

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

A Report on the Quality of Education in

**Hubberston Church in Wales V.C. School
Observatory Avenue,
Hakin,
Milford Haven, SA73 3EU**

School Number: 6683057

Date of Inspection: 4th June, 2007

by

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Hubberston Church in Wales VC 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 Hubberston Church in Wales VC School took place between 04/06/07 and 06/06/07. An independent team of inspectors, led by Dr David G 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.

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. Hubberston Church in Wales VC Primary school is situated in the district of Hakin on the outskirts of Milford Haven, Pembrokeshire. The school serves a large estate of rented homes and some older private housing. The majority of the pupils come from the local area.
2. There are currently 114 pupils on roll, including nine children who attend the nursery in the mornings. The vast majority of the pupils come from homes where the predominant language is English and Welsh is taught as a second language.
3. Pupils' ability on entry is well below average and many children have limited life experiences or come from pressured home backgrounds. A very high proportion enter the school with poor language, communication, personal, social and physical skills.
4. Currently, across the school 37 per cent of the pupils are identified as having special educational needs (SEN), a figure which is well above national and local averages. No pupil has a statement of SEN.
5. Around 22 per cent of the pupils are entitled to receive free school meals (FSM). This figure is lower than at the time of the last inspection because a number of parents have taken part-time, temporary positions with the Liquid Natural Gas (LNG) project and this has effectively taken them out of the FSM tax bracket and into Family Credit. However, this has not prevented the school from recently receiving the RAISE (Raise Attainment and Individual Standards in Education) funding.
6. Since the last inspection a fall in the birth rate has seen a dramatic decline in pupil numbers: 57 pupils over a six-year period. This has had an impact on staffing with the loss of two members of staff in recent years and another full-time post will be lost in August 2007.
7. As a result of a falling roll, numbers in year groups are small. There are large percentages of pupils with additional needs in classes and only a very small number of pupils who are high attainers.
8. The school has successfully gained the Basic Skills Quality Mark (for the third occasion in September 2006), the Investors in People and Silver Sustainable Development Awards. It has been involved in the Healthy Schools project for five years.
9. The school was last inspected in July 2001.

The school's priorities and targets

10. The school's current major priorities and targets for 2006-2007 include to:
- further improve standards of teaching and learning by developing thinking skills;
 - further develop assessment through listening to learners;
 - extend the optional assessment materials at key stage 2;
 - continue to develop information and communications technology (ICT) to raise standards of teaching and learning;
 - implement the RAISE project and carry out research in order to monitor and evaluate the effect on standards; and
 - enhance provision through an enriched curriculum for key stage 2 pupils and further develop out-of-school-hours learning.

Summary

11. Hubberston Church in Wales VC Primary is a good school where pupils make good progress. Outstanding features include the learning experiences and the care, support and guidance available to pupils. Standards of achievement, the quality of teaching and leadership and management are good with no important shortcomings.
12. The inspection team agrees with the judgements made by the school in its self-evaluation report in four of the seven key questions.

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?	1
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

Grades for standards in subjects inspected:

13. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	69%	18%	6%	0%

14. These figures compare well with the Welsh Assembly Government (WAG) 2007 target for Wales which are that 65 per cent should be Grade 2 or better. However, they do not meet the target of 98 per cent for standards of achievement to be Grade 3 or better.
15. Only 16 lessons were awarded a grade for pupil achievement and this makes the statistical percentages represented for grades 3 and 4 appear high. Where standards are judged to be Grade 4, this figure relates specifically to shortcomings in pupils' knowledge and understanding of Welsh in one lesson only.

16. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Significantly high numbers of children start school with well below average communication, personal, social and physical skills. They quickly settle down to learning and make good progress in line with their age and ability because of the encouragement and very caring support which they receive from an effective team of staff.

Grades for standards in subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	3	3
Science	2	2
Information Technology	2	2
Geography	1	2
Physical Education	2	2

17. Pupils in school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN, make good progress and achieve well over time.
18. Children under five and pupils in key stage 1 (KS1) make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English. Their progress in speaking, listening, early reading and writing through the medium of Welsh and in bilingual competence has good features which outweigh shortcomings. Their progress in numeracy, ICT, personal and social education, problem-solving and creative skills is good with no important shortcomings.
19. In KS2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English. Their progress in speaking, listening, reading and writing through the medium of Welsh and in bilingual competence has good features which outweigh shortcomings. Pupils make good progress with no important shortcomings in numeracy, ICT, personal and social education, problem-solving and creative skills.
20. In this small school, numbers in Years 2 and 6 vary from year to year and are often quite low: for example, in 2006 there were only 12 pupils in the Year 6 group and 50 per cent of these were identified as having SEN. As a result, it is very difficult to make reliable year-on-year comparisons of standards with local and national averages.

21. In KS1 in 2006, the results of the teacher assessments in English were below national and local averages, while those in mathematics were just above national and slightly below local averages. The results in science were above both national and local averages. The core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in English, mathematics and science in combination, was below national and local averages. When the 2006 KS1 results are compared with similar schools using the free school meals' indicator (FSM), results in mathematics and science were above average, while those in English were well below average. A number of pupils attained level 3 in mathematics and science. Results in English and mathematics were higher in 2004 and 2005, but the 2006 assessments were adversely affected by the high proportion of pupils (59 per cent) with SEN in the year group. Overall, boys performed better than girls.
22. In KS2 in 2006, results in English, mathematics and science and in the CSI were well below national and local averages. When the 2006 assessments are compared with similar schools using the FSM indicator, results in the three core subjects and the CSI were well below average. A number of pupils attained level 5 in mathematics and science. Over the last three years, there has been a fairly consistent trend with KS2 results being below average. However, inspection evidence shows that, since 2004, there have been significant numbers of pupils with SEN in the Year 6 groups. In 2004 and 2006, for example, 50 per cent of the pupils who sat the assessments were identified as having SEN, while in 2003 and 2005 the percentages were 49 and 47 respectively. The vast majority of these pupils had language, emotional and social difficulties.
23. Since 2004, pupils in Year 6 have usually exceeded the challenging targets set for them in each of the core subjects and made good progress in relation to their capabilities and different starting points. Overall boys do less well than girls. However, this picture reflects the increasing proportion of boys who have SEN, additional language, emotional and social needs. It does not represent any under achievement.
24. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. The progress that pupils make in their spiritual, moral, social and wider development is an outstanding feature of the school.
25. Pupils are very well behaved throughout the day and this is an outstanding feature. They are invariably helpful, courteous and polite to each other and to adults. Their responsible attitudes have a beneficial effect on the good progress they make.
26. Attendance and punctuality are good. Whole-school attendance averages 95 per cent and was in the upper percentile for last year. The overall average for the last three terms preceding the inspection was 94 per cent.

The quality of education and training:

27. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	67%	19%	0%	0%

28. The vast majority of lessons varies between good and very good. This high percentage of good teaching is a strength of the school and is based on the excellent relationships that exist between staff and pupils. The main strengths of teaching include: well organised lessons that capture pupils' interest and enthusiasm; teachers' detailed knowledge and understanding of the subjects being taught; and confident and effective use of the interactive whiteboards to improve the quality of lesson introductions and to enthuse pupils.
29. In a few lessons, shortcomings include: teachers not planning effectively to promote pupils' use of incidental Welsh and not meeting the language needs of pupils well enough; and a lack of challenge in the tasks provided to extend pupils' learning.
30. The school's arrangements for assessing, recording and reporting on the progress of pupils has good features and no important shortcomings. The school has a clear assessment framework with detailed policies on assessment and marking. Annual reports to parents comply with statutory requirements. They outline pupils' skills and achievements in every subject and are generally of a good standard.
31. The education the school provides meets the needs of the range of pupils very well. The school provides equal access to a broad and very well balanced curriculum that is relevant to the needs and abilities of the range of pupils. An outstanding feature of the provision is the very well planned and implemented 'enriched curriculum' which enables pupils to participate in a number of imaginative activities.
32. The school provides very well for pupils' spiritual, moral, social and cultural development. The quality of the Cwricwlwm Cymreig is good and pupils show pride in their Welshness. However, good features outweigh shortcomings in relation to the promotion of pupils' Welsh and bilingual skills.
33. There are outstanding features in the quality of care, support and guidance to learners. These include: excellent personal relationships between members of staff and pupils, which are at the heart of pastoral care; very effective systems to monitor pupils' progress; and a warm and caring school ethos that very effectively promotes the well-being and self-esteem of pupils. Every child matters in a school community that is regarded as a haven and a sanctuary of learning.
34. The quality of provision for pupils with additional learning needs is also outstanding. Pupils enter a caring, efficient and informed school, which enables them to make good progress.

Leadership and management

35. The head teacher gives a clear sense of direction to the school's work, ensures that clear objectives and values are reflected in its daily life and that the provision offers extensive and equal opportunities for every pupil. Under her effective leadership an environment based on trust and self-respect is developed well.
36. The head teacher is supported well by hard-working and dedicated teachers who play an active part in the decision-making process. There is a strong sense of shared purpose and teamwork, which is perceived as one of the school's strengths. Leaders and managers successfully promote pupils' good progress and achievement over time despite their low attainment on entry to the school and their additional learning needs.
37. The governing body (GB) fulfils its supervisory role and discharges its responsibilities appropriately. The GB is fully involved in development planning and is assisted well in monitoring the school's performance. There are a few omissions in the GB's Annual Report to parents.
38. The school has a well-established, systematic self-evaluation process and the self-evaluation report is a concise statement of the school's current strengths and areas for development. The inspection team agreed with the judgements in four of the seven key questions. Differences occurred in key questions 5, 6 and 7, where the inspection team did not identify a sufficient number of outstanding features.
39. Considerable improvements have been made since the last inspection: standards of achievement have been raised markedly in information technology, geography and physical education; the school development plan (SDP) is now an effective working document; and the quality of the school's partnership with industry is much improved.
40. There is a sufficient number of qualified and experienced teachers who possess a good range of expertise to provide for the needs of pupils, including those with SEN. They are ably supported by qualified assistants and volunteers who make a significant contribution to pupils' learning. The school uses its resources for workforce remodelling well and is acting appropriately in response to the workload agreements by releasing teachers for planning, preparation and assessment (PPA) non-contact periods, which are used effectively.
41. The school is well equipped and resources are of good quality overall. The accommodation is of good quality and adequate for the number of pupils on roll. Economic, efficient and effective use is made of available resources and funding is clearly weighted towards those subjects and aspects of school life that are current priorities for development. Principles of best value are applied well and the school gives good value for money.

Recommendations

In order to improve further, it is recommended that the school should:

- R1 continue with the good efforts to improve pupils' standards of attainment in teacher assessments at both key stages;
- R2 raise standards in Welsh 2nd language at both key stages;
- R3 ensure that the quality of all teaching matches that of the best practice by disseminating the outstanding and good features in teaching; and
- R4 ensure that the GB's annual report to parents meets requirements.

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

42. The findings of the inspection team match the judgement made by the school in its self-evaluation report. In arriving at their judgement, the team took particular account of pupils' good progress and achievement over time in relation to their attainment on entry, pupils' effective personal, social and learning skills and the significantly high number of pupils with SEN in Years 2 and 6 in recent years.
43. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	69%	18%	6%	0%

44. These figures compare well with the Welsh Assembly Government (WAG) 2007 target for Wales which are that 65 per cent should be Grade 2 or better. However, they do not meet the target of 98 per cent for standards of achievement to be Grade 3 or better.
45. Only 16 lessons were awarded a grade for pupil achievement and this makes the statistical percentages represented for grades 3 and 4 appear high. Where standards are judged to be Grade 4, this figure relates specifically to shortcomings in pupils' knowledge and understanding of Welsh in one lesson only.
46. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Significantly high numbers of children start school with well below average communication, personal, social and physical skills. They quickly settle down to learning and make good progress in line with their age and ability because of the encouragement and support they receive from an effective team of staff.

Grades for standards in subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	3	3
Science	2	2
Information Technology	2	2
Geography	1	2
Physical Education	2	2

47. Pupils in school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN, make good progress and achieve well over time.
48. Children under five and pupils in KS1 make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English. Their progress in speaking, listening, early reading and writing through the medium of Welsh and in bilingual competence has good features which outweigh shortcomings. Their progress in numeracy, ICT, personal and social education, problem-solving and creative skills is good with no important shortcomings.
49. In KS2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English. Their progress in speaking, listening, reading and writing through the medium of Welsh and in bilingual competence has good features which outweigh shortcomings. Pupils make good progress with no important shortcomings in numeracy, ICT, personal and social education, problem-solving and creative skills.
50. In this small school, numbers in Years 2 and 6 vary from year to year and are often quite low: for example, in 2006 there were only 12 pupils in the Year 6 group, and 50 per cent of these were identified as having SEN. As a result, it is difficult to make reliable year-on-year comparisons of standards with local and national averages.
51. In KS1 in 2006, the results of the teacher assessments in English were below national and local averages, while those in mathematics were just above national and slightly below local averages. The results in science were above both national and local averages. The core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in English, mathematics and science in combination, was below national and local averages. When the 2006 KS1 results are compared with similar schools using the free school meals' indicator (FSM), results in mathematics and science were above average, while those in English were well below average. A number of pupils attained level 3 in mathematics and science. Results in English and mathematics were higher in 2004 and 2005, but the 2006 assessments were adversely affected by the high proportion of pupils (59 per cent) with SEN in the year group. Overall, boys performed better than girls.
52. In KS2 in 2006, results in English, mathematics, science and in the CSI were well below national and local averages. When the 2006 assessments are compared with similar schools using the FSM indicator, results in the three core subjects and the CSI were well below average. A number of pupils attained level 5 in mathematics and science. Over the last three years, there has been a fairly consistent trend with KS2 results being below average. However, inspection evidence shows that, since 2004, there has been a significant number of pupils with SEN in the Year 6 groups. In 2004 and 2006, for example, 50 per cent of the pupils who sat the assessments were

identified as having SEN, while in 2003 and 2005 the percentages were 49 and 47 respectively. The vast majority of these pupils had language, emotional and social difficulties.

53. Since 2004, pupils in Year 6 have usually exceeded the challenging targets set for them in each of the core subjects and made good progress in their learning in relation to their capabilities and different starting points. Overall boys do less well than girls. However, this picture reflects the increasing proportion of boys who have SEN, additional language, emotional and social needs. It does not represent any under achievement.
54. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. The vast majority of pupils work diligently in lessons. They are keen to join in the activities prepared for them and are enthusiastic in their work. Their understanding of what they are doing and of what they need to improve is also good.
55. The progress that pupils make in their spiritual, moral, social and wider development is an outstanding feature of the school. Excellent relationships are an outstanding feature, enabling pupils to explore their views openly. Pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are very eager to broaden and develop their own understanding of moral and social issues and they demonstrate tolerance, honesty and respect in their lessons and at break-times.
56. Pupils are very well behaved throughout the day and this is an outstanding feature. They are invariably helpful, courteous and polite to each other and to adults. Older pupils display qualities of mature citizenship within the school community and reflect pride in their personal successes and those of the school in general. They respond positively to the efforts of staff to raise their self-image and their responsible attitudes have a beneficial effect on the good progress they make.
57. Pupils' awareness of equal opportunity issues is good with no important shortcomings. They take an active part in the life and work of the school through various class and School Council meetings, in lessons and through their involvement in extra-curricular activities.
58. Pupils contribute to community life well and their awareness of work and the workplace is good. They raise funds for local and national causes and they visit many different places. This extends their understanding of community-related and global issues.
59. Attendance and punctuality are good. Whole-school attendance averages 95 per cent and was in the upper percentile for last year. The overall average for the last three terms preceding the inspection was 94 per cent. With few exceptions, pupils arrive on time and the names of latecomers are carefully recorded. Registration is completed promptly at the beginning of the morning

and afternoon sessions. The school takes good account of the Welsh Assembly Government's guidance on 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.

60. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

61. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	67%	19%	0%	0%

62. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).

63. Some outstanding features were observed in teaching, with many lessons being judged good with no important shortcomings.

The outstanding features are:

- exemplary relationships between members of staff and pupils, and very clear expectations of behaviour; and
- teachers planning very well to meet learners' individual needs flexibly.

Where teaching was judged to be good with no important shortcomings, the good features include:

- well organised lessons that capture pupils' interest and enthusiasm from the outset and systematically develop their skills and understanding in small, manageable steps;
- 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 whiteboards to improve the quality of lesson introductions and to enthuse pupils; and
- a good pace of teaching, which stimulates pupils' learning well.

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 not meeting the language needs of pupils well enough; and
 - a lack of challenge in the tasks provided to extend pupils' learning.
64. Members of staff use open questions effectively to develop pupils' thinking and reasoning skills. They provide plenty of opportunities for pupils to seek further information, often independently or in small groups.
 65. Teaching successfully takes into account the varying abilities of pupils. Teachers identify appropriate resources and support to ensure that pupils of all abilities may reach their maximum potential.
 66. Homework is set very regularly and pupils enjoy frequent opportunities to conduct independent research in subjects across the curriculum.
 67. The rigour of assessment and its use in planning and improving learning have good features and no important shortcomings. The school's procedures for recording, reporting and assessment meet statutory requirements. Members of staff make good use of a wide range of assessments to gather information about pupils' achievements and progress and they use the information effectively to monitor individual pupils and groups.
 68. Members of staff make good use of daily discussions and written comments on work to assess how well pupils are progressing and to help them improve. Work is regularly marked and constructive comments are given. A good effort is made to ensure that pupils play an active role in the process of target setting and evaluating their progress in relation to individual targets.
 69. Annual reports to parents comply with statutory requirements. They outline pupils' skills and achievements in every subject and are generally of a good standard. Targets for further development are clearly noted and parents are given appropriate opportunities to respond to their children's reports.

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

Grade 1: Good with outstanding features

70. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

The outstanding features are the:

- breadth, balance and flexibility of learning experiences which meet learners' needs and interests;
- variety of strategies to promote learners' spiritual, moral, social and cultural development;
- very strong partnerships with parents, the community and other interested parties; and

- very imaginative use of an enriched curriculum programme to extend and expand pupils' learning experiences.
71. The provision ensures equal access to a broad and very well balanced curriculum that is relevant to the needs and abilities of pupils. Knowledge and understanding are developed very well throughout the curriculum and the provision builds effectively and systematically on the skills that pupils already possess. The curriculum complies with legal requirements.
 72. Across the academic year, an appropriate amount of time is given to each subject. The overall framework for the curriculum includes detailed long- and medium-term planning. This promotes appropriate breadth, progression and continuity in pupils' learning. The implementation of schemes of work is kept carefully under review and the school is developing its provision further in several areas, for example, in information technology.
 73. There are rigorous and effective strategies in place to map opportunities to develop the key skills in all subjects, and the school is planning to develop these still further in the near future. This provision has developed well since the last inspection and the integrated, whole-school approach is having a marked impact on pupils' achievement, apart from their progress in Welsh and bilingual skills.
 74. Curricular provision emphasises the importance of learning from first-hand experience. Very well planned visits to places of educational interest, such as in geography and science, have a significant impact on standards achieved. The provision is also enriched by the contribution of visitors to the school, which include both individuals and educational groups.
 75. An impressive array of extra-curricular activities broadens learners' experiences and makes a significant contribution to the holistic development of each pupil. Pupils:
 - represent the school in sporting teams in local fixtures;
 - participate in popular musical productions; and
 - take part in outdoor-pursuit activities.
 76. An outstanding feature of the provision is the very well planned and implemented 'enriched curriculum' which enables pupils to participate in a number of imaginative activities, such as the French circle, a cookery class, a first-aid group, sign language sessions, a creative skills group, drama and information technology presentations. Throughout all of these stimulating activities the emphasis is on learning through first-hand experience and improving pupils' basic and key skills.
 77. The school provides very well for pupils' spiritual, moral, social and cultural development. It has created an ethos in which the vast majority of pupils enjoys school. This is reflected in the way in which pupils work together and show mutual respect. The very strong emphasis placed upon ensuring that pupils are polite to one another and to members of staff and visitors is an

outstanding feature. Pupils' attitudes to learning are healthy and enthusiastic. Personal responsibility, making choices and service to others are examples of themes that encourage social, moral and spiritual development. The school effectively promotes an appreciation of other cultures, particularly through art, music and geography.

78. The school makes excellent provision for pupils' personal and social education (PSE). The coverage of PSE themes is successfully integrated throughout the curriculum and there are frequent opportunities for pupils to take responsibility for others and for themselves. Members of the School Council show remarkable maturity in the manner in which they discuss complex issues and reflect on important communal matters.
79. The quality of the Cwricwlwm Cymreig is good and pupils show pride in their Welshness. Older pupils in KS2 discuss a range of characters from the world of sport and culture who are closely associated with the modern Welsh identity. The Welsh heritage is actively promoted in such subjects as history, music and geography. However, good features outweigh shortcomings in relation to the promotion of pupils' Welsh and bilingual skills.
80. There are very strong partnerships with parents. As part of the inspection process, 86 questionnaires were completed by parents. This represents a very high proportion for this small school, and the vast majority of responses were positive. The school's partnership with the local community, other schools and the church is especially vibrant. These outstanding links enrich the life and work of the school and enhance pupils' learning experiences.
81. The head teacher and members of staff are very successful in tackling social disadvantage in an area which is economically and socially disadvantaged. A strong emphasis on developing learners' key skills helps to improve pupils' self-esteem and confidence. These are outstanding features of the school.
82. The school's commitment to work-related education is effective. A range of productive partnerships with local employers and relevant agencies enriches pupils' learning well. Pupils' entrepreneurial skills are well developed and pupils are involved in design, finance and market projects.
83. The promotion of sustainable development and global citizenship is well embedded in the life and work of the school. This is a rapidly developing aspect of the school's curriculum and the school's progress in this area has been recognised by the achievement of the Silver Sustainable Development award. The whole-school community actively promotes sustainable development, and pupils are encouraged to be involved in re-cycling schemes and to consider carefully the problems of litter and pollution.
84. The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in the work of the pupils.

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

Grade 1: Good with outstanding features

85. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

The outstanding features are the:

- excellent personal relationships between members of staff and pupils, which are at the heart of pastoral care;
- many systems in place to monitor pupils, especially the very effective use of information to provide exemplary support quickly;
- quality of provision for pupils with additional learning needs. Pupils enter a caring, efficient and informed school which enables them to make good progress; and
- the warm and caring ethos of the school which very effectively promotes the well-being and self-esteem of pupils and creates a sensitive awareness of the needs of others.

86. There is a strong sense of teamwork and commitment among members of staff, which actively promotes pastoral care of the highest order. All members of staff give very generously of their time each day to ensure that pupils are warmly welcomed to school and that they feel safe and secure during the school day. The head teacher and her senior team have very successfully created an ethos that focuses clearly on the well-being and self-esteem of each child, so that every child matters in a school community that is regarded as a haven and a sanctuary of learning.

87. Daily briefings, together with information generated by the management system, give staff access quickly to a wealth of data on pupils. Regular monitoring has led to appropriate and speedy intervention, which gives greater support to pupils. In the longer term, the progress of all pupils is also tracked effectively. Progress is measured against targets, underachievement is swiftly identified, the results of groups and individuals are carefully analysed and strategies are implemented to maximise potential. Strategies are many and varied and include literacy and numeracy intervention, the mentoring of all pupils and extension activities for the more able. Pupils have a strong sense that members of staff work hard on their behalf and that they care about their well-being and progress.

88. Outstanding procedures are used to monitor learners' behaviour. All members of staff work very effectively to provide high quality support for any pupils who might, very occasionally, behave inappropriately. This enables all pupils to feel fully included within the school community. Attendance and punctuality are also monitored rigorously and sensitively.

89. The school has developed exemplary partnerships and very close working relationships with parents, carers and employers. This enhances the care, support and guidance for pupils. Parents' views are sought through

questionnaire surveys and meetings. Good account is taken of their views in reviewing policies and planning future developments.

90. The School Council, which is well established, is very effective in enabling pupils to be fully involved in making decisions and having a sense of responsibility. Members of the School Council value the role they play in the life of the school.
91. Good systems are in place and used well to help learners settle in quickly when they enter the school. As they progress through the school, within and across the key stages, pupils are provided with good advice and helpful guidance.
92. There are robust child protection arrangements in place. The co-ordinator has a caring and pragmatic approach and there are many exemplary features, which include:
 - very efficient referral and record-keeping systems;
 - clear, accessible information and guidance for all members of staff;
 - effective planning and provision of training; and
 - very good quality relationships with outside agencies.
93. There are clear, well-documented procedures to assure pupils' well-being, health and safety when in the school's care. Members of staff are trained in first aid and procedures for administering medicines and for caring for pupils who feel ill, or those who have an accident during the day, are very good. Effective use is made of the accident book, regular fire drills are held and risk assessments are systematic around the school. The Healthy Schools initiative and visits by members of the community contribute to the healthy development of pupils.
94. The quality of provision for pupils with additional learning needs is outstanding. Pupils enter a caring, efficient and informed school, which enables them to make good progress.
95. The outstanding features of the provision are the:
 - school's response to the SEN Code of Practice and the guidance provided by the SEN co-ordinator;
 - consistently good, informed and caring support provided by learning support assistants;
 - very effective working relationships with pupils, parents and outside agencies who provide specialist services; and
 - identification of, and effective planning to meet, the additional educational needs of all pupils.
96. There are exemplary features in relation to the Individual Education Plans (IEPs). These are the:
 - swift, careful identification and assessment of individual needs;

- very good use made of IEPs, which are drafted by staff and supported by the active involvement of pupils in the process; and
 - full access to the National Curriculum for pupils with additional educational needs in all classes, supported by rigorous, detailed and well-focused IEPs.
97. The school has effective policies and procedures for recognising and taking account of pupils' backgrounds. It promotes social inclusion well. All learners, irrespective of their race, ability or social background, are valued as individuals and integrated into a cohesive community. All are provided with equal and appropriate opportunities to succeed.
98. The school promotes very good race relations and there are high quality policies on equal opportunities and race equality. Diversity and difference are celebrated in lessons, in assemblies and in many other school events.
99. The school has good measures in place to eliminate oppressive behaviour, bullying and all forms of harassment. Pupils understand the necessity to report immediately any incidents of bullying or discrimination. The school has effective measures for dealing with such incidents if, and when, they rarely occur.
100. The school ensures that disabled pupils are treated equally and do not suffer from less favourable provision. The school's disability access plan is well implemented and every effort is made to ensure that all pupils have access to the buildings.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

101. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the school had overestimated the number of outstanding features in this key question.
102. The head teacher provides energetic and inspired leadership and she is clear about how the school needs to continue to develop. She carries many responsibilities and undertakes many practical duties to ensure the smooth running of the school. She ensures that the school's clear objectives and values are reflected in its daily life and work. Under her effective leadership an environment based on trust and the fostering of self-respect and self-esteem is developed well.
103. The head teacher is well supported by the senior management team and hard-working and dedicated teachers who play an active part in the decision-making process. There is a strong sense of shared purpose and the ethos of working closely as a team is perceived as one of the school's strengths. Lines of communication and management structures are good and these allow daily

work to proceed smoothly. There are regular meetings to discuss a range of issues appertaining to the daily life of the school.

104. Leaders and managers have successfully promoted pupils' good progress and achievement over time despite their low attainment on entry to the school and their additional learning needs. All pupils are given challenging, but realistic, targets based on their individual needs and capabilities. Other goals for development are clearly identified in the SDP and are appropriate to the needs of the school.
105. The role of the subject co-ordinator is developing well and co-ordinators make effective contributions to the school's strategic management. They feel empowered and monitor their subjects appropriately.
106. The school takes very good account of national and local priorities: this is an outstanding feature of the school which is reflected in areas such as preparations for the Foundation Phase and in on-going, imaginative support for the development of information technology.
107. Performance management procedures are well established; targets are linked to the SDP and school improvement, as well as to staff development. Effective staff appraisal is successfully promoting teachers' professional development and effectively balancing the needs of the individual with the priorities of the school.
108. The governing body (GB) fulfils its supervisory role and discharges its responsibilities appropriately. There are well-established arrangements for committees and individual governors to become informed about the work of the school. The GB is fully involved in the development planning process and is assisted well in monitoring the school's performance through regular reports from the head teacher and presentations by subject co-ordinators. There are a few omissions in the GB's Annual Report to parents.

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

Grade 2: Good features and no important shortcomings

109. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. This is because the inspection team, while recognising many strengths in this area, did not identify any outstanding features in the way in which leaders and managers evaluate and improve quality and standards.
110. The school has established a systematic self-evaluation process and has plans in place to develop this even further, so that standards and the quality of provision can continue to be raised.
111. The self-evaluation report is a clear and concise statement of the school's current strengths and areas for development. The inspection team agreed with the judgements in four of the seven key questions. Differences occurred in key

questions 5, 6 and 7 where the inspection team did not identify a sufficient range of outstanding features.

112. The SDP is a comprehensive document that clearly lays out the school's current priorities and addresses national and local initiatives very well. Targets and planned actions are realistic and achievable and, where appropriate, quantifiable; they identify success criteria, specific dates for completion, costings and responsibilities. The school formally gauges stakeholders' opinions, for example, by means of questionnaires; parents, pupils and governors are regularly asked for their views regarding existing practices and possible changes.
113. Co-ordinators monitor their subjects and areas of responsibility appropriately through classroom observations, looking at pupils' work, overseeing teachers' planning and listening to learners. There are specific, 'target' days when teachers meet individual pupils to talk to them about their progress and learning targets. Co-ordinators draw up action plans for their areas of responsibility and this information is fed into the SDP.
114. Teacher assessment and various types of standardised tests are analysed carefully and benchmarked by the school to ensure that members of staff, parents and governors are kept well informed of pupils' progress. Resources are appropriately targeted to improve standards and the quality of education.
115. Considerable improvements have been made since the last inspection: standards of achievement have been raised markedly in information technology, geography and physical education; the SDP is now an effective working document; and the quality of the school's partnership with industry is much improved.

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the inspection team, while recognising many strengths in this area, did not identify any outstanding features in this key question.
117. There is a sufficient number of qualified and experienced teachers who possess a good range of expertise to provide for the needs of pupils, including those with SEN. They are ably supported by qualified assistants and volunteers who make a significant contribution to pupils' learning.
118. The school uses its resources for workforce remodelling well and is acting appropriately in response to the workload agreements by releasing teachers for planning, preparation and assessment (PPA) non-contact periods, which are used effectively.

119. Mid-day supervisors, kitchen and clerical staff all make invaluable contributions to school life. The school buildings and grounds are well maintained by the site supervisor and cleaning staff.
120. The school is well-equipped and resources are of good quality overall. Teachers often supplement commercial resources by producing their own materials. There has been a significant investment in information technology and interactive whiteboards. Spending has ensured that teachers have good quality materials to deliver a rich curriculum.
121. The accommodation is of good quality and adequate for the number of pupils on roll. The areas for the nursery and reception children are of an appropriate size and they play in a safe and secure outdoor area. A spacious school hall and library areas promote pupils' learning well across many aspects of the curriculum. The colourful displays on classroom walls and in corridors provide an additional learning resource.
122. Economic, efficient and effective use is made of available resources. The financial implications of all priorities in the SDP are carefully set out and funding is clearly weighted towards those subjects and aspects of school life that are current priorities for development. The head teacher and the finance committee of the GB manage and review the use of resources on a regular basis. Principles of best value are applied well and the school gives good value for money.

Standards achieved in subjects and areas of learning

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:

123. In both key stages pupils develop good listening skills. They listen attentively to their teachers, to their peers in class and during other formal situations, such as in assemblies. In KS1, they listen with attention to stories, showing good recall of the plot and characters. In KS2, they listen effectively with sustained concentration in both whole-class and collaborative group occasions.
124. Pupils make good progress with their speaking skills. In KS1, they take turns and eagerly answer their teachers' questions. By the end of KS2, they express themselves with clear diction and effective intonation, adapting their speech to different circumstances and demands.
125. Pupils in KS1 read confidently in their class groups. They are making good progress with decoding skills and word recognition in their individual reading.

They discuss the content of their books, re-tell the main events and predict how stories will end. Almost all pupils show an enormous interest in books and they regularly and enthusiastically change their library books.

126. In Years 1 and 2, pupils are developing a good knowledge of how books work and use correct terminology when talking about the cover, title and author. They discuss the feelings of characters in their books.
127. Pupils in KS2 read fluently and at appropriate levels. They recall narratives, name the main characters and predict the development of plots sensibly. They use relevant vocabulary to express their opinions and they regularly and enthusiastically change their library books each week.
128. In KS1, pupils make good progress with their writing skills. They understand the importance of basic sentence structure, the use of capital letters and full stops. They begin to use adjectives effectively so as to make their writing more interesting. Most organise their ideas well and have a good awareness of basic punctuation.
129. As pupils progress through KS2, they develop their writing skills well by writing in different forms and for different purposes. By the end of the key stage, they write in a wide range of styles, organising their writing well for the intended audience. Their vocabulary is more adventurous, pronouns and tenses are generally consistent and grammar is usually correct.

Shortcomings:

130. There are no important shortcomings, but there is some inconsistency in the standard of pupils' spelling throughout the school

Welsh second language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features:

131. In KS1, many pupils respond appropriately in a range of situations. They identify commands and the names of colours. They count effectively and convey simple greetings.
132. Some pupils in KS1 read individual words confidently and they make appropriate use of pictorial clues to aid them in making sense of the written word.
133. KS2 pupils listen appropriately to all forms of spoken Welsh and respond to simple instructions and greetings.

134. In KS2, the majority of pupils make steady progress in reading basic vocabulary as they focus on their written work. They develop an appropriate understanding of what they read.
135. A few more able pupils in Year 5 and 6 are more adept at translating and they use this technique appropriately to aid the pace of their work.
136. Across both key stages, the majority of pupils use given formats appropriately to write a range of words and sentences, questions or simple dialogues using familiar patterns.

Shortcomings:

137. Across both key stages, a number of pupils are reluctant to use the language and their ability to sustain conversation is limited.
138. The independent reading and writing skills of some pupils in both key stages are limited.

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:

139. Throughout the school, pupils undertake a range of practical and investigative work on a regular basis. They understand and follow the scientific process of planning, experimenting and evaluating well and use relevant templates to record their questions, needs and evidence. They make appropriate predictions and observations and have good recall of previous learning. They answer questions knowledgeably, producing accurate answers based on what they have learnt.
140. In KS1, pupils develop a good understanding of a fair test and they explain what has to change and what has to remain constant. Their understanding increases as they progress through the school so that by Years 5 and 6 they can manipulate a range of variables to ensure consistent and accurate results.
141. Pupils develop an increasing scientific knowledge across the attainment targets of the National Curriculum as they progress through the school; by the end of KS2, they have a good understanding of life processes and living things, materials and their properties and physical processes.
142. In KS1, pupils understand about simple reversible and irreversible changes, for example, when materials are heated or cooled. They successfully investigate a range of materials and their properties, and where they come from. They appreciate the need for exercise and healthy eating in relation to keeping fit,

and they have a good understanding of living things and why it is important to care for them.

143. In KS2, older pupils distinguish carefully between different types of food groups linked to their studies. They explain the properties of solids, liquids and gases and they have a secure understanding of evaporation and condensation.
144. Pupils record their results accurately and in a variety of ways using diagrams, matrices and tables. Older pupils make accurate predictions from data presented in different forms, such as graphs.
145. Pupils use and understand relevant scientific terminology and vocabulary well, appropriate to their age and ability.

Shortcomings:

146. There are no important shortcomings.

Information technology

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

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

Good features:

147. In KS1, and especially by the end of Year 2, pupils use computers well and they are confident to log on and off effectively. The most able make good use of the icons on the screen to save and print off their work.
148. Pupils in KS1 use the mouse well to click and drag; they use the space bar and the return key effectively to change the appearance of the text or the orientation of the page in a word-processing programme.
149. By Year 2, pupils make sensible choices about what questions to pose when interrogating data.
150. In KS2, and especially by the end of Year 6, pupils confidently use the internet to access information and they know how to refine their searches through the use of more specific key words.
151. Pupils in upper key stage 2 confidently use presentation software to produce effective slide shows on a range of different topics.
152. Word-processing skills develop well as pupils move through the school. Older pupils are confident to amend and present information and they are skilled in combining text and re-sizing, if necessary, to aid their presentations.

153. Pupils in Years 5 and 6 make effective use of spreadsheets. They explain how these can be used to work out numerical problems using particular formulae. As a result, pupils have a good understanding of the value of a spreadsheet related to mathematical calculations.

Shortcomings:

154. There are no important shortcomings.

Geography

Key stage 1: Grade 1: Good with outstanding features

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

Outstanding features:

155. In KS1, pupils' knowledge and understanding of the locality and of the geography of Wales is outstanding.
156. In KS1, the quality and range of pupils' research and investigative work is outstanding. They present their research conclusions in an exemplary and very mature fashion.

Good features:

157. In KS1, pupils demonstrate a secure knowledge and understanding of geographical vocabulary and subject-specific terms.
158. Pupils in KS1 follow simple plans and can pinpoint correctly where they live and where their school is situated. They identify accurately geographical symbols relating to rivers, valleys and mountains
159. KS1 pupils develop a good understanding of geographical skills through appropriate field work studies.
160. In KS2, pupils correctly identify human and physical features on a map and on photographs. They use suitable key symbols to describe and identify various landmarks.
161. KS2 pupils recognise and name a good range of countries and cities in the world; in addition, they identify major towns and cities in the United Kingdom.
162. KS2 pupils are well aware of important issues such as conservation and pollution, and they demonstrate a good understanding of the need to protect and care for their environment.
163. Pupils in KS2 develop good research and enquiry skills during their visits to local places of interest.

164. By the end of KS2, pupils make pertinent comparisons, listing similarities and differences between their local area and that of other areas.

Shortcomings:

165. There are no important shortcomings.

Physical education

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

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

Good features:

166. In KS1, pupils dress appropriately and are aware of the effects of physical exercise and healthy eating on their bodies.
167. Pupils in KS1 succeed in making effective use of the space around them whilst moving in physical education lessons. They devise appropriate movements to represent different shapes.
168. Pupils' ball-throwing and catching skills in KS1 develop well. They co-operate easily with each other and concentrate and persevere well in order to improve their skills.
169. In KS2, pupils demonstrate their knowledge and understanding of the principles of exercising the body in the context of healthy living. They evaluate the progress they make in performances sensibly and note targets for improvement.
170. Pupils' ball skills in games are good. They show a firm grasp of the principles of team-work and a sensible awareness of space. They succeed in mastering basic, gymnastic skills when jumping and rotating.
171. When using equipment, the pupils move from one activity to another easily and they refine and improve their basic techniques as they proceed.
172. Older pupils in KS2 display good throwing and catching skills with the majority developing a good awareness of attack and defence skills.

Shortcomings:

173. There are no important shortcomings.

School's response to the inspection

The governors and staff wish to thank the inspection team for the manner in which they conducted the inspection. We feel that the report offers a fair and accurate reflection of the quality of work in the school. We are proud of our school and our children.

Appendix 1

Basic information about the school

Name of school	Hubberston Church in Wales V.C. School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Observatory Avenue, Hakin, Milford Haven
Postcode	SA73 3EU
Telephone number	01646 692845

Headteacher	Mrs J Williams
Date of appointment	September, 1986
Chair of governors/ Appropriate authority	Mrs C McGrath
Registered inspector	Dr David G Evans
Dates of inspection	4 th -6 th June, 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	9	11	12	10	19	17	21	15	114

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	91.7	89.5	94.31
Autumn 2006	89.4	95	94.2
Summer 2006	90.8	93.4	95.6

Percentage of pupils entitled to free school meals	22%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:				
			17				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	12	18	65	6
		National	1	3	13	63	20
En: reading	Teacher assessment	School	0	12	35	53	0
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	12	12	71	6
		National	1	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	24	47	29
		National	1	2	10	63	24
Mathematics	Teacher assessment	School	0	0	12	76	12
		National	1	2	10	64	23
Science	Teacher assessment	School	0	0	6	76	18
		National	0	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	71%	In Wales	80.6%
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D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6								
			12								
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	8	0	25	58	8
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	8	17	25	33	17
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	8	0	17	42	33
		National	0	0	0	0	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by teacher assessment		by test	
In the school	50%	In the school	N/A
In Wales	74%	In Wales	N/A

D Pupils who are exempted 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

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, but there was no peer assessor present for the duration of the inspection.

The team inspected:

- 21 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.

The inspection team also considered:

- the school's self-evaluation report;
- 86 responses to the parents'/carers' questionnaires, of which 92.38 per cent of these responses were positive;
- a comprehensive range of documentation 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, 5 and 6 Welsh 2 nd Language, English and Information Technology
Mr Enir Morgan, Team Inspector	Key Questions 3, 4 and 7 Science, Geography and Physical Education
Mrs Charlotte Roberson, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Joan Williams, Nominee	Attending meetings and supplying information

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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Report by Dr David G Evans
Hubberston Church in Wales VC School, 4-6th June, 2007