

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

Duffryn Junior School
Partridge Way
Duffryn
Newport
NP10 8WP

School Number: 680/2288

Date of Inspection: 19th – 21st April, 2005

by
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WO83/16211

Date: 23rd June, 2005

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Duffryn Junior School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school.

The inspection of Duffryn Junior School took place between the 19-21 April, 2005. An independent team of inspectors, led by Miss D. Morris 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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Duffryn Junior School serves a large local authority housing estate on the western edge of Newport. There are 180 pupils, aged between 7 and 11 years of age, on the school register.
2. The school describes its natural catchment area as being economically disadvantaged. 52% of the pupils are registered to receive free school meals; this figure is significantly higher than the county and national averages.
3. The school has pupils from the full ability range. 25% of pupils are designated as having special educational needs [SEN], including four pupils for whom a statement of SEN has been produced. This percentage is above the national and county averages.
4. English is the main language spoken in the homes of most pupils. About 95 per cent of pupils are white and the remainder is of ethnic origin. There are three pupils for whom English is a second language.
5. The school was last inspected in 1999. The headteacher has been in post since May 2001.

The school's priorities and targets

6. The school's aims include:
 - to enable all children to develop their potential in all aspects of the curriculum;
 - to develop in children an enthusiasm for learning;
 - to help children to live together in a community and to become responsible, independent people.
7. The school's major priorities and targets for 2004-2005 include:
 - to raise levels of achievement in all year bands;
 - to continue to improve the quality of teaching and learning across the key stage;
 - to develop all curriculum areas through the consistent use of information communications technology (ICT);
 - to update performance management policy and procedures;
 - to review monitoring strategies.

Summary

8. Duffryn Junior School achieves its aims of creating a supportive, caring environment where pupils are valued and helped to develop positive attitudes to learning.

Table of grades awarded

9. The inspection team judged the school's work as follows:

Key question		Inspection grade
1	How well do learners achieve?	Grade 3
2	How effective are teaching, training and assessment?	Grade 3
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 3
5	How effective are leadership and strategic management?	Grade 3
6	How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7	How efficient are leaders and managers in using resources?	Grade 2

Standards

10. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		54%	46%		

Subjects

11. In the subjects inspected, pupils' standards of achievement are as follows:

Subject	Grade
English	Grade 3
Mathematics	Grade 3
Welsh second language	Grade 3
Geography	Grade 3
Art	Grade 2
Religious Education	Grade 3

12. The great majority of pupils make good progress in their learning and most achieve the agreed learning targets and goals set for the class.
13. Pupils with special educational needs make good progress and achieve the targets set for them. A good number of pupils make very good progress in aspects of their reading and writing.
14. Pupils' standards and progress in listening and writing across the curriculum are good. Pupils' speaking and reading skills are less well developed. Pupils make increasing use of the Welsh language and standards are satisfactory.
15. Pupils use their numeracy skills in other subjects but their ability to apply their skills in investigative tasks is not always at a level appropriate to their age and

ability. Pupils use their ICT skills to support their work in subjects, such as geography and Religious Education, but they do not develop and extend these skills sufficiently.

16. In 2004, pupils' attainment in the National Curriculum (NC) core subjects of English, mathematics and science was below the LEA and national averages. When compared with similar schools in Wales, the school's results are in the lowest 25 per cent in mathematics and science and in the lower 50 per cent in English. In recent years there has been a continuous improvement in the school's results. In 2004, the school met its targets in English and mathematics and exceeded its target in science. There are no significant differences overall in the performance of boys and girls.
17. Pupils' learning skills are satisfactory. They show good development overall in their creative skills. Pupils' problem solving skills are improving but their ability to work more independently is less well developed.
18. The great majority of pupils work well together and show good development in their personal and social skills. Most pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good.
19. Most pupils' behaviour within the classroom and around the school is good. They have a good understanding of what is expected of them and they are considerate and courteous.
20. Pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society.
21. Attendance rates for the past three terms fall marginally below 90%. Much of the absence is caused by a small group of pupils who have a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve. A small number of pupils are consistently late for the start of the school day. Punctuality during school hours is good.

The quality of education and training

22. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	43%	51%	3%	

23. Teachers have good relationships with their pupils and have high expectations of them.
24. In the good and very good teaching observed:
 - lesson objectives are clear and are shared with pupils;
 - teacher presentations are purposeful;
 - tasks and activities consistently extend pupils' learning;
 - lessons proceed at a good pace.

25. Where the teaching is less effective:
- lessons, particularly teacher introductions, are too long with pupils losing interest and concentration;
 - the work is too teacher directed and pupils are given too few opportunities to develop their own ideas and methods of working;
 - tasks lack sufficient challenge to extend more able pupils.
26. Pupils' progress in English and mathematics is regularly assessed and teachers maintain useful records of pupils' achievements. Assessment outcomes are used appropriately to plan future teaching and learning in these subjects. Pupils' progress in the non-core subjects is not formally assessed. The annual reports to parents conform to statutory requirements.
27. There is appropriate provision to ensure that pupils acquire the necessary basic and key skills. Whole school planning to extend the key skills of literacy, numeracy and ICT across the curriculum is underdeveloped.
28. Positive learning experiences effectively promote pupils' spiritual, moral, social and cultural development. The school's equal opportunities policies ensure equality of access and opportunity for all.
29. The school makes efforts to work in partnership with parents and carers in caring for, supporting and guiding their children but not all parents take advantage of the opportunities to become involved.
30. Provision for pupils with SEN is good and meets the requirements of the Code of Practice.

Leadership and management

31. The headteacher's management is purposeful and offers the school a clear sense of direction. The staff work closely as a team but the strategic role of the deputy headteacher and the senior management team is underdeveloped.
32. Self-evaluation procedures are in place but, to date, are insufficiently linked to school development planning. The leadership roles of subject co-ordinators need to be developed further.
33. The governing body is very supportive, well informed and involved in the life of the school. Governors help to set the school's strategic direction and are developing their role in monitoring the quality of provision and pupils' standards of achievement. This role can be developed further.
34. The school prospectus and annual report of the governing body offer parents valuable information but they fail to include all statutory information. In general, the school takes due note of statutory requirements in formulating policies but it has yet to formulate an Access Audit and Access Plan as required by the Disability Discrimination Act 2004.

35. The school self-evaluation report is a comprehensive, well-structured document addressing the seven key questions. The school graded its provision as grade one or two. The inspection team awarded a lower grade for each of the seven questions.
36. The school has made satisfactory progress in addressing the key issues identified in the last inspection report. Standards in geography and religious education have improved. Issues relating to the development of pupils' speaking and investigative skills remain to be addressed further.
37. Resources are managed efficiently and the school offers value for money. There are enough suitably qualified and experienced teachers and support staff to carry out the work of the school. There is good investment in resources and equipment. They are of good quality and are used effectively. The school buildings and site are well maintained. Facilities, such as the school hall are extensively used during the school day and for extra curricular activities. There is good use of the local environment including the forest school to enrich pupils' learning.

Recommendations

38. In order to improve, the school needs to:
 - R1.** maintain the good standards, and improve standards in the subjects and aspects where shortcomings have been identified;
 - R2.** provide tasks that offer all pupils appropriate challenge and the opportunity to work more independently;
 - R3.** establish a whole school strategy to develop pupils' key skills across the curriculum;
 - R4.** develop further the school development and self-evaluation processes by extending the leadership roles of senior management and subject co-ordinators ;
 - R5.** continue with its good efforts to improve pupils' levels of attendance and its links with parents;
 - R6.** ensure that school policies and documentation meet statutory requirements.
39. 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 3: Good features outweigh shortcomings

40. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
41. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		54%	46%		

42. In the subjects inspected, the standards of achievement are as follows:

Subject	Grade
English	Grade 3
Welsh second language	Grade 3
Mathematics	Grade 3
Geography	Grade 3
Art	Grade 2
Religious Education	Grade 3

43. The great majority of pupils make good progress in their learning and most achieve the learning targets and goals set for the class.
44. Pupils with special educational needs make good progress and achieve the targets set for them. Standards are satisfactory with individual pupils achieving good standards in aspects of their work. A good number of pupils' make very good progress in aspects of reading and writing.
45. Pupils' standards and progress in listening and writing across the curriculum are good. Pupils' speaking and reading skills across the curriculum are less well developed. A good number of pupils have limited vocabulary and offer only brief responses to questions. Most pupils read with the expected degree of fluency but do not utilise these skills sufficiently in their work across the curriculum. Pupils' bilingual competency is satisfactory. Within a limited context, pupils speak and read Welsh with a reasonable degree of fluency.
46. Pupils use their numeracy skills in other subjects but their ability to apply their skills in investigative tasks is not always at a level appropriate to their age and ability. Pupils use their ICT skills competently in aspects of their work. They make extensive use of their word-processing skills to present their work and, in a minority of classes, pupils use the Internet to research topics. Pupils do not develop and extend these skills sufficiently.
47. Pupils' learning skills are satisfactory. They show good development overall in their creative skills. Pupils' problem solving skills are improving in subjects such

as mathematics and science, but many tasks are too closely directed by teachers to enable pupils to develop their own methods of working.

48. Most pupils are aware of the targets set by teachers and individuals can discuss what they have to do to improve. In a minority of classes, targets are unclear and contain too many aspects to be addressed. In general, pupils are insufficiently aware of their strengths and weaknesses and of what they need to do to improve the standard of their work.
49. In 2004, pupils' attainment in the National Curriculum (NC) core subjects of English, mathematics and science was below the LEA and national averages. When compared with similar schools in Wales, the school's results are in the lowest 25 per cent in mathematics and science and in the lower 50 per cent in English. In recent years there has been an improvement overall in the school's results. In 2004, the school met its targets in English and mathematics and exceeded its target in science. Overall, there are no significant differences in the performance of boys and girls.
50. Most pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration are good. Most pupils work hard in lessons, readily join in the range of activities provided and show enthusiasm for their work. Pupils' ability to work more independently is under developed.
51. Most pupils' behaviour within the classroom and around the school is good and the school functions well as a caring and orderly community. The headteacher and staff have high expectations of pupils' behaviour; a clear code of conduct exists and pupils understand what is expected of them.
52. Pupils generally are courteous, polite and relate well to each other, to staff and to visitors. The school has successfully implemented a range of strategies to enhance pupils' self-esteem and confidence, especially through circle time, and this has contributed significantly to the positive behaviour of pupils and the quality of life in the school.
53. The school places a high priority on attendance and punctuality and has been successful in raising attendance rates by three percentage points since the last inspection, when attendance was judged to be unsatisfactory. Attendance rates for the past three terms fall marginally below 90%. Much of the absence is caused by a small group of pupils who have a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve. A number of other pupils have their progress impeded because of sporadic absence throughout the school year. A proportion of the school's population is transient and this situation also has an adverse impact on attendance rates.
54. A minority of pupils are consistently late for the start of the school day. This disrupts classes and these pupils often miss significant parts of the first lesson of the day.
55. Pupils take an active part in the life and work of the school, for example the school's council and the peer moderators scheme. Pupils' awareness of equal opportunities issues is developing well and they have respect for the diversity of

beliefs, attitudes and cultural traditions within society. Pupils' involvement in specific projects, often involving visiting speakers, ensures that diversity is acknowledged and understood positively.

56. Pupils' visits to places of interest help to broaden their understanding of the history and culture of Wales. Pupils benefit from working with local authors.
57. Pupils' visits and links with local businesses develop a broad and positive understanding of the world of work. Pupils have seen for themselves the expansion of retail, commercial and recreational sites, such as the development at Cardiff Bay.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

58. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
59. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	43%	51%	3%	

60. In the lessons inspected, the quality of teaching and the educational provision overall meets pupils' needs and the requirements of the NC. Teachers have a secure knowledge of the subjects they teach and the common requirements of the NC. Due regard is paid to Y Cwricwlwm Cymreig. Lessons are well structured to include a range of activities.
61. The school employs a range of teaching strategies, including a system of grouping pupils for English and mathematics which overall is effective in matching work more closely to pupils' needs and abilities in these subjects.
62. In the good and very good teaching:
 - lesson objectives are clear and are shared with the pupils;
 - initial teacher presentations are purposeful and reinforce previous learning;
 - tasks and activities consistently extend pupils' learning;
 - lessons proceed at a good pace and plenary sessions are used effectively to monitor and review pupils' progress.
63. Where the teaching is less effective:
 - lessons, particularly teacher introductions, are too long with pupils losing interest and concentration;

- the work is too teacher directed and pupils are given too few opportunities to develop their own ideas and methods of working;
 - activities lack sufficient challenge to extend more able pupils.
64. The school makes good use of a comprehensive range of standardised tests to track pupils' progress in English and mathematics. The analysis of the results informs future class organisation, planning and target setting processes. In best practice, teachers also assess the pupils' achievements against specific lesson objectives and adjust their future planning accordingly.
65. Teachers keep records of pupils' achievements in the core subjects, and examples of pupils' work to show their progress over time. These are used effectively to ensure continuity and progression from year to year. Suitable arrangements are in place for the transfer of records from KS1 and to KS3.
66. Pupils' progress in the non-core subjects is not formally assessed. Portfolios of work are in place in the core subjects and are developing in the foundation subjects. When used effectively, these support teachers' understanding of standards.
67. Marking of pupils' work highlights the supportive ethos of the school. Teachers make positive comments on pupils' work but marking does not always indicate to pupils what they need to do in order to improve.
68. Reports to parents give clear information about pupils' attainment and provide appropriate targets for improvement. However, parents are not given the opportunity to make contributions to the reports.

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

Grade 3: Good features outweigh shortcomings.
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69. The findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report.
70. The school is successful overall in meeting pupils' needs and provides equal access to a broad and balanced curriculum. The curriculum is mainly subject based and encompasses all areas of the NC. In best practice, work is differentiated for all pupils' needs but this is not consistent across the whole school. In some cases withdrawal is the only means of differentiation. Opportunities for more pupils to work at an appropriate level are limited.
71. The school's arrangements for targeting support to address pupils' needs works well in aspects of provision. It is effective in improving achievement particularly in English. The Forest School activities have a positive effect on pupil behaviour.
72. The school is trialling the use of a pupils' learning log in two classes to enable pupils to become more independent learners. This is a positive development. In

best practice, pupils respond well to teachers' planned activities to develop thinking skills and independent learning strategies.

73. Suitable subject policies and schemes of work are in place and promote continuity in pupils' learning. Y Cwricwlwm Cymreig is well promoted across a range of curricular areas. Learning experiences to develop pupils' bilingual skills are generally well established.
74. The school has been successful in promoting the development of Basic Skills and has been awarded the Quality Mark twice. There is appropriate provision to ensure that pupils acquire the necessary basic and key skills, but there is a lack of whole school planning to extend pupils' key skills across the curriculum
75. Pupils benefit from extra-curricular activities which are available to all, regardless of age, ability or gender. Most of these are provided by the Communities First organisation and are mainly of a sporting nature. Field trips enhance the curriculum and extend pupils' understanding of Wales and Y Cwricwlwm Cymreig. All children make use of the Forest School facility in nearby woodland which was developed with support from the local community.
76. The school makes efforts to work with parents to encourage them to play an active part in the life and work of the school but the response is sometimes disappointing. Parents are supportive of concerts and celebrations at the school and a small number of parents help out in the school. Parental involvement in the family learning projects has benefited both pupils and parents.
77. The school has introduced a useful home/school agreement but few parents have signed and returned this to school and there are vacancies for parent governors on the governing body, which the school is unable to fill. The school's partnerships with the local community, other schools and higher education institutions are effective and enrich the life and work of the school.
78. The school's provision for personal and social education (PSE) meets curriculum requirements. The school has been awarded the first stage of the Health Promoting Schools Award. The school council works effectively to consider and develop aspects to improve school life and the involvement of visitors, including the local Member of Parliament (MP), makes a significant contribution to pupils' understanding of the democratic process.
79. The school actively promotes pupils' understanding of the world of work and the vocational aspect of the PSE programme is well addressed by staff. Local employers are supportive of the school and several teachers have undertaken relevant industrial placements, which have contributed to their professional development and enhanced curriculum provision for pupils.
80. Provision for pupils' moral, social and cultural development is generally good. Pupils understand how to behave and know the difference between right and wrong. Pupils benefit from many opportunities to develop an understanding of their own and other cultures in their work in art, geography, religious education and music. Provision for pupils' spiritual development is more limited. Collective

worship provides opportunities for the development of understanding of other faiths and cultures but opportunities for prayer and reflection are underdeveloped.

81. The school has begun to develop strategies to promote education for sustainable development and global citizenship. Consideration has been given to it in the geography scheme of work and two recycling schemes have been in operation in the school. However, opportunities to ensure pupils develop a growing understanding of the related issues and act in a sustainable way within the school and the community are limited.

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

Grade 3: Good features outweigh shortcomings.
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82. The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report.
83. The quality of care and support is generally good. The school effectively promotes equal opportunities and good race relations. All pupils regardless of personal circumstances, gender, ethnic background or ability are actively encouraged to participate in all the school's activities. Arrangements for admission and transition are good and ensure pupils settle quickly into their new school environments.
84. The school makes efforts to work in partnership with parents and carers but not all parents take advantage of opportunities to become involved. Parents and carers have regular access to the headteacher and staff and their views are taken into consideration.
85. Pupils' behaviour, attendance and punctuality are monitored carefully. Staff have undertaken training in behaviour management and are successful in implementing a range of strategies to secure positive behaviour in pupils. The school is working diligently to ensure pupils' good behaviour in the classroom and this is reflected in their behaviour in the playground. A group of year 6 pupils have volunteered and received training in becoming 'Peer Supporters' and they believe that their presence on the playground at lunchtime has made a difference.
86. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. Registration is conducted efficiently and in accordance with statutory requirements and the school complies with attendance requirements. A good working partnership has been established with the Education Welfare Officer (EWO).
87. The school has a detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented consistently by the headteacher, staff and the governing body. As a member of the Welsh Network of Healthy Schools, the school is successful in encouraging pupils to recognise the benefits of a healthy diet and lifestyle.

88. The school has a number of staff who have received first aid training. An incident book is maintained.
89. The headteacher is the designated child protection officer. Members of staff have received training and are aware of the current procedures as outlined in the school's policy.
90. Provision for pupils with SEN is good and meets the requirements of the Code of Practice. Pupils make good progress overall. Standards are satisfactory with individual pupils achieving good standards in aspects of their work. Pupils' progress in aspects of reading and writing is very good.
91. The named SEN co-ordinator (SENCO) ensures that the provision is well organised and that resources are used efficiently. He is effectively supported by the administrative SENCO who maintains records, updates individual education plans (IEPs) and monitors pupils' progress. The named governor is well informed about the school's provision for pupils with SEN.
92. The school has adopted suitable procedures for identifying pupils with SEN. A number of relevant, standardised tests are used to highlight difficulties in literacy and numeracy skills, and intervention and target setting for pupils is focused on improving these skills. Issues of motor development, speech and language difficulties and social skills receive less attention.
93. IEPs have been prepared and the arrangements to review these plans are appropriate. IEPs do not always reflect the Statement of Special Educational Needs. Medical Health Care Plans and Emergency Procedures are not in place for pupils whose Statement of Special Educational Needs highlights medical issues.
94. Differentiation is primarily by means of the withdrawal groups for English and mathematics. Strategies are not deployed consistently for differentiation for pupils with special educational needs in other subjects. Some pupils attend the SEN withdrawal groups for reasons other than difficulties with literacy or numeracy. These difficulties are not reflected in their targets.
95. The establishment of a Nurture Group has been a positive aspect in the development of those pupils in year 5 and year 6 who have emotional and behavioural difficulties. The 'Forest School' initiative has been an added facility for these pupils. Pupils benefit from this provision.
96. The school is accessible for wheelchairs and disabled toilets are available for pupils and staff. However, the school does not have an Access Audit or Access Plan as required by the Disability Discrimination Act 2004.
97. Induction arrangements and procedures for sharing information with the Infant school are good. Links with the High School are well established.
98. A 'Communities First Grant' has provided funding for a 'Play Therapy Group', run by an outside agency, for pupils with emotional difficulties. This is a successful initiative and one which the school is keen to maintain.

Leadership and Management

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

Grade 3: Good features outweigh shortcomings.

99. The findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report.
100. The school has a clear mission statement that places pupils' development at the heart of its provision. Shared values and norms about learning and behaviour, which promote equality for all, are well reflected in the school's work. Whole school policies have been formulated and are known and implemented by staff.
101. The headteacher's management is purposeful and offers the school clear direction. The staff co-operate well as a team under his leadership. The strategic roles of the deputy headteacher and the senior management team are underdeveloped.
102. The school takes appropriate account of national priorities. The development of new ICT resources is helping more pupils to achieve higher standards. The School's Council also helps pupils to contribute to, and influence directly the decisions that affect them.
103. Procedures are in place for monitoring and evaluating pupils' standards of achievement. They are generally well established, particularly in the core subjects. Processes can be extended to include evaluating the improvements suggested and their impact in improving standards.
104. Performance management structures are in place involving focused staff appraisal that contributes to effective professional development. The professional training undertaken by staff, for example in Welsh, has had a beneficial effect on provision and standards at the school.
105. The school development plan (SDP) sets appropriate targets in relation to a range of issues and good progress is being made in addressing the main targets set. Progress in other targets is less evident. Appropriate processes are in place for setting targets although the use of quantitative targets is underdeveloped. To date, the procedures for reviewing targets are less well developed.
106. The budget is managed carefully and expenditure is linked to school priorities.
107. The school prospectus and annual report of the governing body are useful documents, providing parents with valuable information but they fail to include all statutory information. Most school policies pay due regard to statutory requirements but, to date, the school does not have an Access Audit or Access Plan as required by the Disability Discrimination Act, 2004

108. The governing body is very supportive, well informed and involved in the life of the school. Members understand their roles and support the headteacher in helping to set the strategic direction of the school. Through discussions with staff and classroom visits, members play an increasing role in monitoring standards and quality. This role can be developed further.
109. The governing body meets regularly and fulfils all its regulatory and legal responsibilities.

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

Grade 3: Good features outweigh shortcomings.
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110. The findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report.
111. Subject monitoring is in place and co-ordinators monitor pupils' work providing clear strengths and areas for development for each teacher. In best practice, they offer accurate judgements about their subjects. However, opportunities to monitor through class observations and discussions with pupils to identify clear ways forward for the whole school, are underdeveloped.
112. Pupils, parents and governors are consulted about aspects of school life through questionnaires. The results of the surveys inform future school development planning.
113. Pupils' results in NC tests and tasks are analysed against county and national outcomes. They are also analysed against other schools of similar backgrounds. The analysis of the tests and tasks can be further developed in order to identify specific difficulties experienced by pupils. Pupil targets are set and in best practice assist pupils to improve the standard of their work. Practice is not consistent across the school.
114. Staff appraisal procedures are in place and contribute well to the identification of the professional needs of staff. Staff training is having a positive effect on pupil standards.
115. The SDP identifies raising standards as a priority in English and mathematics but does not always identify measurable targets for improvement.
116. The school self-evaluation report is a comprehensive, well-structured document addressing the seven key questions. The school graded its provision as grade one or two. The inspection team awarded a lower grade for each of the seven questions.
117. The school has made satisfactory progress in addressing the key issues identified in the last inspection report. Standards in geography and religious education have improved. Formative assessment to support target setting has also improved. Issues regarding differentiation, application of mathematics in other subjects and investigative approaches across the curriculum remain to be

addressed further. The issue of oral activities to increase skill and confidence in speaking has not been addressed sufficiently.

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

Grade 2: Good features and no important shortcomings

118. The findings of the inspection team do not match the judgement of grade 1 made by the school in the self-evaluation report.
119. The school has a good range of suitably qualified teaching and support staff. The level of staffing, together with the use of support staff for groups of pupils with special educational needs, enables small group teaching in core subjects and smaller classes in foundation subjects.
120. The ancillary and support staff make a valuable contribution to the life and work of the school.
121. The school has a range of good quality learning resources. More specialist subject resources are maintained by subject co-ordinators and accessed by other staff when required. All staff are aware of the resources held in school. Subject related resources are updated on a cyclical basis in line with the school development plan.
122. The school has a newly established ICT suite including an interactive white board. This is time-tabled for each class although it is primarily used for word processing activities. There is no school library and access to books for pupils to research individual topics or to select books to read for pleasure is limited.
123. Staff development is guided appropriately by the demands of the SDP and teachers' individual development needs. Training in the role of the subject co-ordinator has been accessed by staff with core subject responsibilities. The training for other staff with subject responsibilities is an area for development.
124. The entrance to the school building is not clearly signed and provides some confusion for visitors. Keypads are in operation at the school entrance to maintain the safety of pupils.
125. The cleaning and general maintenance of the school site is well managed by the school caretaker. The school is in a good state of repair and is clean and tidy apart from an abundance of litter in the playground. The school has identified a need to resurface the playground. Communities First funding has enabled the school to buy benches in the playground area.
126. Toilets are clean and well maintained. The school has electronic shutters on the windows and steps have been taken to decrease the risk of vandalism. Classrooms and corridors contain colourful displays of a range of pupils' work.

127. The school secretaries ensure that the day-to-day administration of the school is effective and they are efficient in these duties. They provide a positive, caring greeting to welcome pupils, staff and visitors to the school.
128. There is good use of the local environment and educational sites to enrich pupils' learning. This is further enhanced by the contributions of visitors to the school.
129. Resources are managed efficiently. Overall, the school offers good value for money.

Standards achieved in subjects and areas of learning

English

Grade 3: Good features outweigh shortcomings.

Good features

130. Pupils listen attentively to the teacher and to other pupils' contributions. The great majority respond appropriately to questions, showing interest and understanding, which enhances their learning. The more able pupils can recall information and facts introduced to them previously.
131. Pupils read independently at levels appropriate to their age and ability. The good readers read fluently, accurately and with good expression. The more able pupils also respond well to questions about the text and characters.
132. Pupils use dictionaries and wordbooks appropriately to assist them with their writing.
133. Pupils write in different forms and for different purposes including stories, poems, letters and book reviews. As they progress through the key stage, they use basic punctuation with increasing accuracy. The most able pupils use appropriate vocabulary and accurate syntax to write at length to a good standard.
134. On the whole, pupils make appropriate progress in planning, drafting and re-drafting their written work, often making use of ICT for the purpose. By the end of the key stage, pupils' work is well presented and their handwriting is clear, neat and of a good standard.

Shortcomings

135. A good number of pupils lack the confidence and the vocabulary to discuss, explain and describe their work.
136. Pupils do not read a sufficiently broad range of books and make insufficient use of their reading skills to gather information from a range of sources.
137. At times, inaccurate sentence construction mars pupils' writing.

Mathematics

Grade 3: Good features outweigh shortcomings

Good features

138. Younger pupils use mental strategies confidently to add and subtract. Most pupils use their knowledge of multiplication tables to answer questions correctly. Pupils record their mathematical computation in a methodical and organised way when they record their calculations. Most pupils can use decimal notation when handling money.
139. Older pupils use the four rules of number correctly to calculate simple mental problems. In their written work, pupils show a satisfactory understanding and application of a range of number operations and strategies. More able pupils are able to compare percentages with fractions and decimals accurately and order them according to size.
140. Younger pupils can name two-dimensional (2D) and three-dimensional shapes and make sensible estimates of length and weight. They show a good understanding of reflective symmetry and can interpret simple line graphs.
141. Older pupils can convert centimetres to kilometres and calculate the perimeters of quadrilaterals. They can identify the most appropriate units when measuring distance and weight and describe the properties of acute and obtuse angles. Most pupils can explain the functions of different types of graphs and understand that line graphs can show change over time

Shortcomings

142. Pupils' ability to apply their mathematics in other situations and investigate real life problems is limited.
143. A significant number of pupils are not able to recall number facts and use mental strategies to an appropriate level to enable them to apply their mathematical understanding in other contexts.

Welsh

Grade 3: Good features outweigh shortcomings.

Good features

144. Pupils listen intently and a good number answer questions readily using simple speech patterns and a basic working vocabulary. They participate with enthusiasm and are well motivated.
145. Pupils respond accurately to instructions and greetings. They use simple phrases accurately when participating in simple dialogues, role-play and hot-seating activities.

146. In best practice, pupils recognise and read familiar Welsh words independently. In whole class sessions, the majority of pupils read with reasonable fluency and understanding. Accuracy in pronunciation is generally good.
147. Pupils record familiar words and phrases correctly.

Shortcomings

148. A good number of pupils lack confidence when speaking and offer only brief responses.
149. More able pupils' reading and writing skills are underdeveloped.

Geography

Grade 3: Good features outweigh shortcomings

Good features

150. Younger pupils can differentiate between human and physical features in the local area. They identify the directions left and right when using a route in their local area and can identify the location of features using alpha-numeric co-ordinates.
151. Pupils can ask appropriate geographical questions about a contrasting locality. They use an aerial photograph to identify the geographical features and note their likes and dislikes, giving reasons for their opinions. They can plot key features on a sketch map and construct a simple key.
152. Older pupils use an atlas effectively to investigate the countries surrounding India. Most pupils can identify the similarities and differences between life in Chembakoli and Newport and make comparisons between the jobs people do. Pupils can offer sensible opinions about the effects of the Tsunami in Asia.
153. Pupils can identify relevant issues related to sustainable development and can consider how human activity affects the environment by investigating waste disposal, rainforests and the Polar Regions.
154. Pupils use ICT competently to access information and to present the information collected.

Shortcomings

155. Younger pupils' ability to consider the effects of human activity on their surroundings is limited.
156. Older pupils do not use Ordnance Survey maps and their use of four figure grid references is underdeveloped. Their ability to describe and explain geographical patterns is limited.
157. Pupils' understanding of the views and opinions of others is underdeveloped.

Art

Grade 2: Good features and no important shortcomings

Good features

158. Pupils make good use of a range of materials, equipment and processes. They experiment confidently with visual effects such as line, tone, pattern and texture
159. Pupils have good knowledge of artists, including Welsh artists, and are able to express preferences. They are able to discuss key features of artists' work, particularly style and use of media. In the case of William Morris, they know how his designs were used in everyday life and how they were developed from nature.
160. Pupils are beginning to understand art from other cultures and can make sensible comparisons with the work of more familiar artists.
161. Pupils have good observational skills when emulating artists' work and can carefully match colours to the original.
162. Most pupils can critically examine their own work and discuss the work of others offering relevant comments.

Shortcomings

163. In a small minority of classes, pupils make insufficient use of the language of art when discussing their work.
164. In a small minority of classes, pupils' skills are insufficiently extended.

Religious Education

Grade 3: Good features outweigh shortcomings

Good features

165. Pupils are familiar with stories from the Old and the New Testament. They can recount them accurately both verbally and in writing.
166. Pupils have a satisfactory knowledge of the festivals and traditions of the Christian religion.
167. Pupils show a good awareness of the meaning of prayer and compose meaningful prayers of their own.
168. Pupils understand the importance of caring and respecting others. More able pupils can talk about the values that are important to them.
169. Pupils have a good understanding of Judaism and of the Sikh religion. They can discuss specific beliefs and customs and the significance of particular artefacts to

the followers of the respective religions. They refer with enthusiasm to the visits by outside speakers.

Shortcomings

170. A good number of pupils have a limited understanding of the religious significance of Bible stories.
171. Most pupils do not relate the significance of moral and ethical issues in everyday life to their learning in Religious Education.

School's response to the inspection

We are very pleased that the inspection findings recognise the significant strides the school has made from its last inspection. The inspection findings confirm that the school provides good opportunities for children to learn well and that children have a broad and balanced curriculum to follow.

The staff and governors appreciated the courteousness with which the inspection was carried out. The opportunity for active involvement by the nominee created a productive inspection process.

An action plan will be put in place to address the recommendations of this report. The staff and governors have already addressed several of these issues, such as increasing the amount of time children are given to work collaboratively and independently. The raising of standards in all the areas recommended will become school priorities for the immediate future. A copy of the school's action plan in response to the inspection findings will be sent to all parents.

The school is proud of its children and staff and the achievements they have made over the last few years. It prides itself on a commitment to learning and to the development of each individual. It will continue to strive to produce an environment where all are valued and where children, governors, parents and staff work together to achieve shared success.

Appendix A

Basic information about the school

Name of school	Duffryn Junior School
School type	Community
Age-range of pupils	7-11
Address of school	Partridge Way Duffryn Newport
Post Code	NP10 8WP
Telephone number	01633 817161

Headteacher	Mr N P Kelland
Date of appointment	May 2001
Chair of governors/ Appropriate authority	Mr C N Todd
Registered inspector	Miss D. E. Morris
Dates of inspection	19-21 April, 2005

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					45	45	38	52	180

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	9		9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004			89.18	89.18
Autumn 2004			90.67	90.67
Spring 2005			89.47	89.47

Percentage of pupils entitled to free school meals	52%
Number of pupils excluded during 12 months prior to inspection	4

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004								Number of pupils in Y6		41		
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
English	Teacher assessment	School							2	56	37	5
		National	0.5	0.1	0.3	0.0	0.4	0.7	5	16	46	30
	Test/Task	School								44	41	7
		National	0.5	1.2	1.1	2.1	0	0	3	13	42	37
Mathematics	Teacher assessment	School							14	41	44	0
		National	0.4	0.1	0.4	0	0.3	0.5	3	17	46	31
	Test/Task	School								10	46	37
		National	0.5	1.4	0.5	0.5	0	0	3	15	43	36
Science	Teacher assessment	School							15	41	44	0
		National	0.4	0.1	0.4	0	0.3	0.3	1.4	11	50	37
	Test/Task	School								44	44	2
		National									51	39

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	37%	In the school	37%
In Wales	71.9%	In Wales	72.3%

- D Pupils who are exempted under statutory arrangements from part or all of the NC
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 working at a level below that assessed by the test/task
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- A team of four inspectors who were present at the school for nine inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 22 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- 35 lessons, and parts of sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Miss D Morris	Context, Summary and recommendations Key Questions 1, 2 (shared), 5, Appendix	English Welsh second language
Mrs V Scurlock	Key Questions 2 (shared), 3, 6 ,	Mathematics Geography
Mrs C Brunton	Key Questions 4, 7	Art Religious Education
Mrs J Warr	Contributions to questions 1, 3, 4 and 7	

Contractor: Pembrokeshire LEA
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Acknowledgement

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

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

A SUMMARY REPORT FOR PARENTS

**Duffryn Junior School
Partridge Way
Duffryn
Newport
NP10 8WP**

School Number: 680/2288

Date of Inspection: 19th – 21st April, 2005

**by
Miss D. E. Morris
WO83/16211**

Date: 23rd June, 2005

Under Estyn contract number: T/251/04/P

Duffryn Junior School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school.

The inspection of Duffryn Junior School took place between the 19-21 April, 2005. An independent team of inspectors, led by Miss D. Morris 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

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Context

The nature of the provider

1. Duffryn Junior School serves a large local authority housing estate on the western edge of Newport. There are 180 pupils, aged between 7 and 11 years of age, on the school register.
2. The school describes its natural catchment area as being economically disadvantaged. 52% of the pupils are registered to receive free school meals; this figure is significantly higher than the county and national averages.
3. The school has pupils from the full ability range. 25% of pupils are designated as having special educational needs [SEN], including four pupils for whom a statement of SEN has been produced. This percentage is above the national and county averages.
4. English is the main language spoken in the homes of most pupils. About 95 per cent of pupils are white and the remainder is of ethnic origin. There are three pupils for whom English is a second language.
5. The school was last inspected in 1999. The headteacher has been in post since May 2001.

The school's priorities and targets

6. The school's aims include:
 - to enable all children to develop their potential in all aspects of the curriculum;
 - to develop in children an enthusiasm for learning;
 - to help children to live together in a community and to become responsible, independent people.
7. The school's major priorities and targets for 2004-2005 include:
 - to raise levels of achievement in all year bands;
 - to continue to improve the quality of teaching and learning across the key stage;
 - to develop all curriculum areas through the consistent use of information communications technology (ICT);
 - to update performance management policy and procedures;
 - to review monitoring strategies.

Summary

8. Duffryn Junior School achieves its aims of creating a supportive, caring environment where pupils are valued and helped to develop positive attitudes to learning.

Table of grades awarded

9. The inspection team judged the school's work as follows:

Key question		Inspection grade
1	How well do learners achieve?	Grade 3
2	How effective are teaching, training and assessment?	Grade 3
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 3
5	How effective are leadership and strategic management?	Grade 3
6	How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7	How efficient are leaders and managers in using resources?	Grade 2

Standards

10. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		54%	46%		

Subjects

11. In the subjects inspected, pupils' standards of achievement are as follows:

Subject	Grade
English	Grade 3
Mathematics	Grade 3
Welsh second language	Grade 3
Geography	Grade 3
Art	Grade 2
Religious Education	Grade 3

12. The great majority of pupils make good progress in their learning and most achieve the agreed learning targets and goals set for the class.
13. Pupils with special educational needs make good progress and achieve the targets set for them. A good number of pupils make very good progress in aspects of their reading and writing.
14. Pupils' standards and progress in listening and writing across the curriculum are good. Pupils' speaking and reading skills are less well developed. Pupils make increasing use of the Welsh language and standards are satisfactory.

15. Pupils use their numeracy skills in other subjects but their ability to apply their skills in investigative tasks is not always at a level appropriate to their age and ability. Pupils use their ICT skills to support their work in subjects, such as geography and Religious Education, but they do not develop and extend these skills sufficiently.
16. In 2004, pupils' attainment in the National Curriculum (NC) core subjects of English, mathematics and science was below the LEA and national averages. When compared with similar schools in Wales, the school's results are in the lowest 25 per cent in mathematics and science and in the lower 50 per cent in English. In recent years there has been a continuous improvement in the school's results. In 2004, the school met its targets in English and mathematics and exceeded its target in science. There are no significant differences overall in the performance of boys and girls.
17. Pupils' learning skills are satisfactory. They show good development overall in their creative skills. Pupils' problem solving skills are improving but their ability to work more independently is less well developed.
18. The great majority of pupils work well together and show good development in their personal and social skills. Most pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good.
19. Most pupils' behaviour within the classroom and around the school is good. They have a good understanding of what is expected of them and they are considerate and courteous.
20. Pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society.
21. Attendance rates for the past three terms fall marginally below 90%. Much of the absence is caused by a small group of pupils who have a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve. A small number of pupils are consistently late for the start of the school day. Punctuality during school hours is good.

The quality of education and training

22. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	43%	51%	3%	

23. Teachers have good relationships with their pupils and have high expectations of them.
24. In the good and very good teaching observed:
 - lesson objectives are clear and are shared with pupils;
 - teacher presentations are purposeful;
 - tasks and activities consistently extend pupils' learning;
 - lessons proceed at a good pace.

25. Where the teaching is less effective:
- lessons, particularly teacher introductions, are too long with pupils losing interest and concentration;
 - the work is too teacher directed and pupils are given too few opportunities to develop their own ideas and methods of working;
 - tasks lack sufficient challenge to extend more able pupils.
26. Pupils' progress in English and mathematics is regularly assessed and teachers maintain useful records of pupils' achievements. Assessment outcomes are used appropriately to plan future teaching and learning in these subjects. Pupils' progress in the non-core subjects is not formally assessed. The annual reports to parents conform to statutory requirements.
27. There is appropriate provision to ensure that pupils acquire the necessary basic and key skills. Whole school planning to extend the key skills of literacy, numeracy and ICT across the curriculum is underdeveloped.
28. Positive learning experiences effectively promote pupils' spiritual, moral, social and cultural development. The school's equal opportunities policies ensure equality of access and opportunity for all.
29. The school makes efforts to work in partnership with parents and carers in caring for, supporting and guiding their children but not all parents take advantage of the opportunities to become involved.
30. Provision for pupils with SEN is good and meets the requirements of the Code of Practice.

Leadership and management

31. The headteacher's management is purposeful and offers the school a clear sense of direction. The staff work closely as a team but the strategic role of the deputy headteacher and the senior management team is underdeveloped.
32. Self-evaluation procedures are in place but, to date, are insufficiently linked to school development planning. The leadership roles of subject co-ordinators need to be developed further.
33. The governing body is very supportive, well informed and involved in the life of the school. Governors help to set the school's strategic direction and are developing their role in monitoring the quality of provision and pupils' standards of achievement. This role can be developed further.
34. The school prospectus and annual report of the governing body offer parents valuable information but they fail to include all statutory information. In general, the school takes due note of statutory requirements in formulating policies but it has yet to formulate an Access Audit and Access Plan as required by the Disability Discrimination Act 2004.
35. The school self-evaluation report is a comprehensive, well-structured document addressing the seven key questions. The school graded its provision as grade

one or two. The inspection team awarded a lower grade for each of the seven questions.

36. The school has made satisfactory progress in addressing the key issues identified in the last inspection report. Standards in geography and religious education have improved. Issues relating to the development of pupils' speaking and investigative skills remain to be addressed further.
37. Resources are managed efficiently and the school offers value for money. There are enough suitably qualified and experienced teachers and support staff to carry out the work of the school. There is good investment in resources and equipment. They are of good quality and are used effectively. The school buildings and site are well maintained. Facilities, such as the school hall are extensively used during the school day and for extra curricular activities. There is good use of the local environment including the forest school to enrich pupils' learning.

Recommendations

38. In order to improve, the school needs to:
 - R1.** maintain the good standards, and improve standards in the subjects and aspects where shortcomings have been identified;
 - R2.** provide tasks that offer all pupils appropriate challenge and the opportunity to work more independently;
 - R3.** establish a whole school strategy to develop pupils' key skills across the curriculum;
 - R4.** develop further the school development and self-evaluation processes by extending the leadership roles of senior management and subject co-ordinators ;
 - R5.** continue with its good efforts to improve pupils' levels of attendance and its links with parents;
 - R6.** ensure that school policies and documentation meet statutory requirements.
39. The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Acknowledgement

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