



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Deri View Primary
Llwynu Lane
Abergavenny
Monmouthshire
NP7 6AR**

Date of inspection: October 2018

by

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

About Deri View Primary

Deri View Primary School is in the town of Abergavenny in Monmouthshire local authority. There are 320 pupils on roll, including 56 part-time nursery pupils. Pupils are taught in 12 classes, four of which are mixed age.

On average, around 35% of pupils are eligible for free school meals. This is well above the Wales average of 18%. The school states that around 18% of pupils are on the additional learning needs register, which is below the Wales average of 21%. A very few pupils have a statement of special education needs. Nearly all pupils are white British. A very few speak Welsh at home. A very few pupils have English as an additional language.

The headteacher took up her post as acting headteacher in September 2017. She commenced her permanent position in April 2018. Estyn last inspected the school in January 2013.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

In a short period of time, the headteacher has established a clear vision for the school based around inclusivity. Senior leaders have a good understanding of many of the areas for development for the school and recognise the importance of involving all staff in its improvement journey. Most pupils make appropriate progress in the development of many of their skills as they move through the school and pupils with additional learning needs make particularly good progress. However, overall, pupils make only adequate progress in Welsh, information and communication technology (ICT) and with their higher order reading skills. Staff enjoy positive working relationships with pupils, ensuring that they feel cared for and valued. In most cases, teachers deliver lessons and activities that improve pupils' basic skills, such as those in mathematics and writing, successfully. However, teachers do not consistently plan and deliver activities that challenge pupils at a high enough level or develop their skills as independent learners.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

Recommendations

- R1 Improve the quality of teaching to ensure that pupils receive the right level of challenge and develop independent learning skills
- R2 Ensure that school improvement processes identify and address priorities for improvement successfully
- R3 Ensure that the principles and ethos of the foundation phase are embedded effectively
- R4 Improve pupils' comprehension and higher order reading skills
- R5 Improve standards in Welsh, particularly pupils' oracy skills
- R6 Raise standards in ICT

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

A majority of pupils enter the school with literacy, numeracy and social skills that are appropriate for their age. A very few pupils begin school life with skills that are well below those expected. Most pupils make suitable progress in the development of their skills as they move through the school. Most pupils with additional learning needs make good progress towards their individual goals and targets.

In the foundation phase, many pupils speak with developing clarity about things of interest. For example, pupils in reception talk confidently about the mountains they see from the school. Many pupils listen carefully to their class teacher and the contributions of others during whole class sessions and adult led small group tasks. In key stage 2, most pupils build well upon these skills and apply them appropriately to support their learning. This includes, occasionally, working with others to solve problems. For example, Year 6 pupils listen carefully to each other and explain their reasoning clearly, when explaining how to solve a series of numerical problems to arrive at a four-digit number to open a combination lock.

Many pupils master the basic skills of reading well. For example, pupils in reception recognise a good range of letters and identify their associated sounds. By Year 6, many pupils read with appropriate clarity and some expression. They understand the difference between fiction and non-fiction texts and can use an index to locate key pieces of information quickly. However, across the school, a majority of pupils do not develop their comprehension and more advanced reading skills well enough.

In most cases, pupils present their work well. They develop neat, accurately formed handwriting. Most pupils in the nursery class learn quickly that their mark making conveys meaning. In Year 1, they form letters accurately and write simple sentences with support. For example, they use imaginative vocabulary to describe an owl who is afraid of the dark. By Year 6, most pupils understand the features of a good range of text types. They organise their writing well and redraft it carefully to make improvements, adding additional phrases to engage the reader. For example, when writing a story in the first person they describe being taken into a 'Chinese garden with the scent of ancient spices'. Generally, pupils across the school spell at a level that is appropriate for their age and ability. However, overall progress in the improvement of pupils' writing skills is not consistent across the school, with pupils making less good progress in lower key stage 2.

Many pupils develop strong mathematical skills. In the nursery class, many pupils recognise comparative size well. For example, they use the terms 'shorter' and 'longer' accurately when comparing the size of toy trucks. A few pupils count accurately past five when counting leaves on their autumn trees. In Year 2, many pupils use their measuring skills successfully, such as when weighing bags of bird seed in grams and ordering them from heaviest to lightest. By Year 4, most pupils have developed a sound understanding of place value. They use this well, for instance when doubling numbers up to 1,000. In Year 6, more able pupils work systematically to identify the possible dimensions of a cuboid when given its total volume. When provided with the opportunity, most pupils apply their number skills in subjects across the curriculum at a similar level to dedicated mathematics lessons.

Many pupils develop ICT skills to a basic level. In many classes, they use word processing programmes appropriately. For example, pupils in Year 4 create grids to indicate what they know and what they would like to find out about the Tudors. They search the internet for information to support their class topics. For example, pupils in Year 6 conduct research into exotic birds, importing images from the internet to create their own fact files. Pupils in the foundation phase use simple paint programs appropriately to create thank you cards. However, overall, most pupils do not develop ICT skills to the expected level and at a suitable standard to support their learning in all areas of the curriculum. In particular, pupils do not have sufficient skills in the use of spreadsheets and databases.

Towards the end of the foundation phase, many pupils have basic Welsh communication skills. Most pupils greet each other confidently, for example saying 'bore da'. They can ask how others are and use a very few phrases to answer, such as saying they are happy. Many use a limited vocabulary suitably, for example to identify colours and count to 20. In key stage 2, older pupils use and understand a limited range of simple sentences, such as asking others questions about what they like. Many pupils are able to answer these questions positively and negatively. A majority of pupils extend their answers competently, explaining their preferences in simple terms. A minority are beginning to use the past tense at a basic level, for example to tell others where they have been. A very few pupils read or write independently with suitable accuracy. Overall, many pupils do not develop their Welsh language skills to a high enough level.

Wellbeing and attitudes to learning: Good

Most pupils in the school show respect and good manners to each other, staff and visitors. For example, pupils hold doors open for adults and are quick to give polite greetings in Welsh. Many pupils' behaviour at break times and lunchtimes is good. They engage positively in playground activities, such as sports and games. Nearly all pupils understand who to go to if they have a problem either in school or from home. They make beneficial decisions about what to do when they need time to reflect and calm themselves. For example, a few pupils choose to use the school's valuable nurture facility, Seren Fach, at lunchtimes. Nearly all pupils treat others equally, including those with different social backgrounds, cultures and additional needs.

Many pupils contribute to the life of the school suitably by being part of recently established pupil voice groups. For example, the school's eco committee is committed to the school environment and many of the pupils work effectively alongside the school caretaker to pick up litter and keep the school grounds looking tidy. In addition, the school's Criw Cymraeg teach pupils Welsh songs and prayers in assemblies. This helps pupils improve their appreciation of the Welsh language and culture.

Most pupils have a comprehensive understanding of the importance of keeping healthy by eating and drinking sensibly and taking regular exercise. For example, nearly all pupils engage enthusiastically in the 'daily mile' set up by the school's sports ambassadors. Nearly all pupils have a valuable understanding of how to safe online. For example, many pupils understand the importance of having strong confidential passwords.

Most pupils have a desire to engage with their learning. They avoid distractions, sustain their levels of concentration and complete tasks successfully. By the end of key stage 2, most pupils understand the importance of hard work and commitment. They are keen to develop their skills further, recognising that this will help them later in their lives. A very few pupils have limited self-control and do not follow adult instructions well enough.

When provided with tasks that challenge them at a high enough level, the majority of pupils show resilience in their work by looking for other solutions when their first approach is unsuccessful. For example, pupils in Year 6 work well collaboratively to improve their designs for a switch as part of a science lesson, when their first attempts fail.

Teaching and learning experiences: Adequate and needs improvement

Throughout the school, staff establish positive relationships with pupils. As a result, nearly all pupils feel cared for and valued. This supports pupils' learning and wellbeing successfully and encourages many pupils to make good progress. In nearly all cases, teachers and teaching assistants follow the school's agreed policies to manage pupil behaviour well. This includes dealing with occasional incidents of highly challenging behaviour with sensitivity.

Teachers plan and deliver lessons and activities that develop pupils' basic skills well. For example, the structured teaching of mathematics ensures that many pupils make good progress during lessons and over time. In a few cases, such as in the nursery class, teachers plan well for pupils to engage in positive learning experiences that develop a wide range of skills effectively. For example, they develop their fine motor and numeracy skills at the same time, when making numbers from dough and placing them in order. However, in many cases, teachers do not deliver activities that address sufficiently pupils' wider skills. For example, there are infrequent opportunities for pupils to develop their thinking and creative skills or their skills as independent learners. In too many cases, learning experiences do not challenge all pupils at a high enough level to ensure that they make the progress of which they are capable.

In most classes, teachers share the learning objective for the lesson with pupils and, in a minority, indicate the success criteria that pupils need to be aware of to complete their work well. In the few best cases, pupils and teachers work together to create success criteria and this impacts positively on pupils' understanding and the progress they make. However, overall, teachers do not use assessment for learning techniques frequently or well enough to encourage pupils to become reflective learners.

In most cases, teachers' feedback indicates successfully to pupils what they do well and what they need to do to improve. In a few classes, teachers provide pupils with useful opportunities to consider their feedback and make improvements, but this is not consistent across the school.

The school has clear long and medium-term plans to teach a broad and balanced range of skills and knowledge. This helps to ensure that most pupils make good progress in the development of their basic skills in writing, oracy and mathematics. However, in many cases, activities are overly structured and provide too few opportunities for the development of pupils' thinking, creative and independent skills.

The school has put in place useful planning for the development of pupils ICT skills. However, teachers do not implement these consistently or well enough across the school. As a result, too few pupils make appropriate progress in developing these important skills.

In a few cases, teachers implement foundation phase practice well. For example, in the nursery class, pupils access a high-quality range of indoor and outdoor learning experiences. This ensures that they engage effectively with their learning and make good progress in the development of a wide range of skills. However, teachers do not implement foundation phase principles consistently in all classes. In too many cases, learning opportunities are overly structured and adult led.

Foundation phase teachers make effective use of a well-established and valuable woodland area, providing pupils with well-planned and beneficial learning experiences. However, they do not ensure that pupils have consistent access to outdoor areas to support their learning and wider skill development.

The school has developed a suitable curriculum that reflects the nature of the school's own context and makes relevant use of Welsh heritage and the local area. For example, pupils in Year 5 and Year 6 have researched and visited Abergavenny Castle as part of their topic work. Many pupils across the school created models, art and poetry for the Abergavenny Eisteddfod. As a result, most pupils have a good appreciation of local history and cultural events.

Care, support and guidance: Good

The school provides a calm and welcoming environment that reflects its inclusive ethos. There is a shared commitment amongst the school community to the wellbeing of pupils and families. Staff treat all pupils with respect and know them well as individuals. They model of positive behaviours effectively and this has a positive influence on pupils' interaction with each other.

The school caters well for pupils with additional needs. It makes efficient use of a comprehensive range of assessment evidence to identify needs and target support. It liaises well with parents to gauge their views on their children's needs and plan support packages. The additional learning needs co-ordinator works well with teaching assistants to monitor pupil progress and the impact of intervention programmes. As a result, most pupils who benefit from additional support make good progress towards their individual targets.

Teachers use the school's tracking systems suitably to measure pupil progress and identify strengths and areas for improvement in provision. Senior staff and class teachers monitor pupil progress routinely during beneficial pupil review meetings. However, the school does not always use these processes well enough to ensure that learning activities target the needs of all pupils at the necessary level. In particular, they do not identify and address the needs of more able pupils sufficiently.

The school liaises well with a range of outside agencies to address the needs of specific pupils. For example, the work of a play therapist supports the wellbeing of pupils with social and emotional needs effectively. The school provides particularly strong support for pupils with additional physical needs, allowing them to overcome

significant barriers to learning. For example, the school arranges support from a national charity to allow pupils with physical challenges to experience a sense of achievement through horse riding.

The work of the family liaison officer is far-reaching and increasingly beneficial to a number of pupils. She provides a valuable range of support to those families who are most in need, for example by assisting parents with applications and organising family learning workshops. The school's policies and processes to encourage good behaviour among pupils are largely successful. As a result, most pupils behave well, both in classrooms and at playtimes. Incidents of bullying are rare and exclusions have decreased notably over time.

The school provides a good range of extra-curricular activities and educational visits. For example, pupils take part in residential visits to London and an outdoor activity centre. The school provides pupils with good opportunities to engage with the creative arts through African drumming workshops, visits to a local arts festival and participation in the National Eisteddfod. These activities support pupils' cultural appreciation and the development of their social skills well. Pupil-led assemblies, for example the harvest festival, provide good opportunities for pupils to develop their moral awareness and improve their performance skills. Weekly visits from a local church group encourage pupils to reflect on religious stories and consider their spiritual beliefs. The school organises a valuable range of after-school clubs, such as science and technology, board games, hockey and girls' football. These build well on the skills that pupils develop during lessons.

The school has good arrangements to promote the importance of healthy eating and drinking and the benefits of regular exercise. For example, Year 6 pupils run a popular daily fruit tuck shop that encourages pupils to make healthy choices at break time. The school's 'daily mile' initiative helps to ensure that most pupils engage in exercise frequently.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Adequate and needs improvement

The headteacher is relatively new to the school, but in a short time has promoted and shared a clear vision centred on inclusivity and developing the whole school community. All understand this vision and it provides purposeful strategic direction for the school. As a result, leaders and staff have begun to have a positive impact on provision for pupils with behavioural and learning difficulties. This has led to improved pupil behaviour and greater levels of participation and enjoyment in learning experiences.

The sharing of leadership responsibilities is a developing feature of the school. Since the appointment of the headteacher, many senior leaders have begun to take forward strategic priorities more consistently and effectively. For example, the leader with responsibility for pupils with additional needs has developed highly effective identification, monitoring and support procedures. As a result, staff swiftly recognise and target support for those who need extra help. However, until recently a majority of these leadership roles have not had a strong enough impact on maintaining and

improving provision and standards, for example on the development of procedures to improve teaching to involve pupils more fully in their learning. All members of staff are clear about their roles and carry out their responsibilities efficiently.

The governing body works diligently in support of the school and understands well the challenges that the school faces, such as in improving behaviour. They question leaders suitably when presented with pupil information and informative headteacher reports. The headteacher has created useful links between governors and teams of staff who work towards improvement priorities. This is beginning to give governors a better knowledge of the school's work. However, until very recently, many governors have been over-reliant on the information provided by the school. As a result, they have not taken a strong enough role in developing the school's strategic priorities. Governors monitor expenditure carefully and this allows them to maintain a beneficial oversight of the school's budget.

Leaders organise and implement a broad range of evaluation activities that identify accurately many of the school's strengths and areas for improvement. As a result, the headteacher is able to present an honest appraisal of the school's current provision and standards. However, current processes do not identify well enough a few important areas for improvement. A minority of leaders' evaluations do not focus sharply enough on the standards pupils achieve or the quality of the school's provision. In addition, the school's view of the quality of teaching is overly positive. As a result, leaders fail to identify well enough important areas that need improvement, such as the quality of teaching and ineffective provision in the foundation phase.

The headteacher has implemented an innovative strategy to take forward school improvement. All staff work in small improvement teams that concentrate on a focused range of short term actions, which they review each term. They meet fortnightly to review their strategies and consider progress. This way of working has developed all staff's understanding of their role in delivering whole school priorities. However, in a few cases, the link between the groups' actions and whole school improvement priorities is not strong enough.

Leaders have set in place efficient procedures for managing the performance of all staff. All have targets for improvement that match well with improvement priorities and staff's own professional development needs. Leaders are beginning to organise useful opportunities for all staff to develop in-line with these priorities, such as working with other local schools to improve pupils' spelling and grammar.

Leaders organise and resource the indoor environment efficiently. For example, the nursery class provides bright and vibrant learning areas that encourage pupils to engage in independent learning activities well. The school has a large and accessible outdoor learning environment, although this is not this managed or used effectively enough in the foundation phase. The school makes effective use of the pupil development grant. For example, leaders provide additional support for groups of pupils to improve their numeracy skills and ensure that all pupils are able to take part in extra-curricular music lessons. Leaders are proactive in seeking out extra funding for improvement activities. This supplements the budget well.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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