



*Rhagoriaeth i bawb - Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**  
**Durand Primary School**  
**Alianore Road**  
**Caldicot**  
**Monmouthshire**  
**NP26 5DF**

**Date of inspection: 8 February 2011**

**by**

**Mr Stephen Dennett**

**Under Contract for**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

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## Context

Durand Primary School is a community primary school serving the town of Caldicot. The single storey school building was opened in January 1973 and a new nursery in September 2008. There are 186 pupils registered at the school. In addition there are 33 children who attend the nursery. Around 11% are eligible for free school meals. The majority of the pupils come from families that are neither economically disadvantaged nor advantaged. Around 3% of the pupils come from ethnic minority backgrounds and very few speak English as a second language. No pupil speaks Welsh as their first language. The school has identified that around 20% of its pupils have special educational needs (SEN). Eight pupils have statements of SEN. The school has been awarded phase three of the Healthy Schools Scheme and the Eco Schools Silver Award. It is a lead school for the 'Developing Thinking and Assessment for Learning' programme. The school was last inspected in January 2005 and since then a new headteacher (2007) and deputy headteacher (2009) have been appointed.

The 2010/11 individual school budget per pupil for Durand Primary School is £3,502, which compares with a maximum of £14,200 and a minimum of £2,965 for primary schools in Monmouthshire. The school has the 19th highest budget per pupil out of 34 schools in Monmouthshire.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the provider is good because:

- R1 Standards at the end of key stage 2 are above average in English, mathematics and science.
- R2 Pupils' wellbeing is good and they have a very good understanding of how to keep healthy and safe.
- R3 The school provides pupils with a worthwhile range of learning experiences.
- R4 Teaching, learning and assessment are good throughout the school.
- R5 There are good levels of care, support and guidance for all groups of pupils.
- R6 Leadership and management are good and the school runs smoothly on a day-to-day basis.

### **Prospects for improvement**

The school has good prospects for improvement because:

- R7 Standards have improved rapidly over the last three years, especially at key stage 2.
- R8 The senior management team has a clear picture of the school's performance, its strengths and areas for development; they show a strong determination that it should improve further.
- R9 The school's development plans are well focused and clearly set out aspects that need improving.
- R10 Effective use is made of assessment information to set targets for improvement and identify groups of pupils that are underperforming.
- R11 The actions taken by the school to improve aspects, such as reading, have led to measurable improvement.

### **Recommendations**

In order to further improve provision and raise standards, the school should:

- R1 raise the attainment of all pupils at key stage 1 to at least national averages;
- R2 increase the level of challenge for more able pupils at both key stages, especially in mathematics; and
- R3 provide more opportunities for pupils' to write at length and for different purposes across the whole curriculum and thereby improve their ability to apply their skills in range of contexts

### ***What happens next?***

*The school will produce an action plan to address the recommendations.*

## Main findings

**Key Question 1: How good are outcomes?**

**Good**

### **Standards: Good**

Children enter the school with a wide range of abilities, but are broadly average overall. The school's performance in 2010 as measured by teachers' assessments shows that standards are above average when compared with local and national figures at the end of key stage 2. It also performs well at key stage 2 when compared with schools in similar circumstances (its 'family' of schools). In the core subject indicator (the scores of English, mathematics and science combined), the school was in the top 25% of schools with a similar number of pupils eligible for free school meals. However, at key stage 1 in 2010, the school's performance was well below local, family and national average, except in science, where it was above. The trend at both key stages has been sharply upward since 2007, although at key stage 1, it levelled out in 2010. Most groups of pupils, including those with additional learning needs, achieve well. Instances of underachievement are rare, and the school has successfully targeted groups of pupils, such as boys and pupils eligible for free school meals, through effective intervention programmes. As a result, gaps in progress have been narrowed. In lessons and over time, nearly all groups of pupils make at least good progress in their learning. A very small minority of pupils make only adequate progress because social, emotional and behavioural factors inhibit their ability to concentrate. Nearly all pupils apply their key skills well in a wide range of contexts. However, more able pupils do not attain sufficiently high standards in numeracy at both key stages. Standards in writing have improved significantly, but pupils do not use and develop their skills sufficiently in areas of learning across the curriculum. Pupils have satisfactory information and communication technology skills, which they use appropriately to support their learning. Many pupils make good progress in spoken Welsh. By the end of key stage 2, the majority of pupils have a range of new sentence patterns and vocabulary, and convey simple information. Although a few pupils are keen to practise their skills voluntarily, pupils' progression in the use of Welsh in daily routines is inconsistent.

### **Wellbeing: Good**

Pupils have an excellent understanding of how they become healthy and their attitudes to healthy living are very positive. Most pupils are well engaged in their learning. Almost all pupils demonstrate good behaviour and are considerate and courteous, relating well to one another and adults. With very few exceptions, pupils show respect, care and concern for others and take responsibility for their actions and their work. Their social and life skills are well developed. A very small minority of older pupils in key stage 2 who have behavioural, social and emotional difficulties as well as severe learning difficulties, have their progress impeded by their behaviour. It is reported by pupils and parents alike that all pupils feel safe in school. A majority of pupils state that they are able to have a say in what they learn. Pupils' involvement in the school and wider community is good. They take responsibility for making decisions, particularly through the work of the school council. Overall school

attendance is improving and compares well with similar schools. The vast majority of pupils arrive punctually at the start of the school day.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Good**

The school provides pupils with a good range of learning experience. Curriculum planning is effective and meets pupils' needs and legal requirements well. A series of well-organised themes engages pupils' interests, so that they enjoy learning. Foundation phase planning provides a range of first hand experiences both inside and out; this has a positive effect on children's developing independence. Lessons are planned well. Pupils with additional learning needs, who are withdrawn for extra support, make good progress. The provision for developing pupils' skills is good, but pupils are not given enough opportunities to develop their extended writing skills across the curriculum. Pupils' learning is enriched by a wide range of extra-curricular activities during the lunch hour and after school. There are also several organised visits to places of interest during the school year. There is appropriate support in all classes to develop pupils' oral skills in Welsh. Teachers and pupils' use of incidental Welsh is developing well in most classes, although there are inconsistencies in its use during the daily routine. The provision for developing pupils' understanding of the culture and traditions in their own area and of Wales in general is adequate. Through initiatives such as 'Eco Schools', pupils understand the importance of sustainable issues such as recycling, energy conservation and healthy living. Pupils gain an insight into global citizenship through topic work relating to Africa and in religious education lessons.

**Teaching: Good**

Teaching in nearly all lessons is good. Teachers in the foundation phase are providing an interesting and imaginative curriculum. Many pupils also benefit from new literacy initiatives. Teachers are committed and have a good knowledge of the areas of learning and subjects they teach. Most lessons proceed at a good pace and tasks are matched well to pupils' needs. Teachers make good use of all resources, including interactive whiteboards, to enhance pupils' learning experiences. Relationships between adults and learners are very constructive and teachers use support staff effectively to extend pupils' learning. The management of behaviour in lessons is a strong feature of teaching. The assessment, reporting and recording of pupils' achievement is good. Throughout the school, teachers regularly assess and track pupils' progress in learning at an individual level. Pupils who need extra help are identified quickly. At an early stage, pupils are involved in their own assessment. This leads to older pupils and teachers working together to set individual targets. Pupils are encouraged to make judgements about their own learning. Marking helps pupils to understand to what extent they have achieved the aims of the lesson. However, it does not always explain how work may be improved. Teachers from a local group of schools meet to moderate pupils' work and check the accuracy of assessment. The school provides parents with suitable information on their child's progress twice a year during formal meetings. It also sends out appropriate annual written reports, which provide an opportunity for parents to respond or make a request to discuss progress.

**Care, support and guidance: Good**

The school has effective systems in place to support children's health and physical and emotional wellbeing. Arrangements to encourage pupils to be healthy are well developed and are a strong feature of the school. The school promotes pupils' spiritual, moral, social and cultural development appropriately, particularly through the school's personal and social education curriculum. Pupils have access to a wide range of services. The school is consistently good at fostering links with multiple agencies to enhance support and raise standards for pupils, particularly those who have significant learning and health needs. Support for pupils with additional learning needs is organised effectively. It is planned well to encompass a range of support programmes to raise standards in key and basic skills. Teachers identify pupils who give cause for concern at an early stage. Planning arrangements for these pupils are thorough. The inclusion manager works effectively with the headteacher to support other teachers throughout the school. They set clear learning targets, and monitor and review progress. The school has a high number of teaching assistants who are suitably deployed in order to support a variety of pupils' learning, emotional and health needs. They contribute effectively towards pupils' progress. Younger pupils in key stage 2 with emotional and behavioural difficulties are supported well leading to them making good progress. Parents are fully consulted about their child's additional educational needs and are kept well informed. The school has an appropriate policy and has procedures for safeguarding.

**Learning environment: Good**

The school is an inclusive and welcoming community. It has clear policies and procedures to ensure equality of opportunity. Diversity and multiculturalism is promoted well in the personal and social education programme, assemblies and wider school activities. Staff work well to promote a positive learning environment where pupils' efforts are acknowledged. The school buildings and outside areas are well maintained to a high standard and sufficient for the number of pupils. The classrooms provide a welcoming, bright and stimulating learning environment. Resources are ample and of good quality and well matched to pupils needs. The vast outdoor space is continually being developed to provide pupils with an imaginative and valuable outdoor learning resource.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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**Leadership: Good**

The headteacher, supported effectively by the deputy headteacher and other senior managers, provides a clear educational direction for the work of the school. Effective leadership has moved the school forward significantly since the last inspection. This is demonstrated by the improvement in standards, particularly at key stage 2. Good relationships between staff and a smooth-running administration have a positive effect on the whole learning environment. Staff share common values and have a real sense of purpose to their work. The senior management team and other managers ensure there is consistency in the structures and systems across the school. This in turn leads to good standards. Leaders communicate a driving ambition to further raise standards and improve provision. Governors are well

informed about the school's performance through regular visits and well written headteacher's reports. There are an appropriate range of committees to oversee the work of the school. Governors meet regularly with the school council, which keeps them well informed of pupils' views. Policies and initiatives, including those that meet local and national priorities, are implemented appropriately but not always consistently. The school is a pilot school for 'Developing Thinking and Assessment for Learning' and works with a representative from the education department.

### **Improving quality: Good**

The school has good procedures for self-evaluation. The senior management team has a clear picture of the school's performance, its strengths and areas for development. There is a good range of monitoring activities, including accurate lesson observations. The self-evaluation report produced for the inspection was a useful document as a result. Effective use is made of assessment information to set targets for improvement and identify groups of pupils that are underperforming. For example, a sample of pupils was assessed prior to the implementation of the current reading programme in January 2009 and only 36% were reading at or above their chronological age. Five months later the same group were assessed and this had risen to 73%. All the information gathered is used effectively to produce a detailed and clear school development plan. The whole self-evaluation process ensures the school achieves above average standards, which in turn, demonstrates that the school has good prospects for further improvement. The school seeks the views of parents/carers, pupils and the community appropriately. There are well-established professional learning communities in the school and good links with other schools in the local authority and the school's 'family'. These networks of professional practice make a good contribution to the school's overall provision.

### **Partnership working: Good**

Good working practices exist throughout the school and between a range of other partners. These all make a good contribution to raising standards and supporting pupils' wellbeing. School teams work effectively in planning the curriculum, pooling resources and participating in collaborative working to promote school improvement. The school takes a leading role in developing good relationships with other schools and agencies. The school is identified as a model of good practice for its work in promoting pupils' wellbeing through its personal and social education programme. The local authority helps the school to share good practice with other local schools. The school works effectively with a range of agencies to support pupil welfare and enhance learning opportunities. It has worthwhile links with parents and has effective lines of communication with them. Opportunities for parents/carers to suggest areas for school improvement are at the early stages of development.

### **Resource management: Good**

Teachers are appropriately qualified and effectively deployed throughout the school. Support staff are well qualified to support teaching and learning. Spending is planned and monitored well. Members of staff are deployed effectively and all statutory requirements are met. Good use is made of planning, preparation and assessment time to provide pupils with a variety of learning experiences and for staff to plan effectively. The school provides good value for money because it manages its resources well and outcomes for pupils are good.



## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Thirty-four parents returned questionnaires. All parents agreed that their children were safe at school and that staff expected their children to work hard and do their best. They also all agreed that their children were helped to settle in when they started school. Nearly all parents agreed that their children made good progress. A minority disagreed with a number of statements on the questionnaire, the most prominent of which were that pupils' behaviour was good, that they were kept well informed and that their children were well prepared for the next stage of their education. Inspection evidence supported parents' positive views. Although behaviour is generally good, there is a tiny minority of older pupils in key stage 2 who have significant behavioural, social and emotional difficulties; these pupils are inappropriately placed and at the time of the inspection caused considerable disruption around the school. Inspection evidence shows that reports to parents give clear indications of how well pupils are progressing and there is a good range of information for parents. Pupils say they feel they are well prepared for the next stage of their education and there are good transition arrangements with the secondary school.

#### Responses to learner questionnaires

There were one hundred and four questionnaires returned by pupils in key stage 2. Nearly all pupils agree that they feel safe in school. They also agree that the school teaches them to keep healthy and there are plenty of opportunities to take regular exercise. Nearly all pupils agree that their teachers help them make progress and they know who to ask if they find work difficult. A few pupils disagreed that behaviour in the school was good and that they could get on with their work in class. A minority did not agree that homework was helpful or that they had enough equipment. Inspection evidence supports pupils' positive comments. As noted above, there is a very small incidence of inappropriate behaviour and this causes some disruption on occasions. Homework is appropriate, but not always sufficiently challenging for the most able pupils. Evidence shows that the school has sufficient equipment for the needs of pupils.

## Appendix 2

### The inspection team

Mr Stephen Dennett	Reporting Inspector
Mrs Audrey Evans	Team Inspector
Ms Helen Adams	Lay Inspector
Mrs Julie Wood	Peer Inspector
Mrs Allison Waters	School Nominee

### Contractor:

EPPC/Severn Crossing Ltd  
Suite F2A, Britannic House  
Britannic Way  
Llandarcy  
Neath SA10 6JQ

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## Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

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