

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Broad Haven C.P. School
Webbs Hill
Broad Haven
Haverfordwest
Pembrokeshire
SA62 3JT**

School Number: 6682271

Date of Inspection: 19/10/09

by

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78706**

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Introduction

Broad Haven C.P. 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 Broad Haven C.P. School took place between 19/10/09 and 21/10/09. An independent team of inspectors, led by Dr David Gareth Evans, 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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 **standard** 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

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Context

The nature of the provider

- 1 Broad Haven Primary School is situated in the seaside village of Broad Haven, which is to the west of Haverfordwest. It was built as an area school and caters for the seaside villages of Broad and Little Haven and the rural areas of Walton West, Haroldston, Talbenny, Hasguard and Walwyn's Castle. The school is in the English-speaking part of the county and is designated as an English-medium school.
- 2 There are currently 123 pupils on roll between the ages of 4 and 11 and the majority of these live in a rural area, with approximately 25 per cent of the families described as relatively prosperous, 50 per cent as neither prosperous nor economically disadvantaged and 25 per cent as economically disadvantaged.
- 3 Around three per cent of pupils are entitled to free school meals, which is well below national and local averages. No pupils use Welsh as a home language and no pupils receive teaching in English as an additional language. Twenty-one per cent of pupils are identified as having special educational needs (SEN), and this figure is about average.
- 4 The school notes that, because of the picturesque, coastal locality of Broad Haven, many new families move into the village from outside the county and this mobility factor often makes it difficult to produce accurate long-term plans for school provision. As a result, the school is currently at full capacity.
- 5 The school was last inspected in April 2004 and since then there have been significant changes in staffing and management. The head teacher was appointed in March 2005 and a new deputy in September 2005. In addition, two classroom teachers were recently appointed, one in January 2008 and the other in September 2009. At present there are five teaching assistants, two of whom work in the foundation phase and one with a child with specific needs.
- 6 The school has gained the Basic Skills Quality Mark for the fourth time; it has been awarded all five leaves for the Health Promoting Schools programme, achieved the Silver Award as an Eco School and attained the Bronze Award for Sustainable schools. 'ContinYou Cymru' recognises that the school makes a difference in out-of-school hours learning.
- 7 The school was last inspected in March 2004.

The school's priorities and targets

- 8 In its mission statement the school expresses its commitment to produce confident, happy and knowledgeable pupils, who are well equipped to make the most of all their opportunities in an ever-changing world.
- 9 The school tries to expand children's knowledge and understanding of the world both globally and locally wherever possible, using the local environment.
- 10 The school aims to:
 - enlarge and develop children's knowledge, experience and skills so that they can become a valuable contributor to society;
 - ensure that children know how to behave with care, courtesy and good manners and are respectful of property;
 - develop co-operative children who are happy, cheerful, enthusiastic, keen on school and eager to succeed;
 - stimulate the emotional and social development of children so that they will be able to realise their maximum potential;
 - create an awareness of, and a desire for, the spiritual dimensions of life by giving children knowledge of religions, particularly Christianity;
 - encourage pupils to take care of, and have a pride in, their local environment with a particular emphasis on sustainability; and
 - give pupils opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historic and linguistic characteristics of Wales.
- 11 The school's current priorities in its school development plan (SDP) include to:
 - implement the Abacus Evolve Maths Scheme in both key stages;
 - develop assessment procedures in the foundation phase;
 - encourage the use of bilingualism throughout the school;
 - raise the profile and provision for entrepreneurial skills, linked to the key skills programme;
 - formulate a working party to explore options for extension to the school building in order to cater for ever-increasing pupil numbers; and
 - ensure that the school council discusses menu options with the local council.

Summary

- 12 Broad Haven Primary is a good school where most pupils achieve well. The head teacher provides dedicated and effective leadership and management. All members of staff have made significant contributions to recent developments.

Table of grades awarded

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

- 13 The judgements of the inspection team match those of the school in six of the seven key questions. Where the team did not agree in the key questions, this was because insufficient outstanding features were identified to award a Grade 1.

Standards

- 14 Statistical analysis of the school's results in national tests is applied with some caution, because the number of pupils entered for assessment is often quite small and fluctuates from year to year.
- 15 In key stage 1 in 2009, results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science in combination, was also well above both national and local averages. The percentage of pupils attaining the higher level 3 in the core subjects was also above national averages.
- 16 When the 2009 key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals), in English and the CSI they were above average, while those in mathematics and

science were well above average. Over the last three years results have usually been above average when compared to the family of schools. In 2009, boys outperformed girls in English and attained more level 3s in English and mathematics, while in science boys and girls performed equally well. Over the last four years there has been an improving trend at key stage 1.

- 17 In key stage 2 in 2009 results in English, mathematics and science were above both national and local averages. The CSI, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also above both averages. The percentage of pupils attaining the higher level 5 was above average in English and below average in mathematics and science. Girls outperformed boys in English and narrowly outperformed them in mathematics.
- 18 When the 2009 key stage 2 results are compared with similar schools, in English and mathematics they were below average, those in science were well above average and the CSI was well below average. In English and mathematics results have fluctuated over the last four years, while the trend in performance has been upwards in science. When compared to the family of schools, results in English were below average in 2008 and 2009, while in mathematics they were below average in 2009 and above average in 2007 and 2008.
- 19 Compared with similar schools over the last four years results in English have remained about the same, while in mathematics results were good in 2007 and 2008. When the results of pupils in Year 6 are compared with their results in Year 2, inspection evidence shows that the same pupils have made good progress during their time in key stage 2.
- 20 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

- 21 These figures are slightly below the national picture reported by Her Majesty's Chief Inspector (HMCI) in his Annual Report for 2007-2008, where standards are Grade 2 or better in 84 per cent of lessons and outstanding in 12 per cent.

Subjects and/or areas of learning for under-fives:

Reception

Personal and social development, wellbeing and cultural diversity	Grade 1
Language, literacy and communication Skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

- 22 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected

Inspection Area	Under-fives	Key Stage 1	Key Stage 2
Foundation Phase	Grade 2		
English		Grade 2	Grade 2
Welsh second language		Grade 2	Grade 3
Mathematics		Grade 2	Grade 2
Science		Grade 2	Grade 2
Information and communication technology		Grade 1	Grade 1

- 23 Children under five make outstanding progress in personal and social education and information and communication technology skills(ICT). They make good progress with no important shortcomings in speaking, listening, early reading and writing skills, in overall bilingual competence, numeracy, problem-solving and creative skills.
- 24 In key stages 1 and 2, pupils make outstanding progress in personal and social education and ICT skills. They make good progress in speaking, listening, reading, writing, numeracy, problem-solving and creative skills. In Welsh communication skills and overall bilingual competence, pupils make good progress in key stage 1, while good features outweigh shortcomings in key stage 2.
- 25 Many pupils in school, regardless of their age, ability or ethnicity, make good progress towards fulfilling their potential, but more able and talented pupils do not always achieve well enough.
- 26 Pupils' understanding of how they are learning and of what they need to do to improve has good features that outweigh shortcomings.
- 27 Most pupils make outstanding progress in their personal, social, moral and wider development. Nearly all learners are well behaved, courteous and polite to each other, to staff and visitors. Nearly all work extremely well with each other in lessons and this is an outstanding feature.
- 28 At 93.8 per cent the average rate of attendance for the three terms prior to the inspection is above local and all-Wales averages.

The quality of education and training

- 29 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	71%	7%	0%	0%

- 30 These figures are higher than the national picture reported by HMCI in his Annual Report for 2007-2008, where the quality of teaching is Grade 2 or better in 83 per cent of lessons and outstanding in 16 per cent.
- 31 The outstanding features observed in the best lessons include: exceptionally stimulating and innovative teaching strategies and methods and high expectations of what pupils can achieve. Where teaching was judged to be good with no important shortcomings, the good features include: detailed knowledge and understanding of the subjects being taught; purposeful use of various teaching strategies and techniques; and a good pace of teaching, which stimulates pupils' learning well.
- 32 In the lessons where teaching was judged to have some shortcomings, these include: teachers not planning effectively to promote pupils' use of incidental Welsh; and a lack of challenge in the tasks provided to extend pupils' learning, in particular for the more able and talented pupils.
- 33 Assessment procedures are good overall and statutory requirements for assessment, recording and reporting are met fully. However, assessment information is not always used well enough to provide suitable challenges for more able pupils and opportunities to enable pupils to be involved in evaluating their own learning are in the early stages of development.
- 34 The school has good arrangements to meet the needs and abilities of most pupils. The curriculum is broad and balanced and provision for the development of pupils' spiritual, moral, social and cultural development is outstanding. Acts of collective worship play an important role in the school and fulfil statutory requirements. The cwricwlwm Cymreig is promoted well, but there is insufficient continuity and progression of pupils' bilingual skills.
- 35 The school provides good quality care, support and guidance for pupils. There are good policies and well-documented procedures in place to ensure the healthy development, safety and well-being of pupils. The quality of provision for pupils with SEN is good.

Leadership and management

- 36 The head teacher has very successfully led the school over the last few years. He is very committed to the school and strives for pupils to achieve their best. The overall quality of subject co-ordination is good. The quality of support and direction given by the governing body (GB) is good and governors meet their statutory obligations.
- 37 The school has established a positive, self-critical culture and effective self-evaluation procedures. The school has made good progress since the last inspection and dealt successfully with the key issues identified in the last report.
- 38 Overall provision for staffing, resources and accommodation is good. The school is currently over capacity, but the head teacher and staff make effective

use of the accommodation to provide a welcoming and secure environment for pupils.

- 39 Economic, efficient and effective use is made of available resources. The school provides good value for money.

Recommendations

In order to maintain and build on recent developments, the school needs to:

- R1 improve provision and raise standards in Welsh communication skills and bilingual competence*;
- R2 raise standards and improve provision for more able and talented pupils; and
- R3 continue to develop whole-school assessment procedures and involve pupils more in the assessment of their own learning.

*Aspects of these are already identified by the school in its current SDP.

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.

- 40 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 41 Statistical analysis of the school's results in national tests is applied with some caution, because the number of pupils entered for assessment is often quite small and fluctuates from year to year. This means that one pupil's attainment can often be a far higher percentage of the total than is the case normally. This occurred in 2008 and 2009 in key stage 2.
- 42 In key stage 1 in 2009 results of the teacher assessments in English, mathematics and science were well above national and local averages. The CSI, which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science in combination, was also well above both national and local averages. The percentage of pupils attaining the higher level 3 in the core subjects was also above national averages.
- 43 When the 2009 key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals), in English and the CSI they were above average, while those in mathematics and science were well above average. Over the last three years results have usually been above average when compared to the family of schools. In 2009 boys outperformed girls in English and attained more level 3s in English and mathematics, while in science boys and girls performed equally well. Over the last four years there has been an improving trend at key stage 1.
- 44 In key stage 2 in 2009 results in English, mathematics and science were above both national and local averages. The CSI, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also above both averages. The percentage of pupils attaining the higher level 5 was above average in English and below average in mathematics and science. Girls outperformed boys in English and narrowly outperformed them in mathematics.
- 45 When the 2009 key stage 2 results are compared with similar schools, in English and mathematics they were below average, those in science were well above average and the CSI was well below average. In English and mathematics results have fluctuated over the last four years, while the trend in performance has been upwards in science. When compared to the family of schools, results in English were below average in 2008 and 2009, while in mathematics they were below average in 2009 and above average in 2007 and 2008.
- 46 Compared with similar schools, over the last four years results in English have remained about the same, while in mathematics results were good in 2007 and

2008. When the results of pupils in Year 6 are compared with their results in Year 2, inspection evidence shows that the same pupils have made good progress during their time in key stage 2.

47 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

48 These figures are slightly below the national picture reported by HMCI in his Annual Report for 2007-2008, where standards are Grade 2 or better in 84 per cent of lessons and outstanding in 12 per cent. However, the percentages are largely affected by pupils' standards in one particular subject, Welsh second language, at key stage 2.

Subjects and/or areas of learning for under-fives:

Reception

Personal and social development, wellbeing and cultural diversity	Grade 1
Language, literacy and communication Skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

49 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

50 Baseline assessments indicate that children enter the school with skills and experiences that are broadly similar to those expected for their age.

Grades for standards in subjects inspected

Inspection Area	Under-fives	Key Stage 1	Key Stage 2
Foundation Phase	Grade 2		
English		Grade 2	Grade 2
Welsh second language		Grade 2	Grade 3
Mathematics		Grade 2	Grade 2
Science		Grade 2	Grade 2
Information and communication technology		Grade 1	Grade 1

- 51 Children under five make outstanding progress in personal and social education ICT skills. They make good progress in speaking, listening, early reading and writing skills, as well as in overall bilingual competence, numeracy, problem-solving and creative skills.
- 52 In key stages 1 and 2, pupils make outstanding progress in personal and social education and ICT skills. They make good progress in speaking, listening, reading, writing, numeracy, problem-solving and creative skills. In Welsh communication skills and overall bilingual competence, they make good progress in key stage 1, while good features outweigh shortcomings in key stage 2.
- 53 Many pupils in school, regardless of their age, ability or ethnicity, make good progress towards fulfilling their potential in the acquisition of new skills, knowledge and understanding. However, more able and talented pupils do not always achieve well enough.
- 54 The majority of pupils with SEN make good progress in relation to their age and capabilities and they benefit from the effective support and intervention strategies provided.
- 55 Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate are generally good. Most work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work. Nearly all work extremely well with each other in lessons and this is an outstanding feature.
- 56 Pupils' understanding of how they are learning and of what they need to do to improve has good features that outweigh shortcomings. Although they have targets for improvement in English and mathematics, most are not clear as to how these can help them to improve their work.
- 57 Most pupils make outstanding progress in their personal, social, moral and wider development and they are fully involved in the life and work of the school. They develop a very good understanding of corporate responsibilities through their roles on the well-established school council and Eco committee and they participate fully in decision-making processes. Nearly all show respect and concern for others and for school property and display very good social skills as they collaborate in small groups or in pairs.
- 58 Nearly all learners are well behaved, courteous and polite to each other, to staff and visitors. They respond well to the efforts of members of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general.
- 59 Pupils' awareness of equal opportunities is good. Most play an active part in the life and work of the school through the school council and their involvement in many extra-curricular activities. They develop effective skills to work as part of a team and as members of the school community.

- 60 Most pupils prepare well for participation in the workplace and the community. They raise funds for local and national causes and visit many different places; this ensures that they have a good understanding of community-related and global issues. Many have additional responsibilities; for example, they serve as peer mediators and willingly work to help resolve conflicts and ensure that no one is friendless at playtime.
- 61 At 93.8 per cent the average rate of attendance for the three terms prior to the inspection is above local and all-Wales averages. Absences are caused mainly by illnesses and family holidays taken during term time. The school regularly reminds parents of the need for regular and punctual attendance.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

- 62 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 63 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	71%	7%	0%	0%

- 64 These figures are higher than the national picture reported by HMCI in his Annual Report for 2007-2008, where the quality of teaching is Grade 2 or better in 83 per cent of lessons and outstanding in 16 per cent.
- 65 The outstanding features observed in the best lessons are:
- exceptionally stimulating and innovative teaching strategies and methods that completely capture pupils' interest and enthusiasm from the outset and systematically develop their skills and understanding;
 - high expectations of what pupils can achieve; and
 - a precise match between individual pupils' abilities and the level of challenge in the tasks presented to them.
- 66 Where teaching was judged to be good with no important shortcomings, the good features include:
- teachers' detailed knowledge and understanding of the subjects being taught;
 - purposeful use of various teaching strategies and techniques;

- confident and effective use of the interactive whiteboard to improve the quality of lesson introductions and to enthuse pupils; and
 - a good pace of teaching, which stimulates pupils' learning well.
- 67 In the lessons where teaching was judged to have some shortcomings, these include:
- teachers not planning effectively to promote pupils' use of incidental Welsh;
 - a lack of challenge in the tasks provided to extend pupils' learning, in particular the more able and talented pupils; and
 - inadequate behaviour management to sustain pupils' interest
- 68 Teaching assistants make an invaluable contribution to pupils' learning and many successfully lead groups of pupils. They are deployed effectively in most classes and they relate well to pupils and adults.
- 69 Homework is set regularly and older pupils enjoy frequent opportunities to conduct independent research in subjects across the curriculum.
- 70 Assessment procedures are good overall and statutory requirements for assessment, recording and reporting are met fully.
- 71 Baseline assessments undertaken in the reception class are used effectively to monitor children's progress. Observational assessment of learning in the foundation phase is an integral part of daily routines and a designated time is allotted each day for staff to collate and review their findings. Observations and assessments are closely linked to planning for the next steps in children's learning.
- 72 The school has an effective tracking system, which is used to monitor the progress of pupils from reception to the end of key stage 2. The information gained from standardised tests is analysed carefully and enhanced by regular on-going assessment opportunities, which are identified across all subjects. This information is used well to set targets for improvement and to group pupils so as to enable specific support to be provided when needed. However, assessment information is not used well enough to provide suitable challenges for more able pupils.
- 73 Consistency in teacher assessments is supported by the school's good quality foundation phase and subject portfolios of levelled and annotated samples of pupils' work. The school has been especially proactive in leading its cluster of primary and receiving comprehensive schools to produce portfolios of work in core subjects, so as to moderate standards of assessment and ensure consistency and comparability of levelled work at key stage 2.
- 74 Opportunities to enable pupils to be involved in evaluating their own learning are in the early stages of development. Pupils are increasingly involved in setting their own short-term targets for improvements, which are often

displayed in classrooms or in pupils' books. However, the promotion of pupils' ability to evaluate their own learning and that of others is inconsistent across the school.

- 75 The quality of oral feedback in lessons is helpful and the marking of pupils' work is undertaken regularly. However, written comments do not always ensure that pupils understand how well they are doing or indicate the next steps that they have to take in order to improve the standard of work.
- 76 Annual reports to parents conform to statutory guidance and include detailed information on pupils' achievements and targets for further development. Parents appreciate the school's open door policy and regular, formal opportunities to visit the school to discuss their child's progress. Parents are given an opportunity to respond to annual reports both verbally and in writing in the summer term.

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.

- 77 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. This is because the inspection team did not identify a sufficient number of outstanding features to award a Grade 1.
- 78 The school provides a good curriculum, which is broad, balanced and conforms to statutory requirements. Most pupils' aspirations are met successfully through an outstanding range of extra-curricular experiences, a strong emphasis on the promotion of personal and social development and many beneficial partnerships.
- 79 Schemes of work for all subjects and areas of learning are of good quality and reflect recent curricular changes. They ensure coherence, continuity and progression in pupils' learning across the key stages. The curriculum provides interesting and stimulating experiences, which meet the needs of the vast majority of learners well. Aspects of learning through play and practical experiences are very well planned throughout key stage 1 and these prepare the way effectively for the extension of the foundation phase principles.
- 80 However, learning experiences do not consistently offer sufficient challenge for more able pupils and the school fully recognises the need to identify and provide more effectively for the upper 20 per cent of pupils.
- 81 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Children have access to a well-planned and meaningful range of indoor and outdoor learning activities and children's 'Plan, Do, Tell' experiences give them good opportunities to make choices and become independent learners.

- 82 The provision for the development of pupils' basic and key skills is good. Imaginative opportunities are provided to develop, for example, pupils' thinking, creative and problem-solving skills in key stage 1 through the stimulating range of 'Challenges' activities.
- 83 Learners' experiences are broadened and enriched through an outstanding range of interesting, additional experiences. Sports, life-saving and art clubs, for example, are provided by teachers, parents and members of the community and many of these activities result in considerable success at national level. Clubs are very well attended and appreciated by both pupils and parents. All pupils benefit from carefully planned educational and residential visits to many historical and cultural centres, which include the Millennium Centre, Skomer, Castell Henllys and the National Botanic Garden of Wales. Pupils also benefit greatly from visits to the school by local clergy, authors and artists. These have a positive impact on pupils' knowledge and understanding across the curriculum.
- 84 Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through a wide variety of learning experiences. Acts of collective worship play an important role in the school and fulfil statutory requirements. Learners are given consistent opportunities to reflect on key messages and to relate them to their own lives. Assemblies are often led by local clergy and they contribute very effectively to the development of pupils' spiritual awareness.
- 85 All pupils are very actively encouraged to be polite, helpful and to have a clear sense of ownership of the school and its environment. This is an outstanding feature of the provision. All are encouraged to nurture respect for others and to acquire a mature awareness of the difference between what is acceptable and unacceptable. Pupils' social skills are very well developed through the provision of excellent opportunities to work together in a variety of ways across the curriculum. This is a notable strength of the school.
- 86 The promotion of pupils' cultural awareness is also very good and the multi-cultural aspect is celebrated very effectively through subjects, such as geography and religious education, ensuring that pupils gain an exceptional understanding of the traditions and cultures of the wider world.
- 87 Provision for the promotion of the cwricwlwm Cymreig is good and pupils are encouraged to develop a keen awareness and understanding of their Welsh culture and heritage through visits to such places as the Museum of Welsh Life at St Fagan's, membership of the Urdd and participation in its sporting and eisteddfod competitions. However, the curriculum does not ensure sufficient continuity and progression of pupils' bilingual skills.
- 88 A well-structured and good quality Personal and Social Education (PSE) framework is provided, which permeates the life of the school and provides pupils with a variety of learning experiences. Representatives of the care services make important contributions to pupils' sex and relationships

education and to their awareness of substance misuse and personal safety. The school successfully promotes healthy eating and a healthy lifestyle.

- 89 The school promotes equality of opportunity and celebrates the achievements of pupils in every aspect of school life. Staff ensure that pupils are treated equally and have full access to the curriculum, which includes many opportunities to participate in all the activities that the school provides.
- 90 The promotion of sustainable development has good features and no important shortcomings. The Eco committee works diligently and pupils are made very aware of the need to care for the environment and to conserve natural resources. Sustainability schemes for recycling paper and ink cartridges and for composting food waste have been successfully incorporated into the daily routine of the school. Visitors from Uganda and Germany, together with regular charitable fund-raising activities and curricular experiences in geography and religious education, succeed in raising pupils' awareness of being citizens of the world.
- 91 The school's partnership with parents, the community, other schools and colleges is outstanding. There are strong transitional links with the main receiving secondary school and an excellent partnership with the local initial teacher training university. During the last academic year the school also welcomed a student from Germany on a three-month placement.
- 92 The school's provision for work-related education is good and successfully contributes to pupils' understanding of the world of work. The school has developed links with several local businesses and industries.
- 93 The school successfully promotes pupils' entrepreneurial and problem-solving skills. Pupils are given many opportunities to take decisions about school life and to organise, produce and sell various items at Christmas and summer fayres.
- 94 The school effectively provides experiences for pupils to develop lifelong learning skills. Links with the local community are used well to provide them with many opportunities to participate in local community activities and to develop their understanding of their locality.

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

Grade 2: Good features and no important shortcomings.

- 95 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 96 The school provides good quality care, support and guidance for pupils. The head teacher and members of staff are very caring and aware of the individual circumstances of pupils. Parents express confidence that their children are safe and secure in school.

- 97 The school enjoys a positive partnership with parents and carers. Parents are kept generally well informed of school events through several channels, including the e-portal.
- 98 The school council is well established and effective in giving pupils the opportunity to make changes in areas that are of concern to them.
- 99 Procedures for helping the youngest children cope with the transition from home to school are good. The nearby nursery visits the school regularly and prospective parents are provided with a range of information. Very clear expectations and well-rehearsed reception routines also help children to settle very quickly. Arrangements for transferring to different classes and to the secondary school are well-established and effective and ensure that pupils settle quickly into their new environments.
- 100 Pupils have access to an effective PSE programme in line with national recommendations, which contributes well to the good quality of support and guidance offered to them. The school seeks the assistance of the Local Authority (LA) and specialist agencies to support individuals and groups of pupils, when necessary.
- 101 The provision for promoting a health education and a healthy lifestyle amongst its pupils is good. There is a clear policy and detailed procedures, which are diligently followed. To encourage healthy eating, fruit is provided and pupils are encouraged to drink water throughout the day. The importance of exercise is successfully developed during PSE sessions and supported by a range of after-school sports clubs. The importance of hygiene is reinforced by visits from health professionals. The school effectively promotes the well-being of pupils.
- 102 Pupils' attendance, punctuality, behaviour and performance are appropriately monitored. Good links exist with the education welfare officer should the non-attendance or behaviour of an individual pupil give cause for concern. Parents are advised of the procedures for notifying absences and of the detrimental effect of lateness and non-attendance on their children's education. The school takes appropriate account of the National Assembly for Wales Circular 47/2006.
- 103 Teachers and support staff apply policies for behaviour management consistently. Arrangements to encourage pupils to behave well are extremely effective; this is evident in the behaviour observed. Midday supervisors understand their role in the reward system and peer mediators have an important role in maintaining good behaviour. Pupils say that they are effective in helping everyone to play happily together.
- 104 There are good policies and well-documented procedures in place to ensure the healthy development, safety and well-being of pupils. Members of staff are trained in first aid; procedures for caring for pupils who feel ill, or for those who have an accident during the day, are effective. Good use is made of the accident book, regular fire drills are held and equipment is checked in compliance with health and safety regulations. Risk assessments are carried

out before school visits and there are effective procedures in place to monitor the assessments. The healthy schools initiative contributes successfully to the wellbeing of pupils.

- 105 The school has a suitable policy for safeguarding pupils. The head teacher has designated responsibility for child protection issues and ensures that adults in the school are aware of the correct procedures to be followed and that training is regularly updated.
- 106 The overall quality of provision for pupils with SEN is good. The school takes good account of the framework for inclusive education and ensures that pupils with SEN are fully included in all aspects of school life. The school's policy clearly outlines assessment procedures and the support that should be provided for pupils identified as having SEN. The roles and responsibilities of those members of staff who support pupils are clear.
- 107 The identification and diagnosis of needs takes a graduated approach, as exemplified in the SEN Code of Practice. Pupils who may have a special need are effectively identified at an early stage through observations and assessments.
- 108 Good additional support is provided to meet the needs of pupils with SEN. Teachers and support staff liaise effectively in order to provide continuity of experience. There is a good balance between in-class support and small withdrawal groups for brief, but intensive, activities. Support staff are well trained and knowledgeable about pupils' needs and learning objectives. Recently introduced strategies, to intervene where pupils are not progressing as well as expected in literacy and mathematics, are well targeted.
- 109 Assessment and recording procedures for pupils with SEN are good and ensure that the targets set on individual education plans (IEPs) provide adequate and appropriate planning for further improvement in a variety of social and learning skills. IEPs contain clear, achievable targets and pupils' progress is regularly monitored. The views of parents and pupils are taken into account wherever possible. Reports from specialist agencies, such as occupational therapy, educational psychology and physiotherapy, also inform progress reports and recommendations for further action.
- 110 There are effective measures, including support from outside agencies, for pupils whose behaviour impedes their progress or that of others. Such incidents are very rare, but the school reports that agreed procedures have been effective when needed.
- 111 Appropriate policies and arrangements have been established to deal with oppressive behaviour, including bullying and other forms of harassment. Pupils are also involved in drawing up their own class rules to reinforce and consolidate understanding of their responsibility for their own behaviour
- 112 The overall quality of provision for equal opportunities is good and all relevant policies and documentation relating to gender, race, bullying and disability are

in place. The school promotes pupils' understanding of race relations well and there is a suitable race equality and action plan in place. However, the school does not effectively support more able pupils.

- 113 The school effectively promotes gender equality and challenges stereotypes in pupils' choices and expectations throughout the wider curriculum. It ensures that pupils have equal opportunities to participate in all the school's activities including, for example, residential visits and the wide range of extra-curricular clubs.
- 114 There are suitable disability action plans and a disability equality scheme that take full account of the school site and buildings.
- 115 The school effectively promotes pupils' awareness of cultural and religious diversity in the wider world through its celebration of different festivals.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 116 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 117 The head teacher's leadership is exemplary and he has successfully led the school over the last few years. He provides sensitive, purposeful and dedicated leadership. He is very committed to the school and strives for pupils to achieve their best. He has established an effective sense of direction for the school and successfully promotes shared values and norms about learning, behaviour and relationships that sustain the achievement of good standards. Under his leadership, an environment based on trust and the active promotion of self-respect and self-esteem is effectively developed. His management is inclusive and he retains the respect and loyalty of governors, staff and pupils alike.
- 118 The head teacher ensures that objectives and targets are correctly identified for the future improvement of the school. The head teacher is very clear about how the school needs to continue to develop. All members of staff and volunteers are fully aware of the principles and priorities.
- 119 The overall quality of subject co-ordination is good. All teachers are closely involved in policy-making decisions and have designed and implemented good schemes of work. Co-ordinators also successfully monitor and evaluate teaching in their areas of responsibility.
- 120 The school responds well to local and national priorities. For example, it has concentrated successfully on developing ICT and healthy schools initiatives and is focusing clearly on the introduction of the new foundation phase. The

head teacher, members of staff and the GB collaborate well to establish the school firmly in the local community.

- 121 The school is committed to developing the expertise of both teaching and support staff. Performance management procedures are well established and successfully promote teachers' continuing professional development.
- 122 The quality of support and direction given by the GB is good. Governors are well acquainted with the school and co-operate effectively with the head teacher and staff in order to set a clear strategic direction for the school. They undertake their monitoring responsibilities appropriately through purposeful visits and various committees. They play a fully supportive role in the development of the school. The GB meets its statutory requirements.

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

Grade 2: Good features and no important shortcomings

- 123 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 124 The school has established a positive, self-critical culture and robust self-evaluation procedures that are comprehensive, systematic and based on specific evidence. The head teacher, all members of staff and governors are fully involved in, and committed to, improving the school's provision. There are strong links between the self-evaluation process and the SDP. School managers meet regularly to review school performance and development.
- 125 Self-evaluation is based on rigorous judgements about standards and the quality of education provided. The head teacher plays a key role in monitoring the quality of teaching, learning and assessment. Subject leaders are well informed about standards and performance in the areas for which they are responsible. They monitor books, review teachers' planning, audit resources and hold discussions with learners. Subject self-review reports are regularly produced, based on clear evidence, and they identify the areas for improvement.
- 126 Analysis of the views of interested parties, such as parents, pupils, staff and governors, is carefully undertaken to inform the self-evaluation process. All views and opinions are given serious consideration and acted upon appropriately.
- 127 The self-evaluation report produced by the school prior to the inspection is a concise, well-focused document that clearly identifies strengths and areas for improvement. It is securely based on a comprehensive range of relevant information and evidence, including monitoring of teaching and learning and an analysis of performance-related data, in order to support its conclusions. Effective use is made of the information gathered to set targets and to identify

the way forward. The judgements of the inspection team match those of the school in six of the seven key questions.

- 128 The SDP is a strategic document which records actions, responsibilities, time scales, costs and success criteria for each target. Appropriate resources are provided to ensure that the set targets are achievable.
- 129 The school makes sustained efforts to obtain relevant sources of information, which are used well to evaluate its performance. It uses national and local data to target areas that have shortcomings. During recent years, the self-evaluation process has highlighted important priorities for improvement and the school can show that there have been many measurable improvements as a result of these actions. These include allocating resources and expertise to raise standards in literacy and numeracy.
- 130 The school has made good progress since the last inspection and dealt successfully with the key issues identified in the last report. Positive improvements can be seen in a number of areas, notably the effective development of key skills across the curriculum and the role of subject co-ordinators.

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 match the judgement made by the school in its self-evaluation report.
- 132 The school has an appropriate number of teachers and support staff, who are suitably qualified. They have a good range of expertise and experience, which is used well. The deployment of teaching and support staff is good and the school uses the subject expertise of individual teachers well. Learning support assistants are well trained to fulfil their roles and they make an important contribution to the quality of teaching.
- 133 A range of training opportunities and visits ensures that teachers' needs and school priorities are met. Staff benefit from appropriate training that improves their expertise in different curricular areas and has a positive impact on standards. In addition, whole-school training addresses priorities indicated in the SDP.
- 134 Several teachers, including the head teacher, have regularly been seconded to the LA and invited to share their expertise and knowledge with colleagues. This is an outstanding feature of the provision. The school has also invested wisely in the professional development of support staff.
- 135 The school uses its resources for workforce remodelling extremely well: there is leadership and management time for teachers; and clerical and administrative tasks are not undertaken by teachers. A higher level teaching assistant (HLTA) covers planning, preparation and assessment time (PPA) for

staff and very good use is made of this.

- 136 Effective administrative support is provided, which ensures that the life of the school runs smoothly and efficiently. Cleaning staff and lunchtime supervisory assistants are valued members of the school team and make an important contribution to the school community.
- 137 The school is well resourced and pupils have ready access to a wide range of resources appropriate to their age and needs. There have been investments recently in a language scheme and there is a wide selection of Welsh learners' reading material. The use made of resources in the foundation phase is very effective. Extensive use is made of resources outside the classroom and visits linked to the curriculum, for example, museums, theatres and the locality.
- 138 The internal accommodation is generally adequate for the number of pupils on roll and the work areas are well used. Attractive wall displays in shared areas and classrooms celebrate pupils' work effectively; they are stimulating and informative and provide good learning experiences for pupils. In recent times the school has worked hard to provide additional resources and play areas for foundation phase children.
- 139 Although the school is currently over-capacity, the head teacher and staff make effective use of the buildings to provide a welcoming and secure environment for all pupils. Numerous projects have been undertaken in the recent past to accommodate a pupil with an acute disability and further measures are required to ensure her continued progress.
- 140 Economic, efficient and effective use is made of available resources. The financial implications of all priorities in the SDP are carefully set out. The school successfully secures grants from a number of sources, thus saving money from its allocated budget. It also raises valuable funds through many school events. Key spending decisions are made after full consultation with relevant members of staff and the GB. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Overall grade: Reception: Grade 2: Good features and no important shortcomings.

Personal and social development, wellbeing and cultural diversity.

Reception: Grade 1: Good with outstanding features

Outstanding features

- 141 All reception children are very eager to take part in new experiences and they explore new learning skills, opportunities and resources with enormous enthusiasm.
- 142 Children display outstanding features in their behaviour, self-control and co-operation with other children and adults and they work independently throughout their tasks.
- 143 Many children initiate support and help for their peers.

Good features

- 144 All reception children are happy and confident in their class work and nearly all sustain their concentration for an increasing amount of time. They have a good understanding of right and wrong and realise the importance of good manners. They wait their turn patiently and listen well to each other and to adults. Most understand the need for personal hygiene and have an increasing understanding of the importance of exercising and eating healthily.
- 145 Through celebrating the harvest festival, St.David's Day and activities based on the traditions and customs of other countries, such as India, all children develop an increasing knowledge and understanding of their own culture and of other cultures in the world.
- 146 All children take responsibility for dressing and undressing themselves, with the minimum of fuss, when preparing for any physical activities or outdoor experiences and they are keen to tidy the indoor classroom and outdoor area at the end of activities.
- 147 Most children have a good understanding of caring for the environment as they demonstrate in their personal prayers of thanksgiving, through recycling activities and growing a range of seeds, plants and vegetables in their garden.

Shortcomings

- 148 There are no important shortcomings.

Language, literacy and communication skills

Reception: Grade 2: Good features and no important shortcomings

Good features

- 149 All children in the reception class listen attentively to presentations of a story, to adults and to their peers and respond well to adults' questions. Nearly all speak clearly and confidently and respond and participate with enthusiasm in class discussions and role-play activities, adapting their language successfully.
- 150 All children enjoy sharing books and readily express opinions when listening and predicting events in the story 'The Journey'. Many name letters correctly,

linking symbols with a sound and identifying objects that begin with the symbol. Many read simple texts with understanding, showing the ability to retell the story or predict events from pictorial clues.

- 151 Nearly all children enjoy their mark-making opportunities, using a wide variety of media, both indoors and outdoors, to form letters correctly. Their emergent writing skills develop well, with most succeeding in forming letters correctly, overwriting and copying, and with a few writing sentences independently.

Shortcomings

- 152 There are no important shortcomings.

Mathematical development

Reception: Grade 2: Good features and no important shortcomings

Good features

- 153 Most reception children use numbers confidently when counting backward and forwards from 0- 20. The more able count to 100 and in 10s to 100. Their number skills develop well and nearly all match simple numbers to symbols and sound.
- 154 All children quickly develop a good understanding of mathematical concepts through singing number rhymes and songs and use number as part of their daily routine.
- 155 Most children confidently identify and describe features relating to a range of simple two-dimensional shapes. Most accurately estimate and predict, using non-standard measures, as they match the size of their own feet to that of the 'Giant of Preseli' or when undertaking baking activities.
- 156 Most children predict and correctly sequence teddies from the smallest to the largest. They pour and fill with confidence and use comparative language, such as full/empty and heavy/light, when playing with sand or water. They extend their understanding of positional vocabulary as they take part in soft-play sessions or during their outdoor activities.
- 157 Many children understand the passing of time in the context of their own lives and nearly all are well aware of the daily routines of their class. Nearly all realise the purpose of money through their role-play in the shop. They recognise pieces of money and enjoy solving practical problems in relation to paying for and receiving change for cakes or objects in the birthday shop.

Shortcomings

- 158 There are no important shortcomings.

Welsh language development

Reception: Grade 2: Good features and no important shortcomings

Good Features

- 159 All reception children make a good start to learning Welsh and respond enthusiastically and accurately to simple questions, using an increasing range of vocabulary. All listen to, and perform, Welsh rhymes and action songs well.
- 160 Most children listen carefully and use Welsh regularly and confidently throughout the day, for example, when discussing their feelings or talking about the weather. They respond well to greetings and correctly pronounce words when making simple requests.

Shortcomings

- 161 There are no important shortcomings.

Knowledge and understanding of the world

Reception: Grade 2: Good features and no important shortcomings

Good features

- 162 Nearly all children know the names and main characteristics of the seasons. They understand that some animals gather food before hibernating in winter and most have a growing awareness of past and present and understand that cars designed by Henry Ford differ from those used today.
- 163 Nearly all children develop a good understanding of their local environment through their work outdoors and on the nearby beach. They develop good investigative skills and understand the conditions needed for all living things to grow. They plant an apple tree and study the growth of plants, bulbs and vegetables in their garden and most describe the conditions needed for their beans to grow into healthy plants.
- 164 Children talk confidently about where they live and have a developing understanding of how to draw and represent features on simple plans and maps, such as recording the places Little Red Hen visited before making bread. Most children have a developing awareness of the role of different workers and their extended role-play skills enable them to develop a further understanding of different occupations.
- 165 All children enthusiastically experiment with a wide range of materials. They understand well that materials change when heated or cooled. Most confidently describe the changes that occur when making popcorn or chocolate snowball cakes.

- 166 Most have a clear understanding of what constitutes a healthy diet as they prepare a healthy packed lunch on their 'Eatwell' plate.
- 167 Most children display good problem-solving and decision-making skills. When moving furniture for a party, they discover for themselves how to place furniture to match the size of the area designated for the celebration.
- 168 Nearly all children use ICT confidently. They use the computer mouse competently to complete a number of tasks, such as to create a picture. They confidently record their observations and details using Recording Buttons, Talking Book and Talking Tray.
- 169 In religious education most children discuss matters such as friendship, tolerance and caring for others. Their knowledge about the contributions of important religious figures, such as Dewi Sant and Mari Jones, is good.

Shortcomings

- 170 There are no important shortcomings.

Physical development

Reception: Grade 2: Good features and no important shortcomings

Good features

- 171 All reception children move confidently, with increasing control and co-ordination. They listen carefully to instructions and know that exercise is good for their wellbeing.
- 172 All children play on large toys and display increasing confidence in moving cars and bikes in differing directions. Nearly all demonstrate a good ability to pedal, push, pull and control the large wheeled toys.
- 173 All children are aware of the difference between marching, running, hopping and skipping. They show a good awareness of space as they travel around the school hall and control their body movements well as they proceed from one movement to another without difficulty.
- 174 Children's fine motor skills develop well and they use pencils, crayons, pens, scissors and small equipment with increasing dexterity. They demonstrate good fine motor control as they roll and pinch play dough. They develop their hand-eye co-ordination skills well when playing with various jigsaws and threading string to create a collage.

Shortcomings

- 175 There are no important shortcomings.

Creative development

Reception: Grade 2: Good features and no important shortcomings

Good features

- 176 Nearly all reception children confidently identify loud/quiet and slow/fast sounds as they listen to music. They correctly imitate simple rhythm patterns in their Echo exercises and name familiar instruments. All children sing a wide range of songs with clear diction, appropriate actions and an increasing awareness of pitch.
- 177 All children mix colours and materials successfully to produce a variety of good quality pictures and friezes, for example about 'The Giant of the Preseli Hills'. They display good imaginative skills as they create large models of the giant's cave, using a wide variety of materials and resources.
- 178 Most children display effective weaving skills as they weave with colourful ribbons. They demonstrate good fine motor skills when assembling and joining natural objects, such as leaves and twigs, to create a decorative harvest garland and when sewing puppets.
- 179 Most children's observational skills develop well, for example when they produce self portraits after carefully scrutinising their faces in mirrors.

Shortcomings

- 180 There are no important shortcomings.

English

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 181 In key stage 1, all pupils listen attentively to presentations by teachers and each other. They speak confidently about their work and experiences with both adults and fellow pupils. They begin to realise the need to adapt their spoken language and intonation of voice for different situations.
- 182 In key stage 2, the majority of pupils listen carefully in whole-class and small group contexts and pay close attention to what others say. They ask and respond well to questions and, as they progress through the key stage, they talk with increasing confidence. By the end of the key stage, all use well-reasoned and logical arguments to defend opinions within group, paired and class discussions.

- 183 Most pupils in key stage 1 read with expression and understanding and talk about aspects of the books they enjoy or dislike. Many respond well to humour in the texts and predict events confidently. When faced with unfamiliar words many of the less able use phonic strategies effectively to attempt words and to correct first attempts.
- 184 Most pupils in key stage 2 read a good range of books with fluency, expression and accuracy. They give comprehensive accounts of the books they are reading or have read. They name their favourite authors and identify recurring themes in their work, giving good reasons for their choices. They develop effective higher-order reading skills, which enable them to retrieve information competently from a variety of sources, such as the internet and non-fiction texts.
- 185 In key stage 1, most pupils' writing is good. Pupils develop a good awareness of phonic patterns, generally spell common words correctly and make reasonable attempts at more complex spellings. They generally use punctuation and capital letters correctly. Most begin to appreciate the different styles needed for different types of writing and many include descriptive words effectively, for example in their acrostic poems. A few the more able write creative, extended pieces and display a good awareness of the structure of a story.
- 186 In key stage 2, most pupils' standards of writing are good. They write in a variety of creative and factual styles for different audiences and gain increasing control of forms that include letters, poetry, stories, diaries and newspaper reports. Many begin to have an awareness of the features of instructional and information texts. Most make very good use of ICT to plan, draft and prepare a final copy of their work.
- 187 Many pupils at the end of key stage 2 competently use computers to recount the story of 'A Midsummer Night's Dream'. Many older ones make imaginative choices of vocabulary to write diamante poems for inclusion in 'The Magic book of Taliesin'. Most pupils organise their writing into paragraphs, using a good range of vocabulary and complex sentence patterns. Spelling is generally accurate and punctuation is used appropriately.

Shortcomings

- 188 There are no important shortcomings, but in key stage 2 a few pupils do not present their work well enough.

Welsh second language

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 189 In both key stages, the vast majority of pupils display a positive and enthusiastic attitude to learning Welsh as a second language.
- 190 By the end of key stage 1, pupils' levels of understanding, pronunciation and intonation develop well.
- 191 In key stage 1, most pupils know and use simple greetings confidently and ask simple questions to retrieve personal information. They recognise and respond well to commands and instructions and know a range of useful sentence patterns to describe where they live.
- 192 In key stage 1, most pupils confidently describe features associated with the weather and the appropriate clothing to be worn. Many use an effective vocabulary to name basic colours, parts of the body and their likes and dislikes, and the more able confidently count to 30.
- 193 By the end of key stage 1, most pupils read labels and flash cards correctly and the more able read confidently, both individually and as a group. Most develop effective early writing skills as an extension to their oral and reading work.
- 194 In key stage 2, the majority of pupils expand their range of vocabulary by repeating and extending set phrases about themselves, their families and subjects they study at school.
- 195 A few pupils in key stage 2 read in Welsh with increasing confidence and levels of understanding. The majority of Years 3 and 4 read with good expression and confidently answer questions based on their work.
- 196 Many pupils in Years 3 and 4 gradually develop their writing and use suitable adjectives. The more able spell familiar words well.

Shortcomings

- 197 In key stage 2 most older pupils lack confidence in their oral responses and their reading and writing skills are underdeveloped.

Mathematics

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

- 198 In Year 2 most pupils have a good understanding of basic number processes. Most confidently count in twos, fives and tens up to fifty, with more able pupils confidently counting up to 100 and well beyond. Many have a good knowledge of number bonds up to twenty and a significant number add and subtract numbers and money accurately. For example, they undertake simple problems related to giving the correct amount of change and successfully work out the correct change required from a given amount.
- 199 Most Year 2 pupils confidently create a series of graphs, using a range of appropriate computer software, by collecting data before importing it into graph form. The majority accurately recognise common two-dimensional shapes and describe their associated properties, using the correct mathematical vocabulary with fluent accuracy.
- 200 The majority of pupils in key stage 1 recognise and weigh everyday objects accurately, using standard and non-standard measures. Most successfully identify the correct time on simple clock faces, displaying the hour and half-hour intervals.
- 201 In key stage 2, most pupils continue to develop a good understanding of place value. The majority understand what each digit represents in a three- and four-digit number and position three- and four-digit numbers into thousands, hundreds, tens and units correctly.
- 202 Most older key stage 2 pupils make effective progress, using their multiplication tables well. They develop accurate, quick-thinking skills when related to a range of challenging everyday problems. Nearly all tell and record the time accurately in hours and minutes. Most understand analogue time to five minutes around the hour.
- 203 The majority of pupils use different units of measurement for time, weight, length and capacity accurately. Most correctly identify acute, right and obtuse angles and use a protractor with increasing accuracy to measure various angles.
- 204 The majority of pupils across key stage 2 make good progress in their understanding and use of fractions. A few higher-attaining pupils have a good understanding of the relationship between equivalent fractions and decimals.
- 205 Most pupils throughout key stage 2 develop a good knowledge of the associated properties of two- and three-dimensional shapes. Many begin to develop an understanding of symmetry, when related to simple two-

dimensional shapes. Most in key stage 2 make sensible estimations and display a good understanding of the appropriate units of measure.

Shortcomings

206 There are no important shortcomings.

Science

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 207 Most pupils in both key stages develop good scientific skills according to their age and ability and understand the concept of a fair test. They predict, ask questions, experiment, record and evaluate their work well.
- 208 Nearly all key stage 1 pupils know the differences between living and non-living things. Most have a good understanding of the parts of the body, can name healthy foods and are aware of the need for a healthy diet and regular exercise. Most have a good understanding of the five senses and describe how they can taste the differences between things which are sweet and sour. They record their findings correctly, using labels and simple annotated drawings.
- 209 Most pupils know which items use electricity and they are aware of light sources in school and at home. They investigate and create simple electrical circuits effectively from a collection of wires, clips, batteries and bulbs.
- 210 Most pupils acquire a good understanding of materials and their properties. They recognise similarities and differences in materials and realise that certain ones have specific purposes. When researching, investigating and testing the most appropriate materials for building a dog kennel, most confidently compare and describe their common properties.
- 211 All key younger stage 2 pupils have a good understanding of life processes and living things. They name different organs in the body and know how they work. When collating the results of their investigative work, most comment on the way forces affect movement.
- 212 Most younger key stage 2 pupils have a good knowledge and understanding of the properties of light and shadows and provide detailed explanations of these in both familiar and unfamiliar situations.
- 213 Older pupils extend their knowledge of the processes of life and living things by studying plants and animals. They develop a mature understanding of the conditions needed for living things to grow. Most have a good appreciation of the inter dependency of plants and animals. They competently construct a variety of food chains in differing environments.

- 214 Most older key stage 2 pupils have a sound understanding of how plants reproduce. They describe the process effectively and identify the corresponding parts of a plant correctly. They are aware that particular conditions are required before seeds germinate.
- 215 Older key stage 2 pupils plan scientific enquiries systematically and carry out their experiments purposefully and safely. They confidently identify the main variables in an investigation and choose which of these are to be constant and which are to be changed. They make systematic observations and recordings and successfully communicate their findings using text, diagrams, graphs and tables.

Shortcomings

- 216 There are no important shortcomings.

Information and communication technology

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 217 The majority of pupils in both key stages apply their exceptional skills to challenging situations and problems in a range of contexts.
- 218 In both key stages, many pupils display outstanding skills in creating and communicating information in the form of text, images and sound, using a range of hardware and software.
- 219 Many pupils in both key stages make constructive, critical judgements about their own and others' work and understand fully how the application of ICT enhances their work across all areas.

Good features

- 220 The majority of pupils in key stage 1 develop competent keyboard skills and save and retrieve their work well. Many use a wide range of graphics tools to produce lively images
- 221 In Year 2, most pupils successfully program and activate robotic toys to follow a simple path, using a range of commands, including backwards, forwards, turn left and turn right.
- 222 Many pupils in key stage 1 use paint programs well to produce images which have a specific purpose.
- 223 Almost all younger pupils in key stage 2 save and retrieve work independently and use simple functions, such as cut, copy and paste confidently. A few begin to use repeat functions effectively.

- 224 Most pupils in key stage 2 demonstrate a good understanding of a digital camera, when recording school activities, and many use computer packages to experiment with design ideas.
- 225 Most pupils in Years 3 and 4 confidently use a microphone to make recordings of their lesson in order to inform their evaluations.
- 226 In key stage 2, many pupils research the internet successfully for information about a range of topics in science, history and geography.
- 227 The majority of older pupils in key stage 2 carefully consider the layout and presentation of their work. They make considered choices about these in relation to purpose and intention.
- 228 Most older pupils have a very good understanding of how to use computers. They know, for example, how to format cells in a spreadsheet and how to widen columns or use cells correctly in formulae.
- 229 The majority of older pupils in key stage 2 confidently insert video clips and record sound, where appropriate, to enhance a presentation.

Shortcomings

- 230 There are no important shortcomings.

School's response to the inspection

- 231 Staff, governors and pupils of Broad Haven Community Primary School are very proud of their inspection report. We feel that it provides a detailed and accurate description of our school. The report reflects the very good progress made since the last inspection in 2004.
- 232 We are delighted that the inspectors have recognised the high quality of teaching that was observed during the inspection with 22% of lessons observed being outstanding, which is higher than the national picture reported by HMCI.
- 233 The staff and Governing Body would like to thank Dr David Gareth Evans and the other members of the inspection team for their professionalism during the time they spent at Broad Haven school. The team was rigorous and courteous to staff, pupils, parents and governors.
- 234 The staff and governors recognise the value of the inspection process in identifying strengths and areas for development and this will be used to produce an action plan to outline how the school aims to implement three recommendations from the inspection report

Appendix 1

Basic information about the school

Name of school	Broad Haven C.P. School
School type	Primary inc Foundation Phase
Age-range of pupils	4-11
Address of school	Webbs Hill, Broad Haven, Haverfordwest, Pembrokeshire
Postcode	SA62 3JT
Telephone number	01437 781868
Headteacher	Mr Simon Thomas
Date of appointment	April, 2005
Chair of governors/ Appropriate authority	Reverend Ifor Williams
Registered inspector	Dr David G Evans
Dates of inspection	19—21 October, 2009

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	0	12	20	14	18	17	19	23	123

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	N/A	92.51	94.07
Spring 2009	N/A	91.77	93.24
Autumn 2008	N/A	91.51	94.33

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

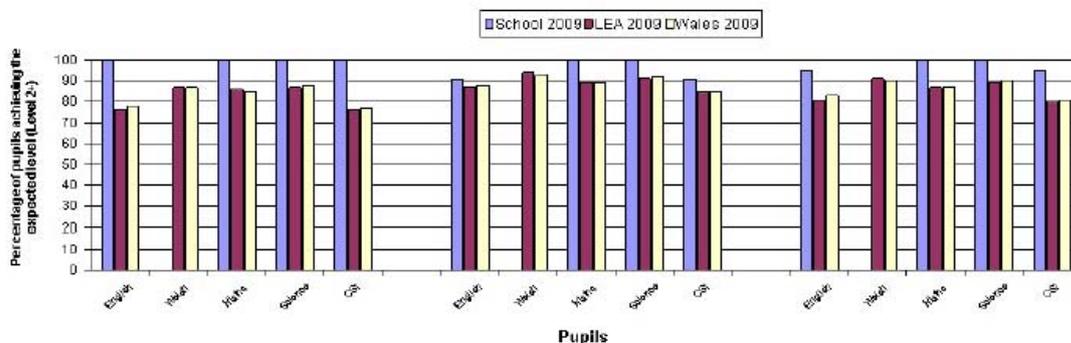
BROAD HAVEN CP
Pembrokeshire

LEA/School no: 668/2271

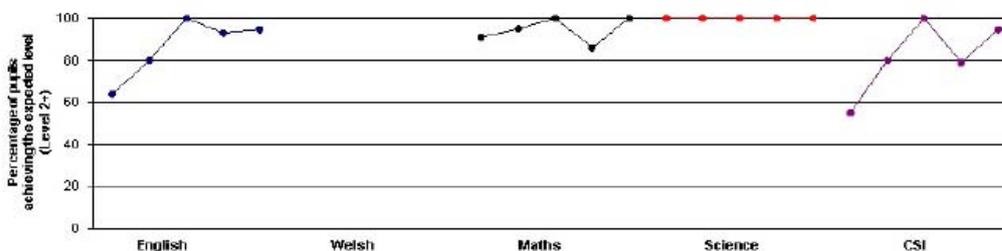
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	100	76	78	91	87	88	95	81	83
Welsh		87	87		94	93		91	90
Maths	100	86	85	100	89	89	100	87	87
Science	100	87	88	100	91	92	100	89	90
CSI	100	76	77	91	85	85	95	80	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86		92	95	100	
Welsh		85		100		100	
Maths		88		96		100	
Science		92		100		100	
CSI		82		90	95	100	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

National Curriculum Assessment Results End of key stage 2:

This report uses data for 2009 for LEA and Wales comparative information

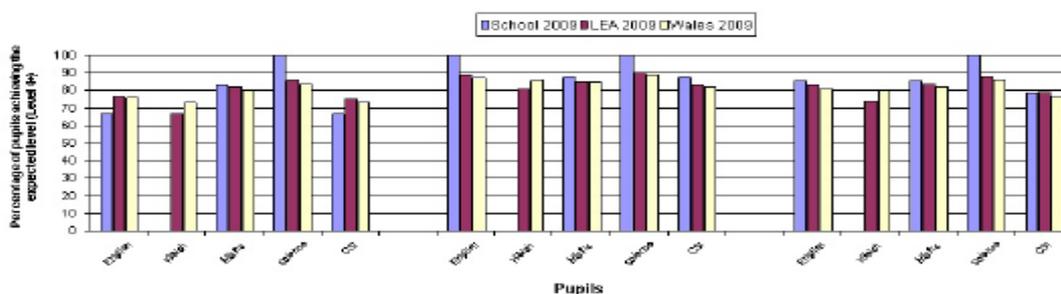
BROAD HAVEN CP
Pembrokeshire

LEA/School no: 668/2271

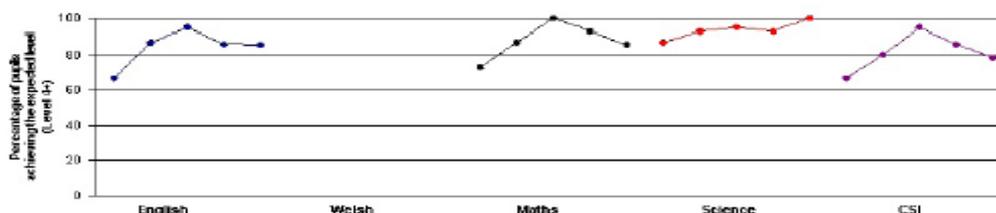
School comparative information: National Curriculum Assessments 2009 with benchmarking **Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	67	77	76	100	89	87	86	83	81
Welsh	-	67	73	-	81	86	-	74	80
Maths	83	82	80	88	85	85	86	84	82
Science	100	86	84	100	90	89	100	88	86
CSI	67	75	73	88	83	82	79	79	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		84	86	90		100	
Welsh		75		88		100	
Maths		84	86	92		100	
Science		89		97		100	
CSI	79	80		88		96	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 25/09/2009

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Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee and there was a peer assessor present for the duration of the inspection.

The team inspected:

- 27 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection to share the inspection findings.

The inspection team also considered:

- the school's self-evaluation report;
- 20 parents'/carers' questionnaires, of which 95.45 per cent of responses were positive;
- a comprehensive range of documentation, including attendance and budget data, provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G. Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2, 4 and 5 Welsh second language, mathematics and ICT
Mr Ivor Petherick, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Eleri Honour, Team Inspector	Key Questions 3, 6 and 7 Foundation phase, English and science
Mr Chris Millis, Peer Assessor	Contributions to discussions and observations in lessons
Mr Simon Thomas, nominee and Headteacher	Nominee

Acknowledgement

The inspection team would like to thank the governors, head teacher, members of staff and pupils for their co-operation and courtesy throughout the inspection

Contractor:

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