



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

**Report of visit
Level of follow-up: significant improvement**

**Deighton Primary
Stockton Way
Tredegar
Blaenau Gwent
NP22 3ES
United Kingdom**

Date of visit: June 2013

by

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



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The monitoring team

Mike Maguire	Reporting Inspector
Peter Roach	Team Inspector

Outcome of monitoring visit

Deighton Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in October 2011.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Improve skills and achievement in all aspects of literacy, including handwriting, through continuing to implement appropriate intervention programmes

This recommendation has been largely addressed.

The school provides a rich and varied environment for literacy where speaking and listening, reading and writing are given high status.

The school has a good range of intervention programmes for pupils who require additional support in literacy. This is having a positive impact on standards throughout the school. Nearly all pupils who receive additional support make better than expected progress from their starting points.

Most pupils' oracy skills are good. By the end of the Foundation Phase, most pupils talk appropriately about their likes and dislikes and respond well to questions posed by adults. Older pupils in key stage 2 discuss their classwork and school life confidently and express opinions clearly.

Teachers use phonic sessions well to improve pupils' standards of reading and many pupils make good progress in developing their knowledge of letter sounds. In the reception class, for example, more able pupils blend three letter sounds confidently. Generally, teachers and support staff use guided reading sessions well to develop pupils' reading skills. Most pupils in key stage 2 make good use of higher order reading skills to extract information from a range of texts. Although pupils' progress in reading is improving, a minority of pupils across the school still read at a level that is below their chronological age.

Many Foundation Phase teachers provide good opportunities for pupils to write as part of topic work and pupils' independent writing skills are developing appropriately. Many pupils in Year 2 write well for a range of purposes. Their writing is generally lively and includes interesting details and word choices. Pupils' awareness of regular spelling patterns and simple grammatical rules is well developed. In key stage 2, many older pupils write well in a range of styles for different audiences. For instance, in Year 6 there are good examples of pupils re-writing old stories in a modern setting. They use carefully selected vocabulary effectively and their spelling is generally accurate. Across the key stage, most pupils' handwriting is joined up and generally well developed.

Recommendation 2: Raise attainment levels by the end of key stage 2 at the expected and higher levels in each core subject, especially science

This recommendation has been fully addressed.

There is now a clear focus in the school on addressing underachievement and introducing greater levels of challenge in order to raise pupils' attainment. Scrutiny of pupils' work in English, mathematics and science confirms that there has been a considerable improvement in standards. By the end of key stage 2, most pupils make good progress in their learning and produce work that is, at least, what is expected of them in relation to their age and ability.

In English, nearly all Year 6 pupils produce work at or above the expected level. They are confident speakers, generally read fluently and many write well across the curriculum. In mathematics, a new scheme ensures that a wider range of concepts is being covered, with tasks well-differentiated to meet the needs of all pupils. Most pupils make good progress with a minority of more able pupils producing work of a very good standard.

In science, standards have improved significantly and all Year 6 pupils produce work at or above the expected level. Science work throughout the school is now based on an investigative approach and older junior pupils, in particular, undertake a wide range of investigations. Most of these pupils carry out their investigations effectively, record their findings accurately and predict sensible outcomes.

Recommendation 3: Continue to improve standards and provision in Welsh second language

This recommendation has been largely addressed.

Over the last year, pupils' Welsh language skills have improved as a result of a new whole school approach.

Many Foundation Phase pupils speak enthusiastically and respond readily to questions posed by adults. A few of these pupils read simple texts at an appropriate level with good attempts at correct pronunciation.

In key stage 2, older pupils ask and answer personal questions with understanding in the present and past tense. Many read simple Welsh books confidently with good pronunciation and expression. Most pupils display a good understanding of what they have read and can talk confidently about characters in the story and what is likely to happen next.

Pupils' written work in Welsh is developing well throughout the school. In key stage 2, teachers provide effective support for pupils' writing. This support helps pupils to write at length and at an appropriate level. For example, Year 6 pupils have written interesting autobiographies of famous Victorian people in Welsh. They have further developed their writing skills by researching famous Welsh people and have redrafted and translated the work into Welsh.

A number of teachers and support staff have recently attended training courses to improve their oracy skills in Welsh. This is having a positive impact on the quality of Welsh teaching and the standards pupils achieve.

Recommendation 4: As a matter of urgency, ensure all necessary safeguarding arrangements and guidelines are in place

This recommendation has been fully addressed.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. There is a detailed safeguarding policy in place that is now reviewed annually by the governing body. All staff have received appropriate child protection training and they have a clear understanding of how to deal quickly and efficiently with any disclosure made by a child. There are also appropriate systems to ensure that staff who are new to the school are well-briefed about child protection procedures and referrals.

The school documents referrals carefully and records are stored securely. Referrals are made in a timely and efficient manner, which helps to ensure that pupils' needs can be assessed quickly by the appropriate agencies.

Recommendation 5: Address the management of behaviour issues raised in the report

This recommendation has been fully addressed.

Since the inspection in October 2011, the school has undertaken a detailed review of its behaviour management systems. This has involved staff, pupils and parents. Through consultation, the school has agreed a new set of rules and all pupils are made aware of these through assemblies and classroom displays. As a result, nearly all pupils behave well and are polite and courteous in and around the school. Most pupils are well motivated and sustain interest in lessons.

The recently introduced system of playground rewards and sanctions is working well and has helped to minimise disruptive behaviour. During playtimes and lunchtimes, pupils pay good attention to the arrangements for playing in different zones and use the playground equipment appropriately. Nearly all pupils are fully aware of the consequences if they do not adhere to the school rules.

All staff now play an active part in the movement of pupils to and from the school playgrounds. This ensures that pupil movement around the school is both orderly and calm.

Recommendation 6: Effect improvements in leadership, management and self-evaluation

This recommendation has been largely addressed.

The headteacher provides clear, effective leadership and has high expectations. He has a highly visible presence around the school. Since his appointment in April

2012, he has worked conscientiously and successfully to develop a whole-school team approach. This has had a positive impact on the school ethos, the school environment and the standards pupils achieve. There is now a clear focus throughout the school on raising standards. Senior leadership roles have been restructured so that they now better meet the current needs of the school. As part of these plans, a new permanent deputy headteacher has recently been appointed. Her co-ordination of literacy throughout the school is having a positive impact on pupils' progress.

The school has effective links with several other schools which it uses to view best practice. These links are helping senior leaders make accurate judgements about their own school's performance and to improve the opportunities they provide for pupils' learning and the quality of teaching.

The school has an appropriate strategy for identifying its strengths and areas for development. Staff now use a range of evidence effectively including a detailed analysis of the performance of pupils, classroom observations, scrutiny of pupils' work and seeking the views of pupils, parents and governors. They use this information to set relevant priorities for improvement that include, for example, raising standards of pupils' literacy skills.

The governing body have a good understanding of the challenges facing the school. Governors are well informed about the school's strengths and priorities for development, through the scrutiny of performance data and link governor visits to the school. In addition, detailed reports from the headteacher have helped governors to monitor the progress of the post inspection action plan. There are improved systems in place to ensure that governors maintain better oversight of the school budget.

The headteacher and governors have agreed a budget recovery plan with the local authority. This aims to eliminate the school's significant budget deficit by the school year 2015/16.

Recommendations

In order to build on this progress, the school needs to:

R1 Maintain the cycle of self-evaluation activities to continually review progress

R2 Reduce the budget deficit in line with agreed plans