

**INSPECTION UNDER SECTION 10 OF SCHOOL
INSPECTIONS ACT, 1996**

**ABERGWAUN COMMUNITY
JUNIOR SCHOOL**

**West Street
Fishguard
Pembrokeshire**

SA65 9AH

School Number: 668/2210

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REGISTERED INSPECTOR: WO52/6697

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.

4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

The school is situated in the coastal town of Fishguard. The building dates from 1908. There are 157 pupils on roll, with about seventy-five per cent coming from the town itself while others travel in from neighbouring communities. The assessment unit based at the school for pupils with special educational needs (SEN) serves the north Pembrokeshire area. The school reports that the majority of pupils come from backgrounds that are economically disadvantaged. Twenty-two per cent of the pupils are entitled to receive free school meals. The predominant home language is English with only seven per cent coming from homes where Welsh is spoken as a first language, however thirty-nine per cent of the pupils speak Welsh fluently. There is only one ethnic minority pupil at the school. Sixty pupils have been identified as having SEN which include fourteen pupils with a statement.

The school is organised into four year groups which correspond to National Curriculum years three to six where the main medium of instruction is English (Category B). In addition there are two classes, years three to four and years five to six where the medium of instruction is Welsh (Category A)

These classes are organised according to Pembrokeshire's local education authority (LEA) language policy. Pupils are

allocated to these classes according to age, language proficiency and parental choice.

The school was last inspected in the Autumn of 1997.

The school has a comprehensive set of aims which endeavours to ensure that all pupils attain the highest possible standards in relation to their ability and levels of understanding.

Short and medium term priorities include:

- Raise pupils' achievement across the school.
- Increase community involvement in the day to day life of the school.
- Identify and promote the professional development of staff.
- Raise the profile of the school so as to increase admission numbers.
- Further develop Information and Communication Technology (ICT) to improve the effectiveness of teaching and learning.

2. MAIN FINDINGS

The main findings of the report

Abergwaun Junior School provides a happy and secure learning environment for pupils.

- Overall standards of achievement are satisfactory and good in a number of subjects.

Standards achieved by pupils are as follows:

Subject	KS2
English	Good
Mathematics	Satisfactory
Welsh (as a first language)	Satisfactory
Science	Good
Welsh (as a second language)	Good
Design and Technology	Good
Information Technology	Good
History	Good
Geography	Satisfactory
Art	Satisfactory
Music	Good
Physical Education	Good
Religious Education	Satisfactory

- National Curriculum tests and tasks for 2001 and 2002 showed that at the end of key stage 2 the percentage of pupils achieving level 4 or above in all core subjects is in line with the national average for Wales.
- Standards in the key skills of speaking and listening, reading, writing, the application of number and information technology are satisfactory. Teachers take many opportunities to promote the key skills. Progress in all subjects are not consistently and systematically planned.
- The school was recently re-awarded the Basic Skills Quality Mark for improving basic skills in language and mathematics.
- The school provides an appropriate, broad and balanced curriculum that complies with the statutory requirements of the national curriculum and religious education. In years 3 and 4 pupils are taught mainly by the class teacher, these arrangements are effective and contribute to pupils' achievements and progress. In years 5 and 6 the curriculum is subject based with some subjects being taught by subject

co-ordinators. Whilst these arrangements enable teachers to teach to their strengths the organisation is complex. As a result, grouping arrangements and time allocations for some subjects are ineffective.

- The quality of teaching was satisfactory or better in 87% of the lessons observed of which 45% were good. Teaching was unsatisfactory in 13%.
- Where teaching is most effective, explanations are clear, learning proceeds at a brisk pace, the teaching is clearly focused and there is a good balance of activities. Where teaching is unsatisfactory, planning is imprecise and the pace of the lesson often slow. In many cases, the pupils remain inactive listeners for too long, with the result that teachers' efforts to manage behaviour increasingly interrupts the flow of the lesson.
- The school's provision for pupils' moral and social and cultural development is good. Provision for spiritual development is satisfactory. The school is a caring community where pupils are valued and respected. Relationships between staff and pupils are friendly and positive.
- The behaviour and attitudes of the pupils are satisfactory. The school has adopted a comprehensive range of policies and procedures and while they are of value, they are not always applied consistently and are not sufficiently co-ordinated and applied throughout the school to fully realise their desired effect.
- Overall, the accuracy and consistency in the assessment procedure is unsatisfactory. The school is aware of this deficiency and has started to address this aspect.
- The quality of provision for pupils with Special Educational Needs (SEN) in the mainstream classes and in the Attached Unit is good. The school and the Attached Unit conform to the SEN Code of Practice in identifying pupil needs. They follow the statutory stages when progress is being reviewed.
- The quality of self-evaluation and planning for improvement is satisfactory overall.
- Direct monitoring of teaching and learning has begun in the core subjects and these are to be extended to include all the foundation subjects and religious education. The outcomes of this exercise is yet to have a real impact on practice in the classrooms.

- In its present form, the school development plan (SDP) lacks sufficient detail to provide a clear basis for planning. Although it identifies tasks to be done in a general sense, its potential as a management tool is restricted.
- The budget is appropriately monitored and controlled but expenditure in the SDP needs to be more closely linked to agreed priorities and the professional development of staff. The school provides value for money.
- Overall, the acting head teacher and the governing body have satisfactorily guided the school through a difficult period.
- A number of governors have a link responsibility to a curriculum area and many play an active role in the day to day life of the school.
- The school has clear aims and values and demonstrates a strong commitment to equal opportunity which is reflected in its effort to integrate pupils from the special needs unit into mainstream classes
- The quality of staffing, accommodation and resources for learning is satisfactory. The school has an adequate number of appropriately qualified teachers. Teachers are hard working and display considerable commitment to the school. All support staff make a very positive contribution to teaching and learning and the quality of life in the school.
- The external appearance of the building does not reflect the hard work of staff in creating a stimulating and attractive learning environment. High quality displays are evident throughout the school.
- The quality and quantity of learning resources are appropriate for the delivery of the curriculum.
- The partnership with the parents and community, schools and other institutions is good, with some very good aspects.
- The range and quality of information provided for parents is good.
- The partnership with industry is good. The school has an effective strategy for developing this partnership and is successful in promoting the awareness of pupils to the world of work.

- In general, satisfactory progress has been made in dealing with the key issues identified during the last inspection, although some matters still require attention.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection standards of achievement were satisfactory or better in approximately 87% of lessons seen, including 42% which were good. Standards were less than satisfactory in 13% of lessons.

- Standards are good in English, Welsh second language, science, history, design and technology, information technology, music and physical education. They are satisfactory in the remainder.
- In English, pupils make good progress in their speaking, reading and writing skills. However a minority of pupils have poor listening skills and their behaviour has a effect on the work of others. Pupils are less confident in the use of non-fictional materials for research work.
- Standards in Welsh as a first language are satisfactory with pupils making steady progress. Opportunities are lost in enhancing the speaking and listening skills of pupils when pupils from the English and Welsh 'streams' integrate for certain subjects.
- Standards in mathematics are satisfactory. There is clear evidence of progress in all areas as they progress through the key stage. Pupils need to develop further their mental strategies, problem solving work and their use of information technology.
- Standards in science are good. Pupils have a good knowledge of the work they have done. They are able to conduct tests confidently and can apply the principles of fair testing and the control of variables.
- Standards in Welsh as a second language are good. Younger pupils participate enthusiastically in lessons and show a good attitude towards learning. Steady progress is made in reading and writing as they progress through the key stage.

- Standards in geography are satisfactory with pupils showing a good knowledge of their own locality and their studies of other countries. Their basic knowledge of map work is developing well but pupils have yet to master the ability to apply the skills they have learnt to new situations.
- Standards in design and technology are good. Discussion with pupils and scrutiny of their work revealed a knowledge of designing, planning and evaluating techniques and, where appropriate, pupils can offer suggestions as to how their work can be improved.
- Standards in information technology are good. The potential of IT to enhance learning in all subjects is not fully realised.
- Standards of achievement in history are good. Pupils display a good knowledge of their locality and studies of life in other times.
- Standards in art are satisfactory. Pupils are taught to use a range of techniques and styles and apply these with growing confidence. Some pupils produce some very good work. Pupils' skills of drawing and sketching requires further development as does the quality of the final piece of work.
- Standards of achievement in music are good. Skills are significantly enhanced by the range of learning opportunities offered.
- Standards in physical education are good. Pupils show the ability to plan, perform and evaluate during the lesson.
- Standards in religious education are satisfactory. Pupils' knowledge of Christian Festivals and other religions are sound. However their recall of popular Bible stories is limited.
- National Curriculum tests and tasks for 2001 showed that at the end of key stage 2 the percentage of pupils achieving level 4 or above in all core subjects was in line with the national average for Wales.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in the key skills of speaking and listening, reading, writing, the application of number and information technology are satisfactory. Teachers take many opportunities to promote the key skills in many lessons but progress through

all subjects is not consistently and systematically planned for.

- The school was recently re-awarded the Basic Skills Quality Mark for improving basic skills in language and mathematics.
- Speaking and listening skills are generally satisfactory although pupils listening skills are underdeveloped. In some classes pupils listen attentively and respond readily to teacher questions. However, there are occasions where a significant minority of pupils are inattentive.
- Pupils are keen to share their ideas with visitors and are able to express themselves clearly. Some opportunities are provided for pupils to speak and express their thoughts but on the whole, there are insufficient regular opportunities for pupils to share and discuss their work during class lessons.
- In Welsh medium classes, although pupils respond in Welsh to the teacher, pupil/pupil interaction is generally in English. Current arrangements for teaching mathematics and science through the medium of English severely restricts opportunities to develop pupils' use of technical vocabulary.
- The use of Welsh as a medium of instruction in teaching some foundation subjects (e.g. art and technology) has a positive impact on standards in Welsh as a second language.
- Satisfactory use is made of reading skills to obtain information and to support learning in subjects such as geography and history across the curriculum. Most pupils are able to read relevant sources of information; however, they do not undertake sufficient independent research or select information from a variety of sources, presenting and collating information appropriately. Pupils' research skills are generally underdeveloped.
- Writing skills are applied to a satisfactory standard in subjects other than Welsh and English. There are examples of pupils' own, thoughtful writing in a number of subject areas for example in history where they consider what life was like in other times. However, in several instances, writing is restricted to very short responses. Self expression is limited when written work is copied.
- Pupils ability to apply their numeracy skills in various subjects is satisfactory when they have the opportunity to do so but these opportunities are infrequent and do not occur consistently across the curriculum.

- Pupils use their skills in information technology to good effect when they use the ICT room with direct teaching taking place, however, when the mainstream classroom computers are used, pupils' work often lacks direction.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school's provision for pupils' moral and social and cultural development is good. Provision for spiritual development is satisfactory.

- The school is a caring community where pupils are valued and respected. Relationships between staff and pupils are friendly and positive.
- Arrangements for collective worship comply with statutory requirements and contributes positively to pupils' moral development but pupils are not always given time to reflect on issues that affect themselves and others.
- Pupils, supported by class rules know the difference between right and wrong and most demonstrate suitable respect, but the standards of self-discipline by a minority of pupils is a cause for concern.
- Strong emphasis is placed upon appreciating effort and caring for others. The school supports a variety of charities both at home and abroad.
- Inter-school competitions, extra-curricular activities and school trips promote pupils' social and cultural development. Due attention is given to the heritage and culture of Wales; well-planned visits to places of local interest give pupils a range of first hand experiences.
- A number of policies such as equal opportunities give appropriate attention to the need to prevent racism of any kind, and the governing body is aware of its responsibility in this respect.

4.2 Behaviour and Attitudes

The behaviour and attitudes of the pupils are satisfactory.

- The school has adopted a comprehensive range of policies and procedures, which include the associated "Golden Rules" and its achievement awards. However, whilst they are of value,

they are not always applied consistently and are not sufficiently co-ordinated and applied throughout the school.

- The pupils in general apply themselves well to their studies and this is reflected in the standards achieved. Nevertheless there are a number of pupils, who on occasions are disruptive in class and are not corrected with sufficient firmness.
- Socially, the pupils are friendly open and are courteous to their teachers and support staff as well as towards visitors to the school. They are also careful of their environment. A number of older pupils showed maturity as well as a strong sense of responsibility.
- No instances of racism, sexism, bullying or other kinds of discrimination were observed during the inspection. No exclusions have been recorded in the past twelve months.

4.3 Attendance

Attendance levels are good.

- The school has a good range of policies and procedures, and these are reflected in the statistics over the past complete three terms which are marginally below 95%. Levels for this current term are above 95%.
- Registers are completed promptly and accurately and fully comply with statutory requirements. The lack of clerical support sometimes results in teachers not being told at the start of the school day that a parent has rung in to excuse absence.
- The school is very much aware of its responsibilities with regard to monitoring attendance and the support of parents in this area is very evident. The support of the education welfare officer is called upon when necessary.
- Punctuality during the mornings is good but there are a few late arrivals. This is not always effectively dealt with.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in 87% of the lessons observed of which 45% were good 13% of lessons were unsatisfactory.

- Relationships between pupils and teachers are good. Throughout the school teachers are patient and encouraging,
- Where teaching is most effective, explanations are clear, learning proceeds at a brisk pace, the teaching is clearly focused and there is a good balance of activities. Care is also taken at the end of the lesson to check pupils' level of understanding.
- Where teaching is unsatisfactory, planning is imprecise and the pace of the lesson often slow. In many cases, the pupils remain inactive listeners for too long, with the result that the teachers' effort to manage misbehaviour increasingly interrupts the flow of the lesson.
- Overall, teachers use a range of teaching approaches and organisational strategies. However, in some cases the learning is over directed. This stifles opportunity for paired and group work.
- The degree to which work is matched to pupils' different levels of ability is variable. Pupils make better progress where appropriate work is set for different groups in the class. In too many lessons, everyone is set the same work.
- The quality of teaching for pupils with special educational needs who are taught individually and in small groups is often good. The teaching and support is effective in enabling pupils to demonstrate progress within a calm, supportive environment.
- Teachers' knowledge and understanding of the subjects they teach is good.
- Long term planning is satisfactory but short term planning is variable and lacks sufficient preparation and flexibility.

5.2 Assessment, Recording and Reporting

Overall, the accuracy and consistency in the assessment procedure is unsatisfactory. The school is aware of this deficiency and has started to address this aspect.

- To date assessment arrangements are in place for the core subjects and two foundation subjects. The school has developed a number of methods for assessing and recording pupil achievements in these subjects.

- The assessment of individual pupils' work is not being used effectively to inform and assist with planning so as to promote higher standards. Differentiation is often by outcome and does not fully challenge the more able pupils to achieve to the best of their ability.
- The marking of pupils' work in some subjects and between classes is inconsistent. It does not always help pupils to know the next step in their learning so that they can improve their work.
- Parents receive an annual report of their child's progress and achievements in the core and foundation subjects. Parents can also visit school termly to discuss pupil progress.
- There are good links with the feeder infant school. These ensure continuity and progression in the pupil's education. Similar arrangements are in place with the nearby comprehensive school and records are transferred on time.

5.3 Curriculum

The school provides an appropriate, broad and balanced curriculum that complies with the statutory requirements of the national curriculum and religious education.

- The curriculum is delivered through two Welsh medium classes and four English medium classes.
- In English medium classes, the use of Welsh as a medium of instruction in teaching some foundation subjects (e.g. art and technology) has a positive impact on standards in Welsh as a second language. The decision, however, to teach mathematics and science in Welsh medium classes through the medium of English limits pupils competence and confidence in the language.
- In years 3 and 4 pupils are taught mainly by the class teacher with some subjects being taught through a thematic approach. These arrangements are effective and contribute to pupils' achievements and progress.
- In years 5 and 6 the curriculum is subject based with some subjects being taught by subject co-ordinators. Whilst these arrangements enable teachers to teach to their strengths the organisation is complex. As a result, grouping arrangements and time allocations for some subjects are inadequate.
- The school caters for a wide range of pupils' needs including for pupils with Special Educational Needs. The quality of the curriculum provided for children with SEN within the Unit is good. Pupils are well supported in

mainstream classes. Current withdrawal arrangements, however, result in some pupils missing significant teaching points.

- Much hard work has been undertaken to produce policies and schemes of work. These have recently been revised for all NC subjects to meet the needs of Curriculum 2000, however, they do not consistently provide sufficient guidance to ensure continuity and progression in the development of the key skills of literacy, numeracy and ICT.
- The quality of teachers' short term planning is generally satisfactory though the plans do not always specify sufficiently clearly the particular learning objectives of the work.
- Homework is set but the frequency and amount varies between classes and lacks consistency across the school.
- The school's arrangements for the personal and social education of the pupils are good. There is equal opportunity for all pupils, including those with SEN in all aspects of school life. Arrangements for promoting health education across the curriculum have been particularly effective, leading to the school receiving a 'Healthy Schools' award for the third consecutive year.
- The school succeeds in creating a positive Welsh ethos and there is suitable emphasis on teaching pupils about Welsh culture and heritage. There is an appropriate emphasis on other cultures and traditions around the world. Good use is made of educational visits to enrich and extend pupils' learning.
- The school provides its pupils with a wealth of extra-curricular activities, within the school day, at lunch time, and through after school clubs. The school offers wide range of musical tuition and is justifiably proud of the standards that pupils have achieved through musical activities.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance offered to the pupils is good.

- Staff are careful of pupil safety and welfare. They support and help them and ensure that equal opportunities are provided for each pupil.
- There are clear rules and procedures to ensure that the welfare, health and safety of pupils are safeguarded.

- Staff are aware of their responsibility for and the appropriate measures to follow with regard to child protection procedures.
- There are strong links between the school and specialist external agencies. Members of the community and former staff make a valuable contribution in supporting pupils with their work.

5.5 Provision for Pupils with Special Educational Needs

The quality of provision for pupils with SEN in the mainstream classes and in the Attached Unit is good.

- The school and the Attached Unit conform to the SEN Code of Practice in identifying pupil needs. They follow the statutory stages when progress is being reviewed.
- Apart from some pupils who, at times, display disruptive behaviour, the majority of pupils achieve good standards.
- Currently there are 60 pupils on the SEN register. This represents 40% of the school population. The teacher with responsibilities for the Attached Unit is also the Special Educational Needs Co-ordinator (SENCO) for the school.

SEN provision in the mainstream classes

- There are 49 pupils on the SEN register viz - 28 on the school action stage, 20 on the school action plus stage and one statemented pupil. It must also be noted that half of the pupils (25) with SEN display varying degrees of emotional and behavioural problems.
- The school's SEN policy and procedures for dealing with SEN pupils are clear
- The SENCO works closely and efficiently with all the teachers and support staff involved with SEN pupils.
- Comprehensive plans and individual learning programmes are prepared for the pupils. These include appropriate targets that are monitored and reviewed regularly. The information provided for parents is appropriate and they are encouraged to contribute to their child's education.
- Differentiated tasks are provided for pupils on the SEN register. They are given access to a broad and balanced curriculum.

- The SENCO liaises closely with colleagues to ensure consistency in the learning of pupils with special educational needs. A few pupils from the Attached Unit are integrated successfully with the mainstream classes for some lessons where they follow the same curriculum as their peers.
- The contribution of the support staff enhances the quality of provision for pupils with SEN. They ensure that the pupils are fully involved with the work of the class.
- The school makes good use of support from external sources. A recent development has included Individual Plans to address and monitor improvements in pupil behaviour.
- The designated governor for SEN is informed and involved on SEN matters and frequently discusses them with the school.

SEN in the Attached Unit

- 11 pupils, of whom 10 have statements of SEN, attend the Unit, which caters for pupils in the North of Pembrokeshire.
- The Unit caters for 12 pupils with SEN who reside in the North of Pembrokeshire. Currently 11 pupils attend - 10 have statements of SEN, most have moderate learning difficulties and 8 display varying degrees of emotional and behavioural difficulties.
- The funding of the Unit is in addition to the school's delegated budget and all the pupils are referred on the recommendation of an educational psychologist.
- The Unit pupils are fully included in the life of the school. At break times the school operates a 'buddies' system to support and help them. They integrate for assemblies, art, technology, music, games and school visits.
- Achievements in the lesson match written assessments of pupils' capabilities and they attain good standards given their circumstances.
- Individual education plans are detailed and are matched to the needs of the pupils. They are reviewed regularly following careful monitoring.
- There are targets related to behavioural difficulties which show progress in improving patterns of behaviour of individual pupils.

- Schemes of work are based on these targets in the mainstream classes. They are comprehensive and detailed and are suitably differentiated to meet individual need. The teaching methodology is good.
- Resources in the Unit are good and include learning materials, equipment and IT software.
- Although the Unit is based within two classrooms, the nature, age and condition of the building does not lend itself easily to meeting fully the needs of the pupils.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with the parents and community, schools and other institutions is good, with some very good aspects.

- The range and quality of information provided for parents is good. The school handbook, which conforms to the statutory requirements is a useful document. Letters and formal meetings with parents are appreciated, and there is an effective Home School Agreement in existence.
- A number of parents and members of the community are active in the day to day life of the school and make a valuable contribution. The school, in partnership with the Health Authority provides support for parents with health education. This is widely acclaimed as good practice.
- The "Parents Support Group" is particularly hard-working, and provides a valuable forum not only in raising significant sums for the school funds but also in organising social activities for other parents.
- The contribution made by the pupils to the community, and the manner in which the community reciprocates is very good. Clearly the school is important within the town of Fishguard, as well as the outlying districts and has strong family and historical links. The pupils, with the active support of the clergy and local ministers, participate in religious services, care for the elderly and put on a range of performances for the benefit of their community. The pupils raise money generously for a number of charities which also serves to heighten their awareness of their social responsibilities.
- The partnership with the Infants School is good with regular liaison, especially in helping the pupils to transfer from

one school to the other. Equally good are the contacts made with the other primary schools in the area. Arrangements for the transferring pupil records to the high school is good. Liaison between the staff shows the same level of care.

- The LEA and its support officers provide the school with a good service. Partnership with the Police, the Fire Service, the Coastguard Service and others is good.
- Pupils from the local high school and students from local colleges receive valuable work experience at the school.

5.7 Partnership with Industry

The partnership with industry is good.

- The school has an effective strategy for this partnership and these links are evident in the pupils' work. They have benefited from visits to places such as a woollen mill, slate quarry, cheese factory, tourism centres, as well as the harbour and ferry port in Fishguard.
- Further initiatives have included the "Invention and Discovery Roadshow", and year six pupils have received an award for "Excellence in Teamwork" under the auspices of the "Enterprise and Innovation in Wales" scheme. A member of staff has also benefited from an attachment to a bookselling retailer organised by Careers Wales.
- The school is also successful in promoting an awareness in pupils of the world of work.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is satisfactory overall.

- Governors and staff are developing a culture of self-evaluation; a good start has been made in this area.
- Direct monitoring of teaching and learning has begun in the core subjects and these are to be extended to include all the foundation subjects and religious education. The outcomes of this exercise is yet to have a real impact on practice in the classrooms.

- The link between self-evaluation and school development planning lacks coherence and is not sufficiently supported by plans of action to ensure a clear focus on the main priorities.
- The school has made a positive start on target setting but projected targets are not always supported by work which accurately reflect pupils' levels of achievement and capability.

6.2 Leadership and Efficiency

Overall, the acting head teacher and the governing body have satisfactorily guided the school through a difficult period.

- The acting head teacher has full-time responsibility for a class and as a consequence most administrative duties are done after school and at weekends. This makes it extremely difficult to fulfil the leadership and management role efficiently and effectively.
- The governing body has helped to sustain the school and have improved their oversight of the delivery of the curriculum and standards of achievement. A number of governors have a link responsibility to a curriculum area and many play an active role in the day to day life of the school.
- The school has clear aims and values and demonstrates a strong commitment to equal opportunity which reflected in its effort to integrate pupils from the special needs unit into mainstream classes
- In its present form, the school development plan (SDP) lacks sufficient detail to provide a clear basis for planning. Although it identifies tasks to be done in a general sense, its potential as a management tool is restricted.
- The budget is appropriately monitored and controlled but expenditure in the SDP needs to be more closely linked to agreed priorities and the professional development of staff.
- Additional income raised through various fund raising events is used appropriately to support pupils in their learning.
- Whilst the role of subject co-ordinators remains underdeveloped, most teachers are satisfactorily developing their responsibilities. Their influence and impact on practice is yet to be realised.

- The school provides value for money.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and resources for learning is satisfactory.

- The school has an adequate number of appropriately qualified teachers. Teachers are hard working and display considerable commitment to the school.
- In the main they are appropriately deployed and have been given curricular responsibilities matched to their qualifications and experience.
- Teachers have attended a number of relevant in-service courses which has led to some new initiatives (e.g. the personal and social programme), however, the impact of teachers' attendance on courses is not systematically followed up or sufficiently evaluated.
- All support staff make a very positive contribution to teaching and learning and the quality of life in the school. A large number of volunteer helpers play a significant role in supporting pupils' learning. Their impact is particularly effective in developing pupils' literacy skills.
- The lack of administrative support places significant additional demands on the staff.
- Positive steps have been taken to introduce performance management. The acting headteacher has held professional development interviews with a number of staff to set performance objectives for 2002/03. Job descriptions have recently been revised to reflect changes in staff responsibilities, however, they are not sufficiently detailed with regard to individual responsibilities.
- The external appearance of the building does not reflect the hard work of staff in creating a stimulating and attractive learning environment. High quality displays are evident throughout the school.
- There is adequate space for the number of pupils, but, the nature of the building and the range of furniture available restricts the teaching and learning approaches available to teachers.

- The school has a good sized hall which is extensively used during the day and after school; its use as a thoroughfare during lessons however is distracting for both pupils and teachers.
- The quality and quantity of learning resources are appropriate for the delivery of the curriculum. The resources are accessible to teachers and pupils and in most instances are efficiently arranged and stored. The library has recently been refurbished; however, its use as a teaching area restricts access. The recently completed ICT suite is having an impact in improving pupils' ICT skills.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Overall standards of achievement are good.

Good features

- Most pupils speak with confidence to adults and other pupils. When given opportunities, they participate willingly in group and class discussion. They can describe events and convey opinions, using an appropriate range of vocabulary.
- Pupils listen attentively to their teachers and to each other most of the time.
- The reading skills of pupils develop well as they progress through the key stage and they use a range of strategies in this respect. Older pupils are able to talk with confidence about the books they read and can explain their reasons for preferring particular books and authors.
- Pupils write in different forms and styles depending on the purpose or occasion. By the time pupils are in years 5 and 6 an appropriate emphasis is placed on planning, drafting and editing. Most pupils by the time they reach year 6 have developed a neat and legible style of handwriting.
- Some pupils effectively use IT to re-draft work.
- Spelling is generally accurate and competent use is made of dictionaries.

Shortcomings

- A minority of pupils have poor listening skills and their behaviour has a detrimental effect on the work of others.
- Pupils are less confident in the use of non fiction materials for research purposes.

Mathematics

Standards in mathematics are satisfactory.

Good features

- Pupils in the Special Needs Unit make good progress appropriate to their age and stage of development
- The majority of younger pupils have a clear understanding of place value in tens and units and show a good understanding of the addition and subtraction process. They use the correct terms for the four rules of number with increasing confidence.
- Many pupils display a quick recall of multiplication facts and tackle mental work with confidence and enjoyment. Pupils are encouraged to use a variety of strategies and are able to offer logical explanations when asked to explain their working.
- Older pupils handle very large numbers competently and are very familiar with addition and subtraction of number to the first decimal place. More able pupils are able to recall multiplication and division facts with accuracy and their grasp of the four rules and the relationship between them is good.
- Pupils are increasingly confident in dealing with fractions. Younger pupils are able to recognise halves and quarters with older pupils able to place fractions in order of size and identify equivalent fractions.
- Throughout the key stage pupils develop a sound understanding of space and measures. Pupils can describe the properties of 2D and 3D shapes and use appropriate mathematical language to discuss their attributes.
- Older pupils are able to identify lines of reflective and rotational symmetry on a variety of shapes. They calculate areas and perimeters, mostly using correct mathematical language when talking about their work. They are able to describe some of the standard measures they meet in their everyday lives and use a ruler with a good degree of accuracy.
- Pupils make satisfactory progress in data handling. In their interpretation of different graphs, there are several good examples of pupils using written work to explain their working and answers.

Shortcomings

- The challenge and pace in mental activities is not consistently applied in all classes. A number of pupils have poor recall of number facts and strategies for undertaking mental calculations.

- Work in mathematics does not always build sufficiently on pupils' previous mathematical knowledge and skills. Some of the more able pupils are given further practice on concepts they have already acquired and could readily move on to more challenging work.
- Problem solving opportunities are not progressively developed to stretch the more able and opportunities to develop pupils' investigative abilities are limited.
- Presentation of pupils' work in mathematics is inconsistent in quality. In some classes pupils do not consistently take care in displaying their work and standards of presentation are often unsatisfactory.
- Pupils make insufficient use of information and communications technology in their mathematics.

Science

Overall standards of achievement are good.

Good features

- The pupils display a good knowledge of life processes and living things, materials and their properties and physical processes.
- Pupils have a good knowledge of the human body and are aware of the importance of eating and healthy living.
- When undertaking practical work on sound and pitch, pupils can recall processes they have followed to investigate the effects of tension. They can describe what constitutes a fair test and can control variables.
- Pupils understand that light travels from a source and, on falling on shiny surfaces and mirrors, is reflected. In an activity involving aluminium foil, they are able to describe the degree of reflection before and after the foil is crumpled. They offer good reasons why the results differ.
- They can make predictions when planning and undertaking an investigation. They observe well, ask good questions, listen carefully to instructions and collaborate effectively.

Shortcomings

There are no significant shortcomings.

Welsh

Standards of achievement are satisfactory.

Good features

- The majority of pupils listen appropriately and respond well to their teachers. When given suitable opportunities, they participate satisfactorily in group and class discussion.
- As pupils' progress through the school their reading skills improve. Older pupils talk with confidence about characters in the books they have read.
- Pupils throughout the key stage write for a variety of purposes. A few are able to write extensively for a range of purposes.
- By the time pupils are in years 5 and 6 the handwriting of the vast majority is neat and legible.

Shortcomings

- Some pupils do not contribute willingly in groups or in whole class discussion and often use English as a medium of conversation.
- A few lack fluency in their reading and show a limited understanding of text.
- Some pupils lack confidence in expressing themselves in writing.

Welsh Second Language

Standards in Welsh second language are good.

Good features

- The school has created a positive Welsh ethos which is reinforced by teachers' incidental use of Welsh in all aspects of school life.
- Younger pupils participate enthusiastically in lessons and show a good attitude towards learning the language. They show a sound understanding of commands and greetings and can recall words relating to food, clothes and the weather. Most can count in Welsh and recognise the names of colours. They can describe their likes and dislikes, their feelings and the weather. They ask and answer simple questions in short dialogues with a partner. Pronunciation is generally good.

- Older pupils are able to recall a good range of previously learned vocabulary and make use of correct sentences when answering questions by the teacher. They listen to a range of instructions and respond to a variety of everyday classroom instructions and questions. Some pupils respond enthusiastically in role playing situations and demonstrate a good command of language patterns.
- Steady progress is made in reading, with effective use of flash cards, captions and text. Throughout the school pupils read a variety of simple Welsh books with increasing fluency and understanding
- In all classes, pupils are set a wide range of written tasks which reinforces vocabulary and helps them to become familiar with sentence structures. The majority of pupils complete written tasks in their work books correctly.
- By the end of the key stage, some pupils write their own individual text using a variety of sentence patterns. The most able pupils make good progress throughout the key stage and have an accurate knowledge of past and present tense.
- The enthusiastic support of the Athrawes Fro has an impact on the standards pupils achieve and extra curricular activities, such as the Urdd, have a positive effect on pupils' attitudes to learning the language.

Shortcomings

- The use of incidental Welsh is inconsistent across the school and varies in its effectiveness between classes.
- Although some older pupils demonstrate confidence and fluency in the use of the language generally, many are reticent to practice their oral skills.

Design and technology

Standards of achievement are good.

Good features

- When preparing a pizza base, the pupils are focussed on the practical task of preparing the dough. They work independently and in groups ensuring that their hands and the food preparation area are clean. They discuss the ingredients and use appropriate vocabulary - knead, flour,

yeast, salt. They are able to gauge and describe the texture of the dough when making a pizza base.

- Whether making models of a small cottage or a large model of the centre of Fishguard, the pupils are able to select appropriate materials, equipment and techniques. Many take great pride in their work. They measure, mark out, score, cut, shape and join various sizes of card. They evaluate their work and consider alternative methods of improving their work e.g. thicker texture of paint required to indicate road surfaces.
- Scrutiny of the portfolio of work reveals a knowledge and understanding of designing, planning and evaluating techniques. This ranges from making a mobile frog and Easter cards to learning about speed on water by designing and making small boats.
- There is much evidence on the display boards of developing and communicating aspects of their design ideas in a variety of ways - drawings, paintings, models and computer based work.
- Pupils are constantly reminded and pay due attention to issues of health and safety when working.

Shortcomings

There are no significant shortcomings.

Information Technology

Overall standards of achievement are good.

Good features

- Throughout the school pupils develop their IT skills progressively.
- Pupils can load and access programs, save their work on file, retrieve and print with confidence. They can correct and modify their work by changing the size and font of the text.
- They can use word processing programs well and import images to enhance the presentation of their work. Through the good use of art programs, pupils produce images and patterns of quality.

- They are given opportunities to consider what kind of information is required and how they can find and use it e.g. devising a poster to advertise the sale of a Tudor house.
- Good use of appropriate software is of particular benefit to pupils with S.E.N.
- Some pupils successfully gather information from CD ROMs and access to the Internet. This enables them to explore, analyse and present information effectively.
- Classrooms are equipped with PCs. There is also a suite equipped with 10 PCs that were efficiently used during the lessons observed.

Shortcomings

The potential of IT to enhance teaching and learning in all subjects is not yet fully realised.

History

Standards in history are good.

Good features

- Pupils' interest and awareness of the past is stimulated through using a wide range of approaches and resources. Visits are a regular and important feature of pupils' work and make a valuable contribution to their learning.
- Younger pupils study the Celts and Romans, their understanding is enhanced by visits to Dolaucothi and Castell Henllys. They are keen to share what they have learned and can describe how people lived in these times.
- Older pupils in their studies of life in Tudor times are able to describe the differences between the living conditions of the rich and poor. By the end of the key stage, pupils show good understanding of the effects of World War Two on people's lives.
- Good use is made of primary and secondary sources, timelines, artefacts and books to help pupils establish a clear understanding of life in the past.
- Older pupils are able to sequence events and objects correctly and demonstrate an increasing awareness of chronology and how things change over time. They are keen to share ideas, discuss opinions and present their work in

variety of forms which enhances their work in other subjects. Their writing displays that they are able to empathise sensitively with peoples of the past. They display a good knowledge of the history of Fishguard and the surrounding area and local visits and photographic evidence is used effectively to stimulate pupils' interest.

Shortcomings

- Where the focus of the lesson is unclear pupils are insufficiently challenged to pose their own questions and to offer their own ideas.
- Insufficient use is made of ICT to develop pupils' research skills.

Geography

Standards of achievement are satisfactory.

Good features

- Most pupils identify Wales and other home countries on a map of the United Kingdom. They can locate Fishguard and other well known features such as National Parks on a map of Wales. Older pupils are confident in identifying and locating major countries, rivers and oceans of the world.
- Pupils are given appropriate opportunities to study contrasting areas to that of their home environment and can discuss with confidence recent areas of study.
- They are aware of how climates and ways of life are different.
- All pupils show proper concern for their environment, with the older pupils being able to show an understanding of the effects of pollution and the impact changes, such as the building of roads can have on the environment.

Shortcomings

- Mapping skills are not pursued on a regular enough basis to ensure continuity and progression throughout the school. Pupils lack confidence in applying the mapping skills they have learnt in new situations.
- Pupils lack confidence in the use of atlases and globes to locate and identify places and features.

Art

Standards of achievement are satisfactory.

Good features

- Pupils throughout the school are given experiences with a range of materials and techniques, including collage, printing and painting.
- Pupils select and mix paint to achieve a desired shade or colour and experiment with pastels, crayons and charcoal to produce different effects.
- There is a strong emphasis on art appreciation work. Pupils are introduced to the work of local and international artists such as Aneurin Jones, Stan Rosenthal, Picasso and Georges Pierre and study their styles and techniques.
- Success has been achieved when submitting work to the local Urdd Eisteddfod competition.
- The older and more able pupils are able to reflect on their outcomes and suggest improvements to their work.

Shortcomings

- Pupils' skills of drawing and sketching through detailed observation work is not well developed.
- The final work of too many pupils is often untidy.

Music

Only a limited range of observations was possible during the inspection but on the basis of the available evidence standards of achievement in music are good.

Good features

- The musical experience of pupils in the Special Needs Unit is enhanced by the visits of a student on experience. Pupils clearly enjoy making music together. They listen attentively to each other's contributions and work well as a group to produce a 'sound story'.
- During assembly pupils sing familiar hymns tunefully, with

expression and clear diction. They control their voices well and are able to participate successfully in a two part round, maintaining the tune and keeping to a steady beat.

- The playing of music during morning assemblies introduces pupils to a variety of composers and styles and helps to develop their listening skills. During lessons pupils listen to a wide variety of music and express opinions on what they have heard. They are able to identify accurately various elements, including pace and dynamics. Older pupils can name famous composers and their well known works.
- Evidence from written work by older pupils indicates by their responses that they have listened carefully to a variety of recorded music and responded sensitively to the moods which are portrayed.
- Younger pupils work well together. They are able to create compositions which have a simple musical shape and to revise their ideas. They are able to record their work appropriately and perform in class with increased confidence and a sense of pride.
- Good progress is made in instrumental work and the composition of short musical items. Generally, pupils co-operate well with each other and are encouraged to evaluate their work.
- Older pupils use a range of tuned and untuned instruments with a strong emphasis on creativity and imagination.
- A number of pupils benefit from instrumental tuition from visiting teachers whilst others engage in a range of extra-curricular activities. Skills are significantly enhanced by these experiences.
- Making music at concerts, Urdd competitions and other public performances gives pupils experience in performing for a large audience.

Shortcomings

- Current timetable arrangements provide insufficient regular opportunities for pupils to develop their singing.
- Lessons are sometimes over-long with the result that some pupils lose interest and do not listen attentively to the rest of the group.

Physical education

Based on the three lessons seen during the inspection the standards of achievement are good.

- Pupils display the process of planning, performing and evaluating during a lesson. They respond enthusiastically, listen carefully to instructions and move purposefully showing good standards of achievement.
- Pupils make good use of limited space, move imaginatively and show good control and expression when interpreting the actions from a story.
- In the games lesson on the school yard and field, the pupils show their ability to plan and perform well in football and hockey displaying appropriate skills. They are aware of the need to warm up the muscles before commencing physical activity.
- They display a keenness to co-operate and are competitive when working in pairs and small teams. They show good ball control, attacking and defensive skills.
- In a dance lesson, pupils respond to the mood of the music and work well individually and in pairs. They move lightly and can link movements and shapes effectively to the beat of the tambourine.

Shortcomings

- There are no significant shortcomings. However there are occasional disruptions and distractions to the lesson as people pass through the school hall.

Religious education

Standards of achievement are satisfactory.

Good features

- Personal, moral and social education during morning worship and 'Circle Time' contributes effectively to pupils' awareness of Christian Values and beliefs.
- Most pupils show a good understanding towards others and the environment.

- Pupils generally have a good knowledge of the major Christian festivals such as Christmas and Easter and can describe with confidence the events surrounding these.
- Appropriate knowledge of other faiths and festivals can be recalled confidently by most pupils.

Shortcomings

- Pupils have only a limited knowledge of well known Bible stories.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The previous inspection in November 1997 identified the following key issues for the school to address:

1. address shortcomings in all other areas identified in the report;
2. improve the quality of teaching and curriculum planning
3. develop procedures for the systematic monitoring, assessment and evaluation of all subjects;
4. improve the system of assessment, recording and reporting on pupils' progress;
5. amend the SDP to make it a more effective document for school improvement;
6. improve the learning environment within classrooms and other areas of the school;
7. address safety issues raised during the inspection

Overall the school has made satisfactory progress.

Key Issue 1.

Many of the areas identified have been addressed in part or in whole, some more successfully than others. These are reflected within the body of this report and have if deemed necessary been identified as areas for further improvement.

Key Issue 2.

The quality of teaching and curriculum planning overall does show progress since the last inspection but there are still a number of issues of a similar nature that require further development, these are identified in section 5.1 and 5.3.

Key Issue 3.

The school has taken positive steps in introducing a system for monitoring teaching. Further work is required in this area and the school has identified the steps it needs to take. Further issues in relation to this very important area of work are highlighted in this report.

Key Issue 4.

Although the school has improved its systems and procedures for assessment, recording and reporting on pupils' progress it remains unsatisfactory and has been identified as a key issue. Section 5.2 of this report highlights the shortcomings.

Key Issue 5.

Work on SDP since the last inspection shows progress but the extent to which self-review and budget setting relates to the school's priorities and educational objectives requires further development.

Key Issue 6.

Much work has been done in this area. Teachers and pupils have created a most effective learning environment within the classrooms and other areas of the school.

Key Issue 7.

Safety issues raised during the last inspection have been addressed.

8.2 Key Issues for Action

The school needs to:

- raise standards and address those shortcomings in subjects where they are noted in the report;
- strengthen the impact of leadership on the overall quality of learning and standards of achievement;
- further develops the strategies to improve the attentiveness of pupils in some reading.

- further improve the use of assessment including the constructive marking of pupils' work in order to plan the next steps in learning and in determining the most appropriate teaching method.
- review its curriculum arrangement particularly in the upper part of key stage 2
- ensure greater coherence between self - review and school development planning in order to determine school priorities and associated actions.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Iau Abergwaun
School type	Junior
Age-range of pupils	7-11 Years
Address of school	West Street Fishguard Pembrokeshire West Wales
Post-Code	SA65 9AH
Telephone Number	01348 872505

Headteacher	Mr Alun Davies (Head) Mr Tim Owen (Deputy)
Date of appointment	July 1982 (Head) July 1983 (Deputy)
Chair of Governors/ Appropriate Authority	Mr Brian Howells Pembrokeshire LEA
Registered Inspector	Mr M. Lloyd-Jones
Dates of inspection	18 th , 19 th and 20 th November 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils					45	34	42	37	158

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	1 : 23
Pupil : adult (fte) ratio in nursery	N/A

classes	
Pupil : adult (fte) ratio in special classes	3 : 12
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1 : 25

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1			95.3	95.3
Term 2			95.1	95.1
Term 3			92.4	92.4

Number of pupils excluded during 12 months prior to inspection.	0
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Percentage of pupils entitled to free school meals	22%
Number of pupils excluded during the 12 months prior to inspection	0

C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS

END OF KEY STAGE 2: 2001

(NB The data for 2002 has not yet been published.)

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6: 32					
level			Percentage of pupils at each									
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	2	2	0		6	19	48	25	
		National	0	0	0	1	1	6	19	48	25	
	Test/Task	School	1					4	14	47	31	
		National	0	2	1	1	0	5	14	47	31	
Welsh	Teacher assessment	School	1	0	1	0	1	4	24	49	20	
		National	1	0	0		1	4	24	49	21	
	Test/Task	School						2	22	48	23	
		National	1	2	0			3	22	48	25	
Mathematics	Teacher assessment	School	0	0	1	0	0	4	19	47	28	
		National	0	0	0	0	1	4	20	47	28	
	Test/Task	School	0	2	1	1	0	4	18	42	32	
		National	0	2	1	1		4	18	42	32	
Science	Teacher assessment	School	0	0	1	0	0	3	15	52	29	
		National	1	0	0	0	0	3	15	52	29	
	Test/Task	School	0	2	0	1		2	13	51	31	
		National	0	2	0	1		2	13	51	31	

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

By	Teacher	by Test
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Assessment			
In the school:	67	In the school:	68
In Wales:	68	In Wales:	68

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

Appendix D: The Evidence Base of the Inspection

- The inspection team consisted of 4 inspectors who worked for 11 inspector days.
- Pre-inspection meetings were held with the acting head teacher, staff and governing body.
- Twelve parents attended a meeting with two members of the inspection team.
- Sixty-two questionnaires were returned, analysed and summarised.
- All documents submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various time of the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- lessons or part-lessons were observed.
- Pupils were heard reading and were questioned in their knowledge and understanding of English, Welsh, Mathematics, Science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with teachers and examined assessment records.
- Discussions were held with the acting head teacher, curriculum co-ordinators and other staff.
- The work with special needs pupils in the unit and mainstream classes was examined.
- Minutes of meetings and documents relating to financial management of the school were discussed.
- Budget figures were examined and discussed with the acting head teacher.

- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

E. Composition and Responsibilities of the Inspection Team

Team Members	Subject responsibilities	Aspect responsibilities
Mr. M. Lloyd-Jones Registered Inspector	English Welsh 1 st Language Geography RE Art	Context: Main Findings: Standards: Pupils' Spiritual, Moral, Social and Cultural Development: Quality of Self Evaluation and Planning for Improvement: Leadership and Efficiency: Progress Since the Last Inspection Key Issues for Action
Mr. G. Morris Lay Inspector	Mathematics Welsh 2 nd Language History Music	Standards Achieved in the Key Skills across the Curriculum: Curriculum: Staffing, Accommodation and Learning Resources
Mr. I. G. Jones Team Member	Science Design and Technology Information Technology Physical Education	Assessment, Recording and Reporting: Support, Guidance and Pupils' Welfare: Provision for Pupils with SEN
Mr. W. Owen Team Member	N/A	Behaviour and Attitude: Attendance: Partnership and Parents and Community, School and other Institutions: Partnership with Industry

The inspection team would like to thank all parents, governors, staff and pupils for their assistance and co-operation at all stages of the inspection