



*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**

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

**Date of inspection: May 2011**

**by**

**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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## Context

Duffryn Junior School serves a large local authority housing estate on the western edge of Newport. There are 197 pupils on roll, aged between seven and 11 years. The school has seven classes, one of which includes pupils from two age groups.

The school describes its catchment area as being economically disadvantaged, and 52% of the pupils are eligible for free school meals. This figure is significantly higher than the local authority and national averages.

The school has pupils from the full ability range. The school has identified 22% of pupils as having additional learning needs, including one pupil who has a statement of special educational needs. This percentage is slightly above national and local authority averages.

English is the main language spoken in the homes of most pupils. Around 8% of pupils are from minority ethnic backgrounds but there are only four pupils for whom English is a second language.

The current headteacher was appointed in 2001.

The 2010-2011 individual school budget per pupil for Duffryn Junior School is £3,461, which compares with a maximum of £6,996 and a minimum of £2,612 for primary schools in Newport. The school has the 16th highest budget per pupil out of the 48 primary schools in Newport.

## 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 school's current performance is good because:

- most pupils make good progress in line with their abilities by the end of key stage 2;
- pupils' attitudes to learning are good and the behaviour of most pupils is very good;
- the school has excellent nurture arrangements, which impact significantly on raising all pupils' levels of wellbeing; and
- the overall quality of teaching is good throughout the school.

### Prospects for improvement

The school's prospects for improvement are good due to the commitment and success of the senior leadership team in raising standards for all pupils. The school also has an effective school improvement partnership with the local authority. All staff work well as a team to support each other and to share ideas and expertise.

## Recommendations

In order to improve further, Duffryn Junior School needs to:

- R1 continue to raise the standards of pupils' reading, writing and presentation skills across the curriculum;
- R2 improve staff's and pupils' Welsh language development;
- R3 continue to work to raise attendance levels through partnership links with parents; and
- R4 improve school development planning to prioritise targets identified through self-evaluation and monitor and evaluate the progress against these more effectively.

### **What happens next?**

The school will draw up an action plan which shows how the school is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Pupils' work, lesson observations and talking to pupils confirm that most pupils achieve good standards by the end of Year 6. Many pupils have good recall of previous learning and acquire new skills systematically as they move through the school. By the end of Year 6, most pupils achieve good standards. Pupils with additional learning needs achieve very well in relation to their abilities.

Many pupils listen attentively in lessons and show increasing powers of concentration as they mature. Most speak clearly and develop a good range of vocabulary, which they often use well to communicate their ideas and opinions confidently. Many older pupils are able to empathise to good effect when, for example, they consider discrimination against Jewish children in the second world war Germany.

Pupils' progress in reading is more varied but, by the end of Year 6, many pupils read with good expression and fluency. More able pupils are developing good higher-order reading skills. They can skim and scan texts quickly to extract relevant information. This group of pupils in particular use their mathematics, science, reading and writing skills well across the curriculum, often using them effectively in simulated real-life tasks.

Overall, pupils' writing skills are developing well, particularly in English lessons. Many pupils write with increasing confidence and at length, for a range of purposes and audiences. They have a good grasp of punctuation and spelling patterns appropriate to their stage of development and can express their ideas and opinions clearly. Presentation and handwriting are often of a high standard. However, when many pupils engage in writing tasks in other areas of the curriculum, they do not demonstrate the same levels of ability to write independently at length and the presentation of their work is often untidy.

Although pupils systematically develop their Welsh language skills as they move through the school, many lack confidence to use these skills in everyday situations. Many pupils can read simple Welsh texts with appropriate pronunciation but they are not always able to translate accurately what they have read, even from their own writing.

Over the last five years, performance at level 4 and above (the expected level for pupils of eleven years of age) in the core subject indicator (the expected performance in English or Welsh, mathematics and science in combination), English, mathematics and science has varied considerably. However, results show an overall upward trend and for the last two years have been above those for other schools in the same family.

In 2010, when compared to schools in similar circumstances, results in English place the school in the top 25%, and results in the core subject indicator, mathematics and

science place the school in the upper 50%. Girls outperform boys in English and science, with boys doing better in mathematics. There is no significant difference between pupils in receipt of free school meals and those who are not.

Performance at the higher level (level 5) at the end of key stage 2 varies. English and mathematics results show an overall upward trend for the last four years, but performance in science is more variable. Results are generally below the family average.

### **Wellbeing: Excellent**

All pupils feel safe and happy in school and are confident to approach an adult if they have any concerns. Pupils are very proud of their school.

Attitudes to learning are good and most pupils are well motivated and work conscientiously. Behaviour is very good overall and most pupils show consideration for others. They work and play successfully together, demonstrating very good manners. There have been no exclusions for the last two years. The school's impressive fully integrated nurture provision arrangements have an extremely positive impact on pupils' levels of wellbeing throughout the school and this is an exceptional feature. This is because the arrangements allow pupils receiving nurture provision to access the full curriculum throughout the school day both in mainstream in the mornings and in specialist nurture sessions in the afternoon, with minimal disruption to the education of the majority of pupils.

Pupils take on positions of responsibility through the school and eco council and by working as peer supporters where they also make a valuable contribution to other pupils' wellbeing.

All pupils know the importance of regular exercise and eating healthy foods. Many pupils are involved in community activities through the on-site Forest Children's Centre.

The current attendance rate is 90%. This is below average for Wales and the local authority and ranks in the bottom 25% for similar schools. Despite the good work by the school to raise attendance levels, rates have remained at this level for several years due to the persistent absence of a minority of pupils. Most pupils arrive on time for school.

<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 a good range of learning experiences to meet the needs of all pupils. Provision for pupils in the nurture groups is very good and fosters good learning opportunities enabling pupils to access the full curriculum. Teachers' planning is detailed. Most teachers provide stimulating activities to challenge pupils at an appropriate level. There is good progression in planning for key skills across key stage 2. Everyday provision for Welsh language development is underdeveloped.

The school recently achieved the Eco Green Flag and successfully raises pupils' awareness of recycling and energy conservation. The school council and eco council provide good opportunities for pupils to play an active part in decision-making and keeping the school free of litter. All pupils enjoy participating in forest school activities. There is good provision for pupils to gain awareness of global citizenship, such as through learning about life in Lesotho and fundraising efforts for charities such as Red Nose Day.

There is a good range of popular extra-curricular activities including clubs for computing, sport, art and young leaders.

The school promotes pupils' understanding of Welsh culture and traditions well through Welsh art appreciation lessons and visits to places such as the museum of Welsh life at St. Fagan's. The annual eisteddfod also enhances pupils' knowledge of Welsh folk-lore.

### **Teaching: Good**

The overall quality of teaching is good. In the best lessons, teachers provide challenging learning activities for all pupils. In these lessons, teachers ensure a good range of strategies to motivate and engage pupils; they use open-ended questioning well; lessons move at a good pace with a variety of interesting tasks; and learning objectives are consistently shared and reviewed. Most teachers manage pupils' behaviour effectively. They have very good mutually respectful relationships with pupils, which impacts positively on pupils' learning.

Teaching assistants provide high quality support for pupils with additional learning needs.

Teachers give pupils clear and helpful oral feedback during lessons to ensure that pupils make progress. However, written marking comments are inconsistent and do not always identify what pupils need to do to improve their work.

On-going assessment is good and informs planning. Recently, pupils have begun to set their own targets for improvement and this is beginning to impact positively on their work. The school has good systems in place to assess pupils' work accurately against national curriculum levels. Annual reports to parents and carers are clear and informative and meet statutory requirements.

### **Care, support and guidance: Good**

The school successfully fosters an atmosphere of care and respect. Personal and social education is a strong feature of the school's provision. This has a positive impact on pupil's moral, social and emotional development. Pupils' spiritual and cultural awareness is also well developed.

Pupils' awareness of healthy living is promoted well. Pupils say that the school deals promptly and effectively with any incidents of bullying.

The school has an appropriate policy and procedures for safeguarding.



Close partnership working with outside agencies such as the preventative services team and education welfare officer ensures good support to meet the needs of identified pupils. There are very close links to a range of specialist support services through the on-site Forest Children's Centre.

Provision for pupils with additional learning needs is good. Teachers diagnose difficulties at an early stage and provide good support. The nurture and withdrawal groups provide very good opportunities for pupils to achieve success against their individual targets. These are reviewed regularly and efficiently.

### **Learning environment: Good**

The accommodation is well maintained and welcoming and meets the needs of pupils well. Informative and stimulating displays celebrate a diverse range of pupils' work.

All pupils have equal access to all areas of the schools provision and pupils state that they are treated equally. There is clear emphasis on recognising, respecting and celebrating diversity.

Resources are generally well matched to pupils' needs and support teaching and learning. However, the range and quality of reading resources do not always meet the needs of more able pupils.

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

The school's senior management team work together effectively to bring about improvements in pupils' outcomes and wellbeing. They have clearly defined responsibilities for planning and monitoring the quality of all aspects of the school's work. Good communication with staff through regular weekly meetings ensures that all staff understand current priorities for improvement. However, many of the planned actions and progress towards meeting these are not recorded formally.

Managers are effective in monitoring the work of teachers and identifying what they need to do to improve their work. They identify appropriate training needs well and ensure these are met.

Governors are well informed about the work of the school and understand their responsibilities. They challenge the school's managers effectively, especially in relation to any planned expenditure and its likely impact on improving standards. Governors make sure that the school consistently fulfils all its statutory requirements.

The school takes good account of local and national priorities and works well with other local schools that face similar challenges. The school has made good progress in embedding the skills framework throughout the curriculum.

### **Improving quality: Good**

The school has well-embedded procedures for self-evaluation and reviewing progress across the curriculum. The self-evaluation report effectively identifies strengths and areas for development. The report makes good use of first-hand evidence of standards and analyses data well. All staff contribute well to the process. The school has identified issues with pupil behaviour and has been particularly effective in addressing these.

The school development plan is detailed and identifies a wide range of planned actions and the staff responsible for these. However, these are not prioritised and do not link closely enough to the self-evaluation report.

The school has responded well to the recommendations in the last inspection and has been effective in raising standards and bringing about improvements in teaching and learning, particularly in literacy and numeracy.

Many school staff contribute well to the recently established professional learning communities. The numeracy group has carried out useful and relevant research with pupils as to why girls do not do as well as boys in achieving higher levels of attainment in mathematics at the end of key stage 2. They are using the findings well to change their teaching strategies in order to bring about improvements.

### **Partnership working: Good**

Overall, the school has good links with parents and other partners. Many parents attend class assemblies and themed events, such as project weeks. Regular school newsletters keep parents well informed about school life. The parent teacher association is effective in raising funds for the school.

There is a strong and effective partnership with the neighbouring infant school which shares the site. The schools manage pupils' transition well and share information on pupils' attainment and progress systematically. Links with the local secondary school are particularly effective in supporting the transition of pupils who require more support.

There are close links with the Forest Children's Centre, which provides a wide range of good services that benefit pupils' wellbeing. These services include a breakfast club and an after-school club as well as a wide range of support services for parents.

The school's excellent nurture practice is widely shared with schools within Newport and other local authorities in south-east Wales through a joint professional learning community. A range of training and support provided through the school's close partnership with the local authority have impacted positively on pupil standards

### **Resource management: Good**

The school has good levels of staffing to deliver the curriculum effectively. The deployment of staff is good. In particular, there is very good use of staff time and expertise to meet the needs of vulnerable pupils. These strategies have had a

positive impact on the standards achieved by this group.

Spending decisions are well matched to the school's needs, especially in relation to improving pupils' literacy and numeracy skills and behaviour. This prioritisation is effective in raising standards. The school delivers good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Learner questionnaires:

Nearly all pupils say:

- they feel safe in school;
- the school teaches them how to be healthy;
- they are given lots of chances for regular exercise;
- they are doing well in school and teachers and other adults help them to make progress;
- they know whom to ask if they find their work hard; and
- they have enough books and equipment to do their work.

Many pupils agree:

- the school deals well with any bullying;
- they know whom to talk to if they are worried or upset; and
- their homework helps them to understand and improve their school work.

Around a half of pupils are concerned about the behaviour of other pupils in class and say that this prevents them from concentrating on their work. A similar number of pupils also have concerns about the behaviour of other pupils at play and lunch times.

#### Parental questionnaires:

There were no responses to the parental questionnaires. However, the three parents who attended the pre-inspection meeting for parents expressed high levels of satisfaction with all aspects of the school's life and work.

## Appendix 2

### The inspection team

Rhona Edwards HMI	Reporting Inspector
Eleanor Davies HMI	Team Inspector
Deirdre Emberson	Lay Inspector
Janette Richards	Peer Inspector
Nigel Kelland	School Nominee

## Copies of the report

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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