeg Primary School for their kind hospitality, willing co-operation and courtesy throughout the inspection period.

APPENDIX

A. Basic Information About the School

Name of School	Derwendeg Primary
School Type	Primary
Age-Range of Pupils	3-11 years
Address of School	Hengoed Road Cefn Hengoed Caerphilly
Post Code	CF82 7HP
Telephone Number	01443 813138

Head	Miss L Hunter
Date of Appointment	September 2002
Chairman of Governors	Dr C Rogers
Registered Inspector	Mr Phillip Edwards
Dates of Inspection	10 th – 13 th March 2003

B. School Data and Indicators

Number of Pupils in Each Year Group									
Year Group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of Pupils	21	39	44	38	40	39	43	44	308

Total Number of Teachers			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of Teachers	11	1.7	12.7

Staffing Information	
Pupil : Teacher (fte) Ratio	24.5:1
Average Class Size	28.7
Teacher (fte) : Class Ratio	1.15:1

Percentage Attendance for Three Complete Terms Prior to the Inspection				
	R	KS1	KS2	Whole School
Term 1	95.6	89.1	95	93.2
Term 2	89.2	91.6	93.7	91.5
Term 3	93.6	94.1	93.8	93.8

Number of Pupils Excluded during Twelve Months prior to Inspection	3
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2002			Number of Pupils in Y2: 41					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	7	5	73	15	0
ENGLISH: Reading	Teacher Assessment	School	0	7	7	71	15	0
ENGLISH: Writing	Teacher Assessment	School	0	10	2	76	12	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	7	5	73	15	0
MATHEMATICS	Teacher Assessment	School	0	7	17	56	20	0
SCIENCE	Teacher Assessment	School	0	5	20	56	20	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	76%	In Wales:	81%

D Pupils who have been disapplied from the statutory arrangements

A Pupils who were absent from the tests/tasks

W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

National Curriculum Assessment KS 2 Results: 2002								Number of Pupils in Y6: 45					
Percentage of Pupils at Each Level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	14	14	45	26	0
		National	0	0	3	0	0	1	5	16	45	29	0
	Test/Task	School	0	0	0	0	0	0	17	2	38	43	0
		National	0	2	2	1	0	0	4	12	41	38	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	7	17	50	26	0
		National	0	0	3	0	0	1	4	19	46	27	0
	Test/Task	School	0	0	2	0	0	0	5	29	41	24	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher Assessment	School	0	0	0	0	0	0	7	10	57	26	0
		National	0	0	3	0	0	0	2	13	49	33	0
	Test/Task	School	0	0	0	0	0	0	2	12	33	52	0
		National	0	2	0	0	0	0	1	10	47	38	0

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)			
by Teacher Assessment		by Test	
In the School:	69 %	In the School:	64 %
In Wales:	70 %	In Wales:	68 %

- D Pupils who have been disapplied under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence.
B Pupils who have not been entered for tests because they are working outside the levels of the tests
W Pupils who are working towards Level 1 but have not yet achieved the standards needed for Level 1

The majority of eleven-year-old pupils are expected to attain Level 4.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of four inspectors over a period of four days.

- Pre-inspection meetings were held with the head, staff and governing body.
- 16 parents attended a meeting with two members of the inspection team.
- 38 questionnaire responses were analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the SDP, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day inspectors took the opportunity to talk to pupils and to discuss their work.
- 78 lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the head, curriculum co-ordinators and other staff.
- The work of pupils with SEN was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the head.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr Phillip Edwards	1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 4.1 Pupils' spiritual, moral, social and cultural development 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Welsh second language Science Music Physical education
Mr Stephen Page	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs Margaret Hanney	3.2 Standards achieved in key skills across the curriculum 5.2 Assessment, recording and reporting 5.3 Curriculum	Early Years Mathematics Design and technology History Religious education
Ms Ros Martin	5.1 Teaching 5.4 Support, guidance and pupils welfare 6.3 Staffing, accommodation and learning resources	English Information technology Geography Art