Inspection under Section 28 of the Education Act 2005

A Report on the Quality of Education in

St Teilos V.R.C. School
Greenhill Road
Tenby
Pembrokeshire
SA70 7LJ

School Number: 6683319

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by

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St Teilos V.R.C. School was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of St Teilos V.R.C. School took place between 05/03/07 and 06/03/07. An independent team of inspectors, led by Peter Mathias 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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

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 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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 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

Contents	Page

Context 1

Summary 2

Recommendations 7

Standards

Key Question 1: How well do learners achieve? 7

The quality of education and training

Key Question 2: How effective are teaching, training and assessment? 11

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? 12

Key Question 4: How well are learners cared for, guided and supported? 14

Leadership and management

Key Question 5: How effective are leadership and strategic management? 17

Key Question 6: How well do leaders and managers evaluate and improve quality and standards? 18

Key Question 7: How efficient are leaders and managers in using resources? 19

School's response to the inspection 20

Appendices

1 Basic information about the school 20
2 School data and indicators 21
3 National Curriculum assessments results 22
4 Evidence base of the inspection 23
5 Composition and responsibilities of the inspection team 24

Context

The nature of the provider

1. St Teilo's V.R.C. School is situated in the seaside town of Tenby, Pembrokeshire which is the Unitary Authority (UA). It serves the Catholic community within the town and in the surrounding areas. The school admits a number of non-Catholic children in accordance with the criteria set out in the school admissions policy. There are 109 pupils on roll, which includes 8 full time equivalent nursery children.
2. Pupils are from a wide range of backgrounds. The school considers that on the whole, pupils come from homes, which are neither prosperous nor economically disadvantaged. On entry, pupils have broadly average levels of basic skills. Some 9% of pupils are considered to be eligible for free school meals, which is below the average for primary schools in the UA and the all-Wales average for primary schools.
3. About 20% of pupils are considered to have some degree of special educational needs (SEN). One pupil has a statement of SEN. No pupil was excluded in the previous school year. No pupil has the National Curriculum (NC) disapplied.
4. English is the predominant language spoken at home in all but a very small number of families. No pupil has Welsh as a first language. Two pupils are receiving support in English as an additional language due to demographic changes in line with those within the UA.
5. The school was last inspected in the Spring Term 2001, when the current headteacher was in post. During the most recent inspection the deputy headteacher was absent through ill health. A supply teacher taught her class. Since the last inspection the school roll has fallen.
6. The school holds the Investors in People status and the Basic Skills Quality Mark.
7. The school has an appropriate set of aims, which reflects the school's Christian ethos.

The school’s priorities and targets

8. The school's major priorities and targets for 2006/2007 are:
   - to improve assessment arrangements;
   - to promote pupils' bilingualism and thinking skills;
   - to increase understanding of sustainability;
   - to strengthen further links with parents and the local community;
   - to review arrangements in the early years and Key Stage (KS) 1 for the introduction of the foundation phase;
   - to raise standards in all subjects of the National Curriculum;
   - to put into effect the school's strategy for self-evaluation; and

- to prepare to be assessed for the 'Quality Mark Award' for the teaching of basic skills.

Summary

9. St Teilo's V.R.C. School is a good school with many strengths. It is well led and provides high quality care, guidance and support for all its pupils. It has made good progress since its last inspection.

10. The inspection team agrees with six of the seven judgements made by the school about the standards pupils achieve and about other areas of its work. Where the inspection team disagrees, the school underestimated how well it cares, guides and supports its pupils. The school graded this Key Question as Grade 2. The inspection team judged this Key Question to be Grade 1 because there were many outstanding features in this aspect of the school's provision.

Table of grades awarded

Key Question		Inspection grade
1	How well do learners achieve?	2
2	How effective are teaching, training and assessment?	2
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4	How well are learners cared for, guided and supported?	1
5	How effective are leadership and strategic management?	2
6	How well do leaders and managers evaluate and improve quality and standards?	2
7	How efficient are leaders and managers in using resources?	2

11. As this was a short inspection, no judgements were made about standards of achievement in the lessons seen.

12. The overall quality of provision for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

13. Many children begin school with about the expected levels of basic skills. Children make good progress in all areas of learning and are well prepared for the next stage of their education. In all areas of learning children achieve well.

14. Pupils' standards and progress in the key skills are Grade 2 (good features and no important shortcomings). Communication skills in English at KS1 are Grade 2 and at KS2 is Grade 1, (good with outstanding features). In KS1, pupils speak confidently and listen carefully. In KS2, many pupils are articulate and speak at length with well-developed vocabularies and understanding of occasion. They

listen very attentively. In both key stages, pupils' reading skills are Grade 2. Nearly all pupils read well for a range of reasons. Pupils' writing skills are Grade 2 in KS1 and Grade 1 in KS2. Pupils write well for a wide range of purposes. Older pupils in KS2 write for example, in detail and at length about topics in history and geography.

15. Pupils' skills in communication in Welsh, bearing in mind their starting points and their bilingual skills, are Grade 1. In KS1, pupils recognise words and place them in context. They write in Welsh in brief sentences. In KS2, pupils speak in Welsh to each other and to adults confidently, often in complete sentences. They listen readily and respond accurately and appropriately. In both key stages, pupils write well in Welsh, posing questions and providing answers accurately.

16. Pupils' numeracy skills are good with no important shortcomings. Pupils measure accurately when creating new designs or when carrying out fair tests and investigations. They use graphical representations effectively to express their findings in a variety of ways.

17. Pupils' skills in the application of information and communications technology (ICT) are good with outstanding features. In KS1, pupils use a good range of hard and software very well. Within KS2, pupils have wide and very well developed skills in a range of subjects, for example, in producing a high quality film about life in Tudor times. They use electronic presentations very well using a multimedia program. They use graphical packages very effectively.

18. Pupils' understanding of the traditions and culture of Wales has some good features but also some shortcomings. Pupils have a good awareness of the history and geography of their area and that of wider Wales. They know about some Welsh composers and writers. However, pupils' knowledge of the achievements of Welsh artists and craftspeople is limited.

19. Pupils' personal and social skills are Grade 2. Across the school, pupils take on responsibilities readily and show mature attitudes.

20. Pupils' problem solving skills are Grade 2. Pupils think things out for themselves, for example in English, mathematics and science. They make decisions about improving their own lives in school.

21. Pupils' creative skills are also Grade 2. They use a wide range of media and compose and perform well. Pupils work willingly. They show tolerance of each other's differences and co-operate well with adults and with each other. Boys and girls work together readily and treat each other with consideration. Pupils have a good understanding of how to improve their own learning.

22. In the end of KS1 national assessments for seven year olds in 2006, the proportion of pupils achieving the expected level (Level 2) was above the UA and all-Wales average in mathematics and science and just below those averages in English. However, the proportion of those pupils who achieved the higher level (Level 3) was above the UA and national averages in English and mathematics and about the same in science. When these results are combined, pupils achieved close to the UA and national averages. Boys performed less well than girls in English and science and about the same in mathematics.

23. When these results are compared to schools considered to have a similar proportion of pupils entitled to free school meals in the UA, the results were below most of these schools in English and science and very high in mathematics. When these results are combined, the school did less well than most of these similar schools. Over recent years, the school's performance has varied considerably. In mathematics high standards have been maintained.

24. In the KS2 national assessments for eleven year olds in 2006 in English, mathematics and science the proportion of pupils achieving at least the expected level (Level 4) was very high. The proportion of pupils achieving the higher level (Level 5) was also very high and above the local and national averages. When these results in English, mathematics and science are combined, the school achieved very high standards. When compared to schools considered to have a broadly similar proportion of pupils entitled to free school meals, these results were very high as has been the case for some time. As with the results of pupils in the end of KS1 national assessments, care should be taken when considering these results because of the small number of pupils who took part in these assessments.

25. Children under five come to school happily and work together well. They share willingly and make good progress. Across the school pupils are eager to learn. They show that they have a very well developed sense of responsibility and have a real concern and respect for each other. They make very good progress in their personal, social, moral and wider development. Pupils are eager to learn. They behave well and are courteous. Incidents of bullying are very rare. These are dealt with effectively. There have been no exclusions during the previous school year. The level of attendance at 94% is above local and national averages.

The quality of education and training

26. In the lessons seen the quality of teaching was judged as follows:

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	74%	5%	0%	0%

27. In the lessons seen the percentage of Grade 1 and Grade 2 lessons compares well with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her annual report 2005/2006. The quality of teaching in primary schools is at least good in 79% with 17% having outstanding features.

28. In the nursery and reception classes teachers and their assistants show a good understanding of how to plan and organise for these children to take part in an appropriate range of learning experiences.

29. Across the school in KS1 and KS2 in the best lessons, strong features include: -

- a very brisk pace to learning;
- various strategies to extend pupils' learning and to hold their concentration;
- very careful planning to ensure that pupils build systematically on what they already know and can do;

- detailed reviews of what has been learnt;
- very good subject knowledge;
- very positive relationships between adults and pupils; and
- positive interventions to ensure that all pupils are effectively included in discussions and are treated equally.

30. In the very small number of lessons where teaching had some shortcomings, these included missed opportunities to emphasise the standards pupils should aim to achieve. Teachers in these lessons were prepared to accept second best.

31. Arrangements to maintain pupils' long-term progress and achievement are good and meet statutory requirements in full. Baseline, national and school based assessments are carefully analysed in order to set realistic yet challenging targets. Assessments are accurate and consistent in English, mathematics and science. However, there are no collections of pupils' work in other subjects to indicate clearly what pupils should aim to achieve year on year. The school meets statutory requirements in reporting to parents about their children's progress. These reports are detailed and give a clear picture about what pupils need to do to improve. Pupils' work is marked regularly and positively.

32. The curriculum is broad and balanced and meets the needs of all pupils and the National Curriculum. All pupils have equal access to what is taught. Curriculum planning is detailed and effective. It ensures that pupils build systematically on their existing knowledge, understanding and skills. Homework provision is good and appropriate tasks are set for pupils. Support for pupils with SEN is very good as it is for those pupils who have English as an additional language.

33. Arrangements to promote pupils' spiritual, moral, social and cultural development are good with no significant shortcomings. The school successfully places considerable emphasis on promoting pupils' awareness of the spiritual dimension of life and encouraging pupils to make moral choices. Pupils are actively and successfully encouraged to recognise their responsibility to help those less fortunate than themselves and to treat each other equally. There are well-planned opportunities for pupils to learn about the need to conserve the world's resources and to be aware of the environment and other ecological issues. Pupils are actively encouraged to develop healthy lifestyles. Pupils are successfully encouraged to show consideration for each other and to be sensitive to the needs of other pupils.

34. Pupils' cultural development is generally good. Pupils for example, are familiar with the works of some famous European artists and composers. However, pupils have only a limited understanding of the work of Welsh artists and craftspeople. Arrangements for collective worship meet statutory requirements. There are very strong links with parents and the local community.

35. All pupils, including those with SEN and additional learning needs, are very well supported by a committed and able team, made up of teachers, assistants and the SEN governor. Links with parents of children with SEN and additional learning needs are carefully focused on helping pupils to overcome their difficulties.

36. The quality of care, guidance and support is good with several outstanding features. There are very detailed and very effective arrangements to care for pupils both in their personal development and in their academic development. Child protection arrangements are of a high quality and all staff are well trained and mindful of their responsibilities in this area. There is a very strong family ethos and sense of community. Induction arrangements for the early years are very well organised and are effective. The school works very closely with parents. Arrangements to monitor attendance are comprehensive as are arrangements to ensure pupils' well being.

37. Pupils develop a very good awareness of equal opportunities and of the diversity of modern society. There is no stereotyping of any sort. The school's race equality policy is good.

38. There are very rigorous systems in place to ensure that all pupils are treated equally. The school very effectively encourages pupils from all backgrounds of race and ethnicity to regard each other as equals. There are very good arrangements to make pupils aware of the rich diversity of modern society and to celebrate the cultural achievements of non-European traditions. The school has carried out a careful study to ensure that those with physical disabilities are able to have safe and easy access to the grounds and buildings. There are very thorough arrangements to monitor attendance, punctuality, behaviour and performance.

Leadership and management

39. The school is well led. The headteacher has a clear vision for the school and provides a very purposeful and thoughtful lead to all staff. Staff and pupils work together in a very positive and constructive partnership. Pupils are very successfully encouraged to meet the challenging targets set for them in English, mathematics and science. There are extensive and effective systems in place to help pupils achieve well in these subjects. In other subjects, there is no clear indication through for example, the creation of samples of pupils' work to indicate the standards pupils should aim to achieve year on year.

40. The school takes careful account of local and national priorities and local partnerships. Links with other schools are strong. Arrangements to give teachers with time during the school week to plan, prepare and assess are well managed. The school is purposefully preparing for the introduction of the foundation phase. Pupils are developing a greater understanding of ecological and environmental issues. The school council is a positive force in developing pupils' understanding of the democratic process and of their responsibilities as citizens. Teachers and governors carefully take its views into account. Arrangements to promote pupils' bilingual skills are very effective.

41. Co-ordinators provide a strong lead to their areas of responsibility. They carefully review teaching and learning to ensure that agreed practices and policies are put into effect.

42. The governing body is very committed to the school and is well led. Governors are very influential in shaping the long-term direction for the school. They work very closely with the headteacher. They very successfully hold the professional leadership of the school to account and monitor the outcomes of their decisions carefully. The governing body meets all its statutory requirements in full.

43. The process of self-evaluation is very thorough. It is detailed and is firmly based on first hand evidence. The views of the professional staff, pupils and governors are carefully considered. However, there is no formal arrangement in place to involve all parents in this process. However, parents have good, informal opportunities to express their views.

44. The school self-evaluation document is well constructed and provides a clear analysis of the school's strengths and weaknesses. It is closely linked to the school development plan (SDP), which is well used as a working document. The school's self-evaluation is broadly accurate. Since the last inspection in April 2001, the school has made good progress. The key issues of that inspection have been well addressed.

45. The school is well resourced and the provision is well used and managed. The number and quality of support staff is a strength of the school. There is an advantageous provision of teaching staff who are well qualified and well deployed. Bearing in mind the overall good quality of pupils' achievements by the age of 11, the good quality of education and the school's strong leadership and management, the school provides good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

R1 complete the process of assembling collections of pupils' work to indicate the standards pupils should achieve year on year, which the school has identified as a priority; and

R2 give greater prominence around the school to Welsh artists and crafts people.

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 2: Good features and no important shortcomings

46. The findings of the inspection team matched the judgements made by the school in its self-evaluation report. As this was a short inspection, no judgements were made about pupils' standards of achievement in the lessons observed.

47. Baseline assessments indicate that achievement is about average when children begin school. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

48. In the 2006 national assessments for seven year olds in English, mathematics and science, the proportion of pupils achieving the expected standard (Level 2) was above the UA and all-Wales averages in mathematics and science and just below these averages in English. However, the proportion of pupils achieving the higher level (Level 3) was above the UA and national averages in English and mathematics and about the same in science. When these results are combined, pupils achieved close to the UA and national averages. In these assessments, girls out performed boys in English and science and achieved about the same in mathematics.

49. When these results are compared to schools considered to have a broadly similar proportion of pupils entitled to free school meals in the UA, the results were below most of these schools in English and science and very high in mathematics. When these results are combined, the school did less well than most of these similar schools. Overall in recent years, the school's performance in English and science has varied considerably. In mathematics, very high standards have been maintained. Care should be taken when interpreting these results because of the small number of pupils who are assessed each year.

50. In the KS2 national assessments for eleven year olds in English, mathematics and science, the proportion of pupils achieving the expected level (Level 4) was very high with all boys and girls achieving at least Level 4. The proportion of pupils achieving the higher level (Level 5) was also above the local and national averages. When the results in English, mathematics and science are combined, results are again very high and well above the UA and national averages. When these results are compared to schools within the UA, which have a similar proportion of free school meals, these results are very high, as they have been over recent years. As with the results of pupils at the end of KS1 national assessments, care should be taken when considering these results because of the small number of pupils who took part in these assessments.

51. Overall, pupils' achievements in the key skills are Grade 2. In English in KS1, pupils' standards are Grade 2 and in KS2 standards in communication in English are Grade 1. In KS1, pupils speak confidently and listen carefully. In KS2, many pupils are articulate and speak at length showing well-developed vocabularies and sense of occasion. They listen very attentively for longer periods and concentrate very well.

52. In both key stages, pupils' skills in reading in English are Grade 2. Pupils read expressively and have a good knowledge of a wide range of their favourite stories and authors. Pupils in both key stages know how to read for information. Older pupils know how to find out for themselves from a wide range of sources.

53. Pupils' writing skills are Grade 2 in KS1 and Grade 1 in KS2. Pupils write well for a wide range of purposes. For example, in Y2, they write menus for an Italian café and describe how they carried out some investigations in science. Older pupils in Y6 write in detail about the Equatorial Rainforests of Brazil and about monastic life on the nearby island of Caldey.

54. Pupils' achievements in communication in Welsh, bearing in mind their starting points, are Grade 1. In KS1, pupils identify key words and place them in context. They write in brief sentences. In KS2, pupils speak to each other and adults confidently. They question and respond very well often in complete sentences. They listen readily and speak appropriately. In both key stages,

pupils' writing skills in Welsh are strong. A particularly outstanding aspect is the ability of pupils to write questions and provide answers in sentences. They spell accurately when writing in Welsh.

55. Pupils' use of their mathematical skills in other subjects is Grade 2. Pupils measure accurately when creating new designs and when carrying out fair tests and scientific investigation. They use graphical representations appropriately to express their findings in a variety of column and line graphs, for example, when carrying out surveys or when testing strengths and flexibility.

56. Pupils use their ICT skills very well. This is Grade 1 overall and is a particular strength in KS2 where there are many outstanding features. In KS1, pupils use digital cameras very effectively to record, for example, the changing seasons and use art packages well to create their own designs. In KS1, pupils use their word processing skills very well to write about a trip to the beach and to create an 'Under the Sea' brochure. They use interactive whiteboards confidently to collect and interpret data. Within KS2, pupils have wide and very well developed skills in utilising ICT in a range of subjects. For example, pupils in KS2 produce a very high quality film about life in Tudor times as part of their work in history. They make informative and lively electronic presentations using multimedia systems, for example about their visit to Caldey. They illustrate their work about coastal features with their own digital photographs of some of the best know examples of this type such as the Green Bridge of Wales. They use graphical packages very effectively as part of their work in design technology to create and advertise a new breakfast cereal. They use the Internet effectively to find illustrations of the work of famous artists such as Monet and J M Turner as part of their work in art and history.

57. In both key stages, pupils' knowledge of the particular features of Welsh music, dance, art, history, literature and traditions of Wales is Grade 2. By the end of KS2, pupils are well aware of the history of their area, for example they develop an appreciation of the impact of the 'landsker' on the history of Pembrokeshire and the growth of a distinct Norman Flemish society in the south of the country in the early Middle Ages. They have a good understanding of their Welsh heritage and of the culture of Welsh including the work of some writers and composers. However, while pupils at the end of KS2 have a good understanding of the achievements of European artists, pupils do not have sufficient understanding of the work of a wider range of Welsh artists and craft workers. Pupils' bilingual skills are Grade 1 and have many outstanding features. Pupils in both key stages, bearing in mind their starting points, speak, listen, read and write in English and Welsh very well. Pupils use and understand Welsh and English confidently and naturally across the school.

58. Pupils' personal and social skills are Grade 2. Pupils show very positive attitudes and values. They show respect and consideration for each other. They work together very willingly and constructively. They take on responsibilities readily and show mature attitudes.

59. Pupils' problem solving skills are Grade 2. Across the school, all pupils are successfully encouraged to think things out for themselves. For example, in KS1, pupils work out successfully how to stop seagulls stealing Mr Grimley's lunch in their story about 'The Lighthouse Keeper'. In KS2, pupils respond well to a wide range of challenges and problems in mathematics and science and in

outdoor activities. They make sensible decisions about improving their own lives in school.

60. In both key stages, pupils' creative skills are Grade 2. Pupils work well using a wide range of media. They compose music and perform it to a good standard. They paint and draw well showing an understanding of how to create different effects. In KS2, pupils write plays and film scripts which are of a very good quality.

61. Pupils work willingly together. They show tolerance of each other's differences and share their resources readily. They co-operate well with adults both in lessons and in the playground. They discuss, particularly in KS2, very maturely and respect each other's different options and viewpoints. Both boys and girls work together very readily and treat each other with consideration.

62. Pupils' understanding of how to improve their own learning is Grade 2. Pupils know their personal learning targets which teachers explain to them. Across both key stages, pupils know what they need to do to improve and how to go about achieving their targets.

63. Pupils' attitudes to learning, and their interest in their work and their ability to sustain concentration have good features and no important shortcomings. Pupils are keen to work in lessons, reply, ask questions and work with enthusiasm.

64. Pupils are well behaved in and around the school. Good behaviour and positive attitudes and relationships are particularly evident during break times and lunchtimes. The staff have good relationships with pupils, as do the non-teaching staff. Pupils are friendly and courteous to each other, and to visitors contributing positively to the work of the school as a community. This is an outstanding feature of the school.

65. The school has a good anti-bullying policy together with a reward system for good behaviour and general attitudes to learning in school. The school has a school council which is very active in its activities. During the last 12 months no pupil has been excluded.

66. The average level of attendance for the three terms prior to the inspection is 94%. Nearly all pupils attend school regularly and are punctual at the start of the day. Patterns of absence are systematically analysed. The school refers pupils with persistent absences to the Education Welfare Officer (EWO). Attendance levels at 94% are above the local and national average. The school registration procedures are good and fully comply with NAW Circular 3/99.

67. The school works hard to help pupils to develop the ability to work independently and make pupils see themselves as part of a community, supporting one another as they move through the key stages of the school. This is an outstanding feature of the school.

68. Throughout the school, pupils understanding of equal opportunities issues is developing well. They are developing an understanding and respect for the diversity of beliefs, attitudes and cultural traditions in society. The school helps pupils develop community awareness develop, as well as their own personal values and acceptance of the views of others. A large number of visitors to the school from the community, as well as, visits by the pupils to the local centres

for senior citizens, places of interest for example, Caldey Island and sports events help to broaden pupils understanding of their own community and the workplace.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

69. Overall the findings of the inspection team matched the judgements made by the school in its self-evaluation report: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	74%	5%	0%	0%

70. The quality of teaching is good or better, that is Grade 1 or Grade 2 in 95% of lessons. The quality of teaching is outstanding, that is Grade 1 in 21% of lessons.

71. These figures compare well with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report 2005/2006. Nationally the quality of teaching in primary schools is good in 79% of lessons and 17% having outstanding features. In the nursery and reception classes, teachers and their assistants show a good understanding of how to plan and organise for these children to take part in an appropriate range of learning experiences.

72. Across the school, teachers have high expectations of their pupils which they successfully pass on to them through the very lively encouragement and praise they use to recognise when pupils achieve well. Across the school there are very positive working relationships between teachers and their pupils, which successfully promote a strong sense of community and family values. This has a very significant impact on the positive way pupils behave. Pupils invariably wish to please their teachers because they are valued as individuals.

73. Pupils with SEN are made to feel that they have a very important part to play in the lesson. They know that their contributions are equally valued by their teachers, their assistants and all the other pupils. As a result, pupils invariably respond well.

74. In the best lessons, teachers maintain a very brisk pace to learning and cleverly vary their questioning strategies in order to extend pupils' learning and to hold pupils' attention. In these lessons, teachers plan very carefully so that pupils build systematically on what they already know and can do. Teachers at the beginning of these lessons, carefully explain what pupils should learn as a result of the teaching. They review what has been learnt effectively at the end of these lessons and make appropriate use of this information to plan for future learning.

75. In many lessons, teachers show very good subject knowledge, for example in explaining different arithmetic processes in mathematics or in encouraging pupils to discuss their feelings such as anger in an English lesson. In these lessons, pupils are encouraged to respond clearly and politely and to respect

the opinions of others, which may differ from their own. Teachers carefully ensure that all pupils are treated fairly and supportively.

76. In the very small number of lessons where teaching had some shortcomings, teachers regularly missed opportunities to give clear indications of their expectations of pupils. They were prepared to accept second best.

77. The quality of assessment, recording and reporting is good. It is an integral part of the teaching and learning process in the school. The school meets all statutory requirements.

78. The quality of baseline assessment completed after the pupils enter early years is good. National assessments and school-based assessments are carefully analysed in order to set realistic yet challenging targets in English, mathematics and science. Assessment is accurate and consistent and records are clear and purposeful. Recording includes aspects such as reading. In these assessments there is clear evidence of what pupils know and understand and this ensures continuity in the learning process.

79. National Curriculum assessments in English, mathematics and science at the end of both key stages are analysed carefully and are used effectively to help pupils achieve well.

80. A feature of the assessment process is the way in which pupils are given opportunities to be involved in evaluating their own learning. They have an understanding of what they have to do to improve. Pupils have an active role in setting their own targets.

81. Pupils' work is marked regularly and teachers make positive comments in their books or on worksheets. Parents have regular opportunities to discuss their children's progress with teachers and the school provides informative annual reports which include targets for improvement. Parents are happy with the system for visiting the school. Parents may express their opinions of the school at parent meetings. Pupils and parents are encouraged to express their views of pupils' progress on the annual report.

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

Grade 2: Good features and no important shortcomings

82. Overall, the findings of the inspection matched the judgements made by the school in its self-evaluation.

83. The school's response to pupils' learning is good with no important shortcomings. It reflects the needs of pupils well by providing equal access to a broad and balanced curriculum.

84. The overall quality of the educational provision is good. The ethos and vision of the school is reflected in the daily planning and organisation. Pupils are generally well motivated and eager to acquire new skills and knowledge. This enables pupils to develop a sustained interest in life long learning. The school has been awarded the Basic Skills Quality Mark for literacy and numeracy on two occasions.

85. Curriculum planning builds systematically on existing knowledge, understanding and skills. The school has an effective approach to planning. Detailed planning provides a clear structure for pupils to build systematically on what they already know and can do.

86. Appropriate opportunities are provided to ensure that pupils gain basic skills and key skills. Good emphasis is placed on nurturing good quality language across the curriculum and there are effective arrangements for providing additional support and resources for pupils whose attainment levels are either low or well above average.

87. The school's commitment to improving key skills through language, personal, social and emotional, and numeracy schemes is good and outstanding in some instances. Personal and social education is an outstanding feature of the curricular provision. It permeates throughout all aspects of the curriculum and has a positive impact on pupils learning and attitudes.

88. Arrangements to promote pupils' spiritual, moral, social and cultural development are good with no significant shortcomings. The school successfully places considerable emphasis on promoting pupils' awareness of the spiritual dimension of life and encouraging pupils to make moral choices. Pupils are actively and successfully encouraged to recognise their responsibility to help those less fortunate than themselves and to treat each other equally. There are well-planned opportunities for pupils to learn about the need to conserve the world's resources and to be aware of the environment and other ecological issues. Pupils are actively encouraged to develop healthy lifestyles and to show consideration for each other. Pupils' cultural development is generally good. Pupils for example, are familiar with the works of some famous European artists such as J M Turner and Monet. However, pupils have only a limited understanding of Welsh artists and craftspeople. Arrangements for collective worship meet statutory requirements. There are very strong links with parents and the local community.

89. Through a range of curricular activities and regular periods such as collective worship, discussion time and the school council pupils receive good opportunities to practice their skills and discuss issues of importance to them. These experiences make a significant contribution to improving their levels of achievement. A number of extra curricular activities are provided for pupils, such as football club.

90. The curriculum is enhanced by a wide variety of educational visits and by visitors to the school. These experiences are used effectively to reinforce different aspects of the curriculum.

91. There is good provision for developing the pupils' bilingual competence. Considerate planning ensures that from an early age pupils learn and speak Welsh confidently. *Y Cwricwlwm Cymreig* is promoted effectively across the curriculum though in art pupils would benefit from greater knowledge of local artists to compare styles and composition.

92. The school has excellent links with parents and the local community. They support the school events and activities. They hold the school in high regard.

93. The information for parents is good, with meetings between parents and school held twice a year where opportunities for feedback are given. The school complies with statutory requirements.

94. The school is developing effective good links with parents, partnerships with other schools and colleges and with the wider community. Parents are supportive of the school and have ready access to the headteacher and staff. The school promotes an “open door” policy. Good pastoral and administrative links have been developed with the local secondary school to which most pupils transfer.

95. Currently there are good links with employers to support staff training and development through teacher placement, enhanced by the involvement of Careers West Wales.

96. The school promotes equal opportunities for all pupils to participate in sport clubs, after school clubs and all other aspects of school life. These clubs and activities help develop pupil’s skills and relationships with one another. This is an outstanding feature of the school.

97. The school is successfully developing pupils' awareness and understanding of sustainable development and global citizenship. The school plans to achieve the Bronze Award in the sustainable schools award scheme. Schemes of work in geography and PSE, together with the sustainability development policy and staff attending LEA courses are developing this area. Pupils are encouraged to use the paper pod, paper bins in classrooms and using scrap paper for drawing and note taking. The Mission Club enhances global citizenship.

98. There are several arrangements to develop entrepreneurial skills. Pupils in Y6 participated in a 'Careers West' initiative that promoted entrepreneurship as they sought to “Make a Million” by developing a business to make and sell teddy bears.

99. The school has a good relationship with parents who raise additional funds for the school for equipment. The school brochure is well produced, easy to understand and readable for parents.

100. The school has taken steps to ensure the pupils' learning experiences build good foundations for their later work life in the community. The school has a high level of involvement with the local college, local leisure centre and old peoples' homes. Links with the local secondary school are good. Transfer arrangements are well established with the “Family of Schools Network”.

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

Grade 1: Good with outstanding features

101. Overall, the findings of the inspection team disagreed with the judgements made by the school in its self-evaluation. The school underestimated by one grade its provision in this area.

102. Learners are very well cared for, guided and supported. There is a very good quality of care, support and guidance for pupils at the school.

103. The school places and manages its care arrangements very effectively and makes very good use of its support services. Pupils feel that the school and staff work hard at helping them to raise their levels of achievement.

104. The school works very well with parents and carers for support and the partnership link with parents is very good. The school is actively working to maintain its strong communication links with parents and carers. The pre-inspection parents questionnaire showed that of those who replied, 91% of parents felt the school is easy to approach and 96% felt that the school encouraged an active role for parents and carers.

105. The school has very good induction programmes to help new pupils to settle into school. Pupils feel welcome and are supported by teachers and other pupils. The nursery and reception pupils have staff available to help and support them. The school has very good links with the specialist agencies for pupils who need the support of these services. Learning support assistants provide very good support for pupils, where necessary, in the classroom.

106. The monitoring of pupils attendance and behaviour is very good. The school has a comprehensive procedure for ensuring pupils good attendance and behaviour with reward systems in place for both.

107. The school makes the well being of pupils a major priority. The school has achieved the third level in the “Healthy School Initiative”. There is an effective policy. Staff and pupils have an awareness of well being around the school. Appropriate arrangements are in place for pupils who are unwell or have had an accident. Risk assessments are rigorously completed by staff to ensure this process

108. The school has an effective policy and sound procedures for Child Protection. All staff are given guidance and are well aware of the procedures for reporting and recognising the signs and symptoms of abuse. Training is provided to all school staff to keep them up to date in this area.

109. Provision for pupils with special educational needs (SEN) is very good with some aspects outstanding. The learning support policy provides well co-ordinated and clearly documented provision. Careful consideration is given to the needs of pupils and the school effectively implements procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning. The school is sensitive to issues of inclusion and this enables learning support staff to provide good quality support for pupils with special educational needs and allow those pupils to access the curriculum fully. This is an outstanding feature.

110. Considerable emphasis is placed on the links with parents and carers in reviewing specific needs and in enabling pupils to make good progress within a positive and encouraging environment.

111. The head, special educational needs coordinator (SENCo) and the governor responsible for special needs make an effective team. This is an outstanding feature of the school. They meet regularly and review resources and provision. Their contribution is a key element in ensuring full inclusion. Individual education plans (IEP’s) are well constructed and detailed in such a manner that individual targets are precise, appropriate and achievable. The time limit for reaching

these targets is appropriate. These IEPs are reviewed on a half termly basis with consultations with parents once a term on the progress made by their child.

112. Good additional support is also provided for those pupils who show greater ability. This is done through challenging extension work. This work is regularly monitored.

113. Learning support teachers withdraw groups of pupils for additional support in language. These sessions are valuable in providing extra help for pupils to achieve their targets in their IEPs.

114. Good use is made of outside agencies to support pupils requiring additional assessment. Agencies visit the school when asked and provide extra guidance where necessary.

115. The school behavioural management is well documented. It is based on the positive recognition of pupils' achievements and successes. This allows good provision for pupils experiencing behavioural problems.

116. Throughout the school, pupils develop a very good awareness of equal opportunities issues through learning about the diversity of beliefs and social and cultural traditions in the wider society; they understand and respect the personal values of others well.

117. The school actively promotes gender equality and there is no stereotyping of boys and girls in the curriculum or in the school generally.

118. The school promotes good race relations across the curriculum and in all its activities. It has a good race equality policy in force. It actively supports the work of the mission club and overseas developments. The quality of provision for equal opportunities is outstanding.

119. The school has a good and very effective discipline policy in place and is proactive with outside agencies. The ethos of the school is founded on Christian values. The pupils are encouraged to explore and discuss issues of bad behaviour, bullying and all forms of harassment in this context. Any incidents are investigated, discussed with the parents and recorded. There is a class behaviour book for significant misbehaviour.

120. Arrangements are made with pupils with disabilities to ensure that they are not being treated less favourably than other pupils. There is an access and disability policy in place. A school access plan for the disabled is formulated and monitored by the governing body.

121. The headteacher and staff have undergone training courses on recognising racism, respecting diversity and celebrating in society. The school council is involved with a project supporting a child overseas. Visits to other places of worship provide pupils with an understanding of other faiths and an opportunity to see similarities in a diverse society.

Leadership and management

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

Grade 2: Good features and no important shortcomings

122. The findings of the inspection team matched the judgements made by the school in its self-evaluation.

123. The school is well led. The headteacher has a very clear vision for the school and provides a very purposeful and thoughtful lead to all staff. There is a strong sense of shared commitment to enable all pupils to achieve well. The school's aims and Christian ethos are fully expressed in its day-to-day life. All pupils are valued and respected as individuals in every aspect of their life in school.

124. All professional staff work hard to provider a strong lead to their areas of responsibility. They carefully review teaching and learning to ensure that agreed policies are put into practice. A particularly strong feature is the high expectations the headteacher and all staff have of pupils. There is a very strong commitment for pupils to be challenged constructively to achieve as much as they can and to make at least the progress it would be reasonable to expect of them. This is reflected in the school's performance in the national assessments for eleven year olds which are consistently high. There are detailed and effective arrangements in place to achieve this in English, mathematics and science. However, arrangements to assess the standards pupils achieve in some other subjects are less well established. The school has begun to address this.

125. The school takes careful account of national priorities and local partnerships. The school council is very active and influential in helping to determine the needs of pupils and to help pupils to develop a strong sense of responsibility and citizenship. The school has achieved much in developing pupils' bilingual skills. Preparation for the introduction of the foundation phase is going ahead purposefully. For example some teachers have visited other schools to observe other settings at work. Pupils are well aware of their responsibilities as citizens and of the need to follow the democratic process. The views and recommendations of the school council are considered carefully by teachers and governors. The arrangements to provide teachers with time during the taught week to plan, prepare and assess are effective and are well managed. Pupils are encouraged successfully to be aware of the importance of eating healthily and of the need to look after their own area. Pupils are made well aware of the importance of conserving resources and looking after the world's environment. There are very close and effective links with the nearby secondary school to which most pupils transfer at the age of eleven. There are also strong and meaningful links with local colleges and universities. Performance management arrangements are robust and are well established. All staff are aware of their targets for improvement.

126. Governors are very committed to the school and are very well led. Governors are very influential in shaping the long-term direction for the school. They work very closely with the headteacher in providing a positive and effective lead.

Many governors are actively involved in the day-to-day life of the school and are well informed. Governors very successfully and constructively hold the professional leadership of the school to account and keep a careful eye on the outcomes of their spending decisions. The governors' work very constructively together. The chair of governors provides a sensitive and supportive lead in this. The governing body meets all of its statutory requirements in full.

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

Grade 2: Good features and no important shortcomings

127. The findings of the inspection team matched the judgements made by the school in its own self-evaluation.

128. The process of gathering together information about the performance of the school and in identifying the school's strengths and weaknesses are very thorough. The process is detailed and is firmly based on first hand evidence. The views of the professional staff, pupils and governors are carefully considered. There are well-established arrangements for parents to express any concerns informally with governors. However, the views of parents have not been formally sought for example, through a questionnaire. Subject co-ordinators are well informed about the strengths and weaknesses of their own areas of responsibility and have contributed significantly to the process of self-evaluation. Governors and the professional staff have jointly contributed to agreeing the school's strengths and areas for development, for example, through spending a day in discussing together their views of the school and in agreeing how effective the school is.

129. The school self-evaluation document is well constructed. It is a clear, accurate and detailed analysis of the school's strengths and weaknesses. It is closely linked to the SDP and to the school's performance management programme. The SDP is accurately focused on the needs of the school and contains sufficient detail for governors to follow up on decisions made and to judge the success of initiatives set out in the plan. The SDP is well used as a working document by the professional staff to improve further the quality of teaching and learning. For example, there are effective arrangements now in place for teachers to plan, prepare and assess during the taught week, which was a recent school priority.

130. The inspection team agrees with the school's identification of its strengths and areas for improvement. The inspection team also agrees with nearly all of the judgements made by the school in its self-evaluation. Where the inspection team disagrees, this is because the school under estimated how well it cares for, guides and supports its pupils. Since the last inspection the school has made good progress in addressing the key issues for improvement.

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

Grade 2: Good features and no important shortcomings

131. The findings of the inspection team matched the judgements made by the school in its self-evaluation.

132. There are a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum. A good level of support staff makes a substantial contribution to pupils with SEN. They are generally well deployed in a range of activities and situations, and are closely involved in target setting, preparing work for pupils and feedback on progress.

133. Accommodation inside and outside is adequate and careful attention is paid to pupils' learning and daily needs. The governing body through its repair programme maintains the school building adequately.

134. Learning resources are reviewed regularly by subject leaders, and added to from an annual budget allocation. Significant allocation of budget to a particular area is matched and prioritised in the SDP. Pupils gain from significant funds raised by the "Friends of the School" providing recently for example, the installation of interactive whiteboards in each classroom.

135. The school has an appropriate collection of resources to meet the needs of the National Curriculum. Much of the provision is well used. Use of space is good. In ICT, resources are very good and are exceptional features of the school. They are used very effectively to enrich pupils' achievements.

136. The quality of pupil support through dedicated learning assistants is a strength of the school. They are well used and their quality has enabled the school to staff its planning appropriately.

137. The school has a range of books, materials and equipment of a high quality, which enhance the quality of provision in all curriculum areas. They are well cared for and used to enhance learning. The use of resources is regularly reviewed. Bearing in mind the good achievement of pupils by the age of eleven, the good quality of education and the school's strong leadership and management, the school provides good value for money.

School's response to the inspection

The inspection recognises that St Teilo's Catholic Primary School is a good school with many strengths and that we have made good progress since our last inspection. The inspectors concluded that the school is well led, with the headteacher, supported by a committed governing body, providing a clear vision for the school and a very purposeful and thoughtful lead to all staff who work with pupils in a very positive and constructive partnership. We are pleased that the inspectors reported that the quality of care, guidance and support given to the pupils is an outstanding feature of the school and that pupils with SEN are very well supported by a dedicated special needs team.

We are pleased to learn that during the inspection, the quality of teaching was at least good in 95% of lessons observed and very good in 21% with teachers showing a very good subject knowledge and a commitment to assisting pupils develop their full range of abilities in an atmosphere where pupils feel secure, guided and supported.

We also welcomed the conclusions relating to the development of the key skills, which reflect the school's policy for the development of key skills has been implemented to good effect. The overall findings summarised as Grade 2 for Key Skills was with ICT and the pupils' bilingual skills exhibiting many outstanding features resulting in both receiving Grade 1 by the inspectors.

In addition, the report confirms that the school provides good value for money bearing in mind the overall levels of pupils' achievement at the end of KS2, together with the provision of good quality education and the school's strong leadership and management.

In conclusion, the governors welcomed the report which confirms that we are achieving our aim to make out school a happy and secure place in which pupils grow in confidence and independence within a Christian ethos which is fully expressed in the day-to-day life of the school and which 'successfully places considerable emphasis on promoting pupils' awareness of the spiritual dimension of life'. These findings, together with the duly acknowledged skill and dedication of teachers and the care and talent of support staff, gives this school its distinctive nature and prompted the inspectors to conclude that 'pupils feel that the school and staff work hard at helping them to raise their levels of achievement.'

To further our development staff and governors will address the recommendations and formulate an action plan to complete the process of assembling collections of pupils' work to indicate the standards pupils achieve year on year in the foundation subjects. We will also develop strategies, which give greater prominence around the school to Welsh artists and crafts people. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	St Teilos V.R.C. School
School type	Nursery and Primary
Age-range of pupils	3 – 11
Address of school	Greenhill Road Tenby Pembrokeshire
Postcode	SA70 7LJ
Telephone number	01834 843995

Headteacher	Mr Nicholas Atherton
Date of appointment	1 September 1988
Chair of governors/ Appropriate authority	Mr R Morgan
Registered inspector	Mr Peter Mathias
Dates of inspection	5 - 7 March 2007

Appendix 2

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	8	17	12	15	19	7	14	17	109

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	5	1	5.44

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.5:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25.25:1
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2005	87.26	91.11	94.13
Spring 2006	85.98	87.29	93.66
Summer 2006	94.22	93.13	94.66

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results
End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:	13			
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School		0	19	50	31
		National		4	12	64	20
En: reading	Teacher assessment	School		0	19	50	31
		National		4	14	56	26
En: writing	Teacher assessment	School		0	19	81	0
		National		5	14	69	12
En: speaking and listening	Teacher assessment	School		0	6	56	38
		National		2	11	64	23
Mathematics	Teacher assessment	School		0	0	69	31
		National		2	10	63	24
Science	Teacher assessment	School		0	6	69	25
		National		2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	81.3	In Wales	80.9

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6							14	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School								36	64
		National								47	32
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School								43	57
		National								47	32
Science	Teacher assessment	School								36	64
		National								51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	100	In Wales	74.3

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of three inspectors who were present at the school for five inspector days carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Forty-six questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Nineteen lessons or 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 about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end 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 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context, Summary and recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices
Mr Stewart Hammond (Lay)	Contributions to Key Questions 1, 3, 4 & 7
Mr Enir Rees Morgan (Team Member)	Contributions to Key Questions 2, 3, 4 & 7
Mr Nicholas Atherton (Headteacher + Nominee)	Contributions to all Key Questions

Acknowledgement
The inspectors wish to thank the management group, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

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