

REPORT

on the

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**ANGLE V.C. PRIMARY SCHOOL
ANGLE VILLAGE
NR. PEMBROKE
PEMBROKESHIRE
SA71 1AT**

School Number: 668/3033

Date of Inspection: 7th – 9th April 2003

By

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Under Estyn contract number: T/154/02P

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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 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

Angle Voluntary Controlled School is situated in the village of Angle about 10 miles from the town of Pembroke and near the entry to the Cleddau estuary. As a voluntary controlled school, it is the subject of a section 23 inspection where Acts of Collective Worship and the school's Christian ethos is inspected separately. Religious education is, however, to be inspected under the Section 10 arrangement. The school is a designated Category C school by the Local Education Authority, where all pupils are taught through the medium of English. The school was last inspected in January 1998.

The number of pupils on roll is 21 and all come from English speaking homes. The area in which the school is set is described as neither prosperous nor disadvantaged. Similarly, the pupils come from neither disadvantaged nor prosperous homes. Only one per cent of the pupils is eligible for free school meals.

There is an infant and a junior class with nine pupils and 12 pupils respectively. One pupil has a statement of special educational needs and five pupils are on the various School Action stages and this represents 25% of the pupil population. One pupil is on the School Action stage and four are on the School Action Plus, including the statemented child.

The school has identified the following priorities for improvement:

- improve writing standards in English; improve aspects of pupils' mathematical skills in terms of tables and mental mathematics; implement information technology across the curriculum and National Opportunities Funds (NOF) training for staff; raise standards in IT/ data handling and improve the general appearance of the school.

2. MAIN FINDINGS

The main findings of the report

Angle Voluntary Aided School is a small rural school where the standards of the teaching and learning are good. The governing body and parents enjoy good relationship with the staff. The school exhibits a family atmosphere and everyone who works in the school display a caring and mutually respectful attitude. Even though the number of pupils are small, every effort is made to provide pupils with rich and varied learning experiences both in and out of school.

- The overall quality of the educational provision for the under-fives is good. The provision is effective and appropriate to their needs and the children make good progress towards the Desirable Learning Outcomes.

- The under-fives achieve the following standards:

Language, literacy and communication skills	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Creative development	Good
Personal and social development	Good
Physical development	Satisfactory

- Pupils' achievements in the National Curriculum, including religious education, are as follows:

Subject	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Welsh second language	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Satisfactory	Satisfactory.
Religious education	Satisfactory	Satisfactory

- In the 25 lessons or sessions seen, pupils' standards of achievement were good in 68 per cent and satisfactory in the remaining 32 per cent.
- Standards in the development of key skills for the under-five children are good in all six areas of learning. In KS1 and KS2, the standards in the key skills in the four areas of literacy, namely, speaking, listening and reading are good; in writing and in numeracy, standards are satisfactory. In information and communication technology (ICT) standards are good.
- National Curriculum Assessments (NCA) Teacher Assessment for KS1 pupils in 2002 involves too small a number of pupils to make any valid comparisons with the Welsh or LEA averages. Similarly, in the NCA Tests for the five KS2 pupils in 2002, the number is also too small to make any valid comparisons with either national or LEA averages.
- In terms of the school's provision for the development of a positive ethos for learning, the behaviour and attitudes of pupils throughout is good. Attendance and punctuality is good. The support and guidance available to pupils is also good.
- The school's provision for pupils' spiritual, moral and social development is good and for cultural development is satisfactory. Reflection on personal experiences in assemblies and in particular lessons involving pupils expressing personal ideas and views is a feature in

the life of the school and is of good quality, as are opportunities for pupils to discuss moral and social situations and events.

- The school has a racial equality policy that requires pupils to show respect for the traditions of other cultures and in particular Welsh culture and heritage, however, pupils' knowledge and understanding of other cultures and faiths is underdeveloped.
- An appropriate discipline policy is in place. Bullying is not tolerated and a recent concern has been resolved. Parents are happy with the support and guidance offered to their children. All pupils, including pupils with special educational needs (SEN) are treated equally. The provision for pupils' social, personal and health education is good.
- Partnership with parents, community and other agencies is good. Whilst the information parents receive is generally good; the school prospectus is user-friendly, but it does not contain the necessary key information. Similarly, the governor's annual report to parents also lacks statutory information. Partnership with industry is also satisfactory. There is no policy available on industrial links and staff have not had opportunity to undertake industrial placements.
- The curriculum for children under-five and for pupils in KS1 and KS2 is well planned and satisfies the requirements. Policies and schemes of work are in place and are of good quality. The Welsh dimension Y Cwricwlwm Cymreig is fully in place in all schemes of work and is effectively delivered across the curriculum. Extra-curricular activities, including extensive visits to places of educational interest enrich pupils' learning in positive ways. Policies for equal opportunities, racial equality are in place and are of good quality. The Home-School agreement policy is well structured
- Provision for SEN is good. Pupils achieve good standards and make good progress. The Individual Education Plans (IEPs) are of good quality. The support offered is very effective and the work set is appropriate to pupils' needs.
- The quality of the teaching provided is good or better in 72 per cent of the 25 lessons seen, including four per cent that were very good. In the remaining 28 per cent the quality was satisfactory.
- Where the teaching was good; relationships was good; teachers' knowledge and use of models of language was good; the work matched pupils' needs and interests and pupils were encouraged to use their thinking and investigative skills. Where the teaching was satisfactory, minor shortcoming included, insufficient time given for pupils to evaluate their work and to express their ideas in alternative ways.
- In assessment, recording and reporting the standards are satisfactory. The policy provides only outline information. The tracking of pupils' progress is, however, unrefined. The school complies with the statutory procedures for NC assessments and teachers effectively intervene to support pupils' learning. Individual profiles are kept for each pupil with samples of work, however, they are not sufficiently detailed or annotated to indicate the levels pupils have attained.
- The quality of self-evaluation and planning for improvement is satisfactory. The School Development Plan (SDP) is a short-term document and supports the school's efforts to

self-evaluate. The more formal procedures for assessment and for self-evaluation as part of a longer term planning for improvement are, as yet, underdeveloped. Initiatives in the SDP are being implemented successfully but their effectiveness in raising standards have not been reviewed or evaluated. Similarly, pupils are insufficiently involved in setting and monitoring their own targets for improvement.

- The quality of leadership and the efficiency with which the school is run are good. All staff, governing body and parents who help in the school work well together. Governors are increasingly becoming more involved, undertaking a broader range of responsibilities and visit the school on a very regular basis. The head provides good leadership. Curriculum responsibilities are shared and are competently undertaken.
- The budget is in slight deficit but any expenditure is carefully scrutinised to ensure that pupils benefit directly. The school offers good value for money. Daily routines are managed effectively.
- The quality of staffing is good and the accommodation and resources are generally satisfactory with good resources in IT. There are minor shortages in learning resources in, large toys for the under-fives, reference and non-fiction books in English, science, DT, music, physical education and religious education.
- The support offered by other, full and part-time and peripatetic teachers is very effective and they work closely with the class teachers.
- In the main school building, signs of dampness are prevalent in certain areas. The rear and east side of the school have inadequate fencing. The playground lacks colour and the lines for various games are faded. The secure area for the under-fives is unattractive. There is no safety rail in front of the school and the road warning markings outside are faded.
- The school, in its Action Plan, has successfully addressed the key issues identified in the previous inspection report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of pupils' achievement in the 25 lessons seen were good in 68 per cent and in the remaining 32 per cent, standards were satisfactory.

For the children under-five, standards are good, in language, literacy and communication skills, mathematical development, knowledge and understanding of the world, creative development and personal and social development. In physical development, children achieve satisfactory standards.

In KS1 and KS2, standards were good in English, mathematics, information technology, history, geography, art and music. In science, Welsh second language, design technology, physical education and religious education, standards were satisfactory.

In the NCA tests for KS2 in 2002, only five pupils were involved and this is too small a number to be able to make valid comparisons with national or Local Education Authority averages.

3.2 Standards achieved in key skills across the curriculum

In the early years, standards in key skills are good in literacy, numeracy and ICT, in the six areas of learning.

In KS1 and KS2, the standards achieved in pupils' key skills across the curriculum are good overall in literacy and information and communications technology (ICT) and satisfactory in numeracy.

- Children under-five have very good opportunities to listen to and speak with adults. Children begin to understand some of the functions of writing and enjoy basic writing experiences. They make good progress with their ICT skills by using a purposeful range of software, well matched to their needs.
- Pupils with special educational needs achieve good standards in speaking, listening, reading, writing, numeracy and in the use of ICT.
- Pupils in both key stages develop good speaking and listening skills. They express themselves with increasing confidence in a range of contexts. They listen attentively, express themselves well and take turns to speak, listen, share ideas and offer opinions courteously.
- The standards in writing across the curriculum, (other than in English where writing standards are good) are satisfactory in both key stages. There are some good examples of writing across the curriculum such as the work done for the project on Angle. Some of the writing for the foundation subjects is insufficiently challenging and pupils do not always write consistently at length.
- Standards of reading across the curriculum in both key stages are good. Pupils read with accuracy and understanding and older pupils develop good information-retrieval skills. The range of books available for enhancing pupils' knowledge in the foundation subjects is very limited.
- Numeracy skills are satisfactorily developed in many subjects. In KS1, pupils illustrate their findings with a range of graphs and tables. In KS2, pupils use a variety of graphs, including pie charts, to represent information in the foundation subjects and in the project on Angle.
- Standards in the use of ICT are good overall. In KS1, pupils use ICT confidently to present their written work; use pictograms to extract information and use colour magic to illustrate work across the curriculum. In KS2, pupils use ICT to improve the layout and presentation of their work when collaborating in using the CD-ROM for the project on Angle and the surrounding area.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral and social development is good. The provision for pupils' cultural development is satisfactory.

- The school is successful in promoting shared aims and values, which are clearly understood by the pupils and reinforced by the staff. The quality of pupil-teacher relationship is good and contributes to the positive working environment.
- The under-fives work and play together co-operatively and constructively. They relate well to their peers and adults and conform to the school code of behaviour. They take part in activities with confidence and respect for others.
- Pupils' spiritual development is good. They are encouraged to reflect on their own experiences and those of others. They develop self-understanding and begin to understand and respect the feelings of others. The curriculum promotes children's development of a sense of awe and wonder at the natural world and human achievement.
- Pupils' moral development is promoted within a clear framework of values. The staff are consistent and fair in their approach and pupils know the rules and the expectations set by the school. Pupils know the difference between right and wrong.
- Daily acts of worship play an important part in the life of the school and in developing the whole child. Assemblies follow broadly based Christian themes that reinforce the schools mission statement. Pupils participate in collective worship in many ways through singing, role-play, prayer and speaking of their own experiences and reflecting on those of others.
- Pupils' social development is developed through Circle Time and time for reflection. Children are encouraged to respect their environment and each other. They collaborate well together when working in pairs, groups or as a whole class and show a tolerance and understanding for each other. Pupils are very polite and well behaved and show respect to staff and visitors.
- Pupils' cultural development is satisfactory. Pupils have some knowledge of Welsh culture and heritage, through class activities and through relevant educational visits in the locality and beyond. Their knowledge of other cultures and faiths is underdeveloped.

4.2 Behaviour and attitudes

The behaviour of the pupils overall is good. In 68 per cent of the lessons or sessions seen, standards of achievement were good and satisfactory in the remaining 32 per cent of lessons.

- In the classroom pupils settle down to work quickly. They listen to instructions and the majority get on with their work. A few pupils in KS1 lack concentration.
- Pupils work well together in pairs and groups. They exchange ideas and take turns.

- There is an appropriate discipline policy and this is reinforced by a points system, well understood by the older pupils. Younger pupils win stars. The reward system in general is satisfactory.
- Pupils are polite and helpful and they play happily together in the playground.
- Bullying is not tolerated and incidents are dealt with promptly.

4.3 Attendance

Attendance is good.

- Rates of attendance are consistently good averaging over 95% in the three terms prior to the inspection. There were no unauthorised attendance in this period and during the inspection all pupils were in school.
- Registration occurs twice daily and registers are neatly kept and totalled in accordance with National Assembly for Wales guidelines. Parents telephone or send in notes to explain absence but occasionally reasons for absence are not always noted in the registers.
- Pupils are very punctual and the school day begins promptly.
- There have been no exclusions in the school.

5. QUALITY OF EDUCATION

5.1 Teaching

The standard of the teaching throughout the school is good overall. In the nursery and in KS1 and KS2, the quality of the teaching in the 25 lessons seen was good or better in 72 per cent of the lessons, including four per cent where the standards were very good. In the remaining 28 per cent, standards were satisfactory.

In the last inspection, the standards achieved were satisfactory or better in 90 per cent of the lessons seen but unsatisfactory in 10 per cent of the lessons. In this inspection there has been a considerable improvement in the percentage of good and very good lessons.

Good features

The main characteristics in the very good and good teaching are:

- teachers use good models of language and the explanations given to pupils are of good quality;
- there is good emphasis on establishing good relationships between teachers and pupils;

- teachers have good subject knowledge and where available, interesting and effective resources are put to good use;
- in the best practice, work is given that matches pupils' abilities and is of significant relevance to pupils' learning needs;
- teachers encourage pupils to use their thinking skills and to undertake investigations;
- a good pace is maintained throughout the lesson and the learning challenges are appropriate.

Where the teaching is satisfactory, minor shortcomings include:

- teachers do not give pupils sufficient time to evaluate their own work;
- too few opportunities are given to pupils to express how they arrived at solutions or to express their thoughts in alternative ways.

5.2 Assessment, recording and reporting

The school's arrangements for assessment, recording and reporting are satisfactory.

- The policy for assessment, marking and record keeping provides outline information on school procedures. Arrangements for monitoring and tracking the progress children make, however, as they progress through the school are not fully refined.
- The school complies with the statutory requirements for National Curriculum assessment. There are good systems for assessing pupils with special educational needs (SEN) and the information is used to set meaningful targets in individual educational plans (IEPs). Teachers and support staff intervene effectively to support pupils' learning.
- On entry to the school, a baseline assessment is undertaken for each child and the results provide a good basis for monitoring the progress of individual children.
- Individual profiles are kept for each child, along with samples of work in the core and some foundation subjects. They are not yet, however, annotated in sufficient detail to indicate the NC level the child has attained.
- In the best practice in KS2, pupils begin to assess and evaluate their own work and use the information to set their own targets for development in the core subjects.
- The school analyses National Curriculum Test results and uses them to identify areas for improvement. The current school development plan (SDP) contains initiatives for the development of writing, computational skills in mathematics and the use of ICT across the curriculum.
- Lesson objectives identify achievable and measurable outcomes. However, pupil progress is not always measured against objectives. In the best practice, the clear learning focus is

shared with pupils at the beginning of the lesson and pupils are encouraged to evaluate their own learning during the final plenary session.

- Effective on-going records are kept of pupils' progress in reading. They identify strength and weaknesses, which enable staff to ensure pupils make progress and are also effective in promoting home-school links.
- The teaching staff maintain weekly planning files that provide a focus to the schemes of work. The monitoring role of subject co-ordinators, however, is not fully developed. Procedures for recording the outcomes of curriculum development are at an early stage of implementation.
- The marking of pupils' work is undertaken regularly and often includes positive and encouraging comments. In the best practice, the comments relate to lesson objectives and highlight targets for action to aid the progress of pupils.
- There are two formal opportunities for parents to discuss their children's progress with the class teacher, including one in the summer term to discuss the annual written report to parents. The comments in the report are informative but rarely contain specific and achievable targets to help parents focus on their children's progress.

5.3 Curriculum

The curriculum for the under-fives is well planned and organised and is broad and balanced and appropriately covers the six Desirable Learning Outcomes.

In KS1 and KS2, the curriculum is broad, balanced and relevant. All NC subjects are given a reasonable amount of time and the curriculum fulfils statutory requirements.

At the time of the last inspection, the curriculum met statutory requirements, however, there were no policies or schemes of work in place for the under-fives, English, physical education and design technology.

- Although the school prospectus has a good section on the curriculum, in general, it does not have any reference to the NC subjects. It does, however, provide a list of curriculum aims, including the need to promote equal opportunities for all its pupils.
- The KS1 curriculum is arranged as six termly themes covering the two-year key stage. The KS2 curriculum has twelve themes to cover KS2 and is designed on a four-year cycle.
- Personal, social and health education is an integral part of the curriculum. The policy refers to the five elements in health education and includes a section devoted to the safety of pupils. This programme is in line with the (ACCAC) guidance and is effectively delivered across the curriculum.
- Policies and schemes of work are in place for all NC subjects and religious education. The scheme of work for religious education follows the Local Education Authority

Agreed Syllabus guidelines. It is of good quality. Subject schemes of work are regarded as working documents and subject to ongoing review and amendments.

- Long, medium and short-term curriculum plans are in place. They are plotted in both outline and in detail and ensure there is progression and continuity in each subject and in pupils' learning.
- The school's policy for racial equality refers to the need to check each subject policy and scheme of work to ensure there is a cultural balance in the content. This principle applies equally to pupils with special educational needs and they have access to all aspects of curriculum provision.
- *Y Cwricwlwm Cymreig* is prominent in all subject schemes of work and effective guidelines indicate clearly how it is to be incorporated as a cross-curricular aspect.
- Extra-curricular activities are an important feature in the school, with extensive visits made to places of educational interest to positively enhance pupils' knowledge and learning experiences.
- The school's homework policy is not part of the Home-School agreement policy but it takes account of the need to set homework for all its pupils. It emphasises the importance of homework as a means of enriching pupils' learning experiences. Homework is not, however, mentioned in the school prospectus.

5.4 Support, guidance and pupils' welfare

The provision for pupils' support, guidance and welfare is good.

- The school provides a caring environment based on the promotion of good attitudes and values. Pupils' personal and social development is effectively supported. Staff are sensitive to pupils' needs and pupils feel confident in approaching staff.
- The head and staff are well supported by the local community in promoting the well being of the children and in making a positive contribution to pupils' all round development. Pupils' achievement and successes are celebrated in weekly presentation assemblies.
- The staff know the pupils well and where there is good practice, individual targets are shared with the pupils who, in turn are beginning to evaluate the effectiveness of their own learning. The marking of pupils' work celebrates pupils' achievement and often includes comments on what pupils should do to improve.
- Liaison with outside agencies such as the Local Education Authority provides a good starting point for the school to develop a structured system for effectively monitoring pupils' work.
- Parents are happy with the help, guidance and support that their children receive. The school has a Home-School agreement, which sets out rights and responsibilities. Parents

are informed of school events and are regularly invited into school to discuss their children's progress.

- There is no child protection policy that is specific to the school but the head takes ultimate responsibility and follows the LEA's guidelines.
- There is equal opportunity for all pupils in all aspects of school life and pupils, including SEN pupils, are treated as individuals. The staff deal with behaviour and bullying incidents sensitively and effectively.
- The provision for personal and social education is good and regular "Circle Time" enables pupils to become knowledgeable about a wide range of issues relating to their personal and social development.
- Sex education and the problem of drugs, smoking and alcohol abuse are included in the curriculum and treated sensitively. Health education is taught as part of the curriculum.
- Regular health and safety checks and risk assessments are carried out. The school has clear procedures in place for dealing with emergencies and minor accidents. Pupils are well supervised in activities and staff ensure that equipment is handled safely.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with SEN in the school is good. Pupils are making good progress and achieve good standards. In the last inspection the quality of the provision was satisfactory. The school has effectively improved the provision since that time.

- The policy for SEN is comprehensive and of good quality. It expresses the school's responsibility to provide extra experiences for the pupils in reading, spelling, writing and numeracy skills.
- Pupils with SEN are taught mainly in the mainstream classes either with the other pupils or in small groups within the class. The tasks set are appropriately modified and are effective; follow the same mainstream class activity and thereby the same curriculum themes.
- Pupils with SEN have Individual Education Plans that are of good quality with clear and achievable targets. They are reviewed on a termly basis and parents are actively involved in the review process.
- Early identification of special educational need is undertaken and where necessary, outside agencies are immediately informed and become involved in the process of diagnosis.
- Pupils with SEN are taught in small groups or individually. The work set for SEN pupils is well planned and appropriate to their individual needs, whether it involves them in tackling phonic word activities, reading or writing or number work. Pupils make steady progress commensurate with their abilities.

- The support offered, by the Learning Support Assistants (LSA) to small groups and individually and by the class teacher, when working at times on a one-to-one basis, is very effective and pupils make good progress.

5.6 Partnership with parents and community, schools and other institutions

Links with parents, the community, and neighbouring schools are good; with other institutions they are satisfactory.

- Links with parents are good and are reinforced through the Home-School Association. Parents are encouraged to join in and help raise money for resources. A few parents also help in school. The Home-School diary is also used to convey information between parents and the school.
- Parents report that they appreciate the open door policy and that all staff are approachable. Regular newsletters inform parents of forthcoming events and other news.
- A school prospectus is available. It is a user-friendly document and is well illustrated by the pupils. Some key information is, however, omitted and it does not therefore comply with statutory requirements.
- The annual meeting of governors with parents is very well attended and a report is published, but it lacks statutory information.
- Links between the school and the village community are very strong. The vicar visits regularly to take assembly and other members of the community visit to talk to pupils and to help in school.
- A notable strength of the school is its links with other schools in the area. The neighbouring primary schools join together for outings and sports meetings and there is a joint after-school club for Y6. Relationships between schools and the local secondary school are good. To ensure continuity and progression, the schools have set up bridging units in mathematics and science, which pupils undertake at the end of Y6 and then continue in Y7.
- Pupils visit the partner secondary school prior to transition, to meet their new teachers and learn about life in the secondary school.
- The school has no formal partnership with a teacher training institution.

5.7 Partnership with industry

Links with industry are satisfactory.

- The school has links with a local oil-company, lifeboat station, and the local shop/post office. Speakers are invited into school to talk to the pupils and younger pupils visit the local shop as part of their literacy work. Such links have a beneficial effect on pupils' learning.

- The school has made good use of sponsorship money and a local garden centre has also been involved in the making of the new garden.
- Teachers have not undertaken any placements in industry.
- There is no policy on industry links.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The school sets targets for its performance in the core subjects. Individual pupil targets for self-improvement are set collaboratively in KS2 in some of the core subjects. Targets are set for pupils with SEN as part of their IEPs and they are regularly monitored and reviewed.
- The Local Education Authority carried out a supported school self-evaluation in 2002 and highlighted two issues, namely, concerning the process of self-review and the monitoring of pupil progress. These priorities are now embedded in school practice and provide an effective focus for raising standards.
- The SDP supports the school's self-evaluation and plans for improvement. The issues identified aim directly at raising pupils' standards, especially in English and mathematics. Some of the initiatives in the SDP have been implemented but their effectiveness in raising standards has not yet been fully reviewed or evaluated.
- The SDP is a short-term annual document and does not plan school improvement issues over the longer term.
- Procedures for monitoring and evaluating the quality of teaching and learning by curriculum co-ordinators is informal and is not yet a fully established feature of the planning for improvement process. Additionally, the pupils are also insufficiently involved in setting and monitoring their own targets for improvement.
- The school keeps a record of achievement file for each pupil, including samples of the pupils' work in the core subjects. In some instances, the work is levelled and helps to provide information on pupils' performance and areas for development.

6.2 Leadership and efficiency

The quality of leadership and the efficiency with which the school is run are good.

In the previous report, the head offered firm leadership within a positive learning environment and overall the quality was good.

- The head continues to provide good leadership and along with the second teacher and part-time teacher work closely together. Staff receive the full support of the governing body. All who work in the school are committed to the mission statement that includes the aim to educate pupils within a school based on Christian principles.
- The mission statement clearly includes, the need to practise equal opportunities for all, to ensure that all pupils are included in all school activities and the protection of pupils' rights against racial stereotyping, prejudice or gender.
- The governing body is increasingly enhancing its involvement in the life and work of the school. Its members are frequent visitors to classes to monitor the teaching and the learning and to help generally in other activities. Governors have national curriculum subject responsibilities, including SEN.
- The SDP contains short-term targets for improvement and is part of the school's self-assessment procedures. It is of satisfactory quality but has no medium and long-term targets. All policies and subject schemes of work are in place and subject to constant review and are of good quality; all have been endorsed by the governing body.
- Job descriptions are fully in place and the sharing of curriculum responsibilities within and between the two key stages are competently undertaken. Staff monitor each other teaching and also teach each other's classes in science and history. This specialist provision is very appropriate and is successfully implemented. Similarly, the head effectively shares responsibility with the part-time teacher for teaching art and geography.
- Minutes are kept of staff and governing body meetings. The staff have attended a range of very appropriate in-service training to enhance their subject expertise and as a result, staff have significantly raised the standards of pupil's performance, especially in information and communication technology.
- Budget and expenditure matters are carefully controlled and monitored. The budget is in slight deficit. The governing body, however, in scrutinising expenditure ensures that any spending relates directly to the teaching and the learning. Good procedures are in place to secure good value for money.
- Daily routines are managed efficiently and effectively by all who work in this small school.
- In the pre-inspection questionnaire, over 90 per cent of parents agreed that the head and staff are approachable when problems arise and are happy with the help and guidance their children receive from all staff.

6.3 Staffing, accommodation and learning resources

The quality of staffing is good and the accommodation and resources are generally satisfactory, with good features in the resources in some curriculum areas, notably in ICT. In the previous inspection, the quality of the accommodation was adequate and resources were satisfactory. The quality of the staffing in KS1 was affected by the staff changes during the year of the previous inspection.

- The staff are suitably qualified for the age range they teach. Staff have good subject knowledge and their attendance at in-service training courses has had a positive affect on their professional development.
- The part-time, peripatetic Welsh and music and the full-time LSA staff offer effective support and work very closely with the class teachers.
- The main school building accommodates the KS2 class and is used for school assemblies and as a dining room at lunchtime. The under-fives and KS1 pupils use the outside demountable classroom.
- In the main building, signs of dampness in a number of areas are in need of attention. Similarly, the rear and east side of the school are not adequately fenced. The playground is drab in appearance, with lines for the various games faded and lacking in colour. The area for the under -fives is plain and unattractive.
- The yellow warning markings on the road outside the school are faded. There is also no safety rail in front of the pupils' entrance gate to the school.
- Resources are generally satisfactory though minor shortages exist, in the range of large toys for the under-fives, reference and non-fiction books in English, science, DT, music and physical education in terms of practical apparatus and in religious education of books and artefacts.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Learning.

Childrens' language, literacy and communication development is good.

- Children listen attentively and benefit from hearing older children speak. They retell stories in the correct sequence and speak clearly and audibly with confidence and control, showing an awareness of the listener.
- Children link letters and sounds and read a range of familiar and common words. Children enjoy mark-making and basic writing experiences. Most hold a pencil effectively, forming recognisable letters correctly.
- All the children write their names and practise copying and underwriting to form sentences using basic punctuation.

- Children respond to simple instructions in Welsh and answer appropriately during registration.

Children’s personal and social development is good.

- Children feel confident and they form good relationships with older children and adults. They are confident in trying things out and speak up if asked a question by an adult. They take turns to share equipment and play co-operatively together.
- Children are eager to explore new learning and show an ability to solve practical problems and to initiate ideas when carrying out cooking activities. They concentrate for lengthy periods when involved in appropriate tasks.
- Children express their feelings and behave correctly by developing an understanding of what is right, what is wrong and why.
- Children show care and concern for others and treat living things, property and their environment, with respect.

Children’s mathematical development is good.

- Children have a good understanding of basic number. They recite, read and order numbers at least to 10. Through practical activities, children begin to record numbers and show awareness of number operations such as addition and subtraction.
- When weighing ingredients for cooking and engaging in structured play, children use language such as ‘more than’ or ‘less than’ ‘heavier than’ or ‘lighter than’ accurately to compare quantities.
- Children sort and match objects; begin to understand time and know the names and properties of common two and three-dimensional shapes.

Children’s knowledge and understanding of the world is good.

- In the project on Angle, children show awareness of some of the features of the area in which they live. They talk knowingly about their families and of the past and present events in their own lives.
- Children learn about and understand the sequence of the seasons and their main features. They celebrate the main events of the Christian calendar and understand that different types of weather occur at different times of the year.
- Children use ICT confidently and show good basic keyboard and mouse skills to reinforce concepts and to find information from simple programs. In design and technology, they select from a range of materials and cut, fold and join them to make models.

Children's physical development is satisfactory.

- Children are aware of their own bodies and of what is meant by growth. They move around the classroom and school with increasing control and confidence.
- Children handle small objects and tools such as pencils and pairs of scissors with increasing skill and confidence and enjoy the satisfaction of completing a task or making a model.
- Children take part in physical activities such as running, skipping, jumping and hopping. They are beginning to develop skills in balancing and in spatial awareness.

Children's creative development is good.

- Children explore colour, texture, shape and form using two and three-dimensions in drawing, painting, model making and collage work.
- They listen attentively to music and song. They explore using their voices and percussion instruments to make rhythmic sound patterns and begin to appreciate the properties of sound.
- In the home corner, imaginative play is well directed to support children's ideas and to develop their vocabulary. They use available resources to create props to support their role-play. Children begin to observe and appreciate the work of others.

Shortcomings

- The development of some aspects of children's gross motor skills is inhibited by the lack of climbing apparatus, large wheeled toys and a safe and properly equipped under-fives outdoor activity area.

English

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils know a range of fairy tales and nursery rhymes and they write complete sentences that accurately depicts them.
- Writing activities are appropriate and younger pupils make good use of spacing when writing letters and use tops and tails correctly as a precursor to using the cursive style.
- Pupils have a good sense of basic punctuation using capital letters, full stops and older pupils identify and use speech marks correctly.

- Standards in reading in KS1 are good. Pupils read competently, with enthusiasm and abler pupils are beginning to anticipate the text and to use their knowledge of phonic sounds to de-code unfamiliar words.
- Pupils are encouraged to read books regularly with careful records and comments made by both the teacher and parent.
- In KS2, pupils achieve good standards in their reading. They become confident readers with good comprehension and expression. Pupils read a considerable number of books that are new and very appropriate for both boys and girls.
- In both key stages, significant emphasis is placed on poetry and pupils use various poetic techniques successfully. The older pupils use a range of structures, such as, acrostic, Haiku, couplets and string when devising their own poems on seasonal events. They use onomatopoeia and metaphors and similes to good effect and achieve very good standards.
- In KS1, pupils undertake a variety of under and over-writing activities before writing letters and complete words and when they come to write words and sentences do so legibly and neatly.
- Pupils are encouraged to write on a range of topics, including news, letters, creative, imaginative and descriptive accounts. In creating their own stories, pupils learn how to write full sentences accurately, how to sequence the events in stories and how to develop their ideas effectively. They develop an ability to express emotions in their writing
- Pupils appreciate that a story has to have a beginning, middle and an end and can explain what author and illustrator mean.
- In KS2, pupils develop their writing abilities to good effect and achieve good standards, especially in creating their own poems and in using descriptive narrative.
- When creating their own written compositions, pupils understand how to plan using various literary frames to help maintain a good standard. They discuss maturely the various unusual images conveyed in poetry and prose.
- In writing for different purposes, pupils learn how to write succinct sentences and thereby come to understand how to use words economically for effect.
- Pupils identify and use parts of speech correctly in their written work. They use punctuation correctly, including speech marks and write at length, using dialogue when producing their own mini-plays.
- In KS1 and KS2, pupils use the word processing facilities to good effect when they print out their re-drafted compositions.
- Pupils use the computer effectively in English and in using CDROMs pupils consolidate their understanding of language in positive ways.

Shortcomings

- Pupils' ability to spell words correctly is uneven across the school and older pupils' standards of handwriting are generally satisfactory rather than good.

Mathematics

Standards of pupils' achievement are good in KS1 and KS2. In the previous report, standards were generally satisfactory in KS1 and satisfactory in KS2 and this improvement represents significant progress. All pupils including SEN pupils make good progress.

Good features

- In KS1, younger pupils set out numbers in two's, three's or five's to 20 and have knowledge and understanding of odd and even numbers to 20. Older pupils show that they can count on or back in two's, three's to 30 and they double multiples of 10 up to 50.
- Younger pupils recognise a half of a familiar shape such as a circle or a square and older pupils understand the concept of one half and one quarter of regular shapes.
- Pupils recognise coins to £1, find totals and change for up to 20p and work out how to pay an exact sum using smaller coins. They name and describe the features of a square, triangle and circle referring to properties such as the number and types of sides.
- At the beginning of KS1, pupils begin to collect, represent and discuss numerical data for their project on Angle and present their information in simple pictograms and block graphs.
- Pupils have an understanding of vocabulary related to measurement and capacity. They use standard and non -standard units and estimate how many times it takes to fill different sized and shaped containers.
- By the end of KS1, pupils add and subtract numbers up to 50 recognising number patterns. They count up to 100 in 10's and back and understand place value for tens and units.
- They recognise two and three-dimensional shapes naming a sphere, pyramid, cube and cuboid and correctly sketch the reflection of a simple shape.
- Pupils represent information in graphic form using simple block graphs and tables. They read time to include half past and to the hour and develop mathematical vocabulary appropriate to their age.
- Younger pupils in KS2 recognise two digit multiples of two five, 10 and recognise odd or even numbers to at least 100. Older pupils multiply and divide whole numbers by 10 or 100 and find the difference between a positive and negative number, for example, on a centigrade thermometer.

- Pupils measure confidently in metres and centimetres and find the perimeter and area of regular shapes. They use the four rules of number with accuracy in computational work and know place value to hundreds, tens and units.
- Pupils use a variety of graphs to represent the different types of buildings found in Angle. They estimate length and work out problems with money involving converting pounds to pence and vice versa.
- Older pupils competently find the area and perimeter of irregular shapes and work confidently with the computation of number to thousands, hundreds, tens and units. They count on and back in decimal numbers to tenths accurately.
- Pupils know the equivalents for common percentages, decimals and fractions and halve odd numbers successfully up to 100. Able pupils know their tables up to 10 by heart and square numbers and find the square root of squared numbers up to 100.
- By the end of KS2, pupils recognise and identify parallel, perpendicular and diagonal lines and they construct pie graphs to represent the information collected.
- Pupils make good use of ICT to develop their understanding of number, shapes and measures.

Shortcomings

- In mental mathematics, some pupils do not use alternative strategies to reach answers quickly.
- Pupils' ability to develop problem-solving and investigation skills is limited.

Science

Standards of achievement are satisfactory in KS1 and KS2. Standards in the previous inspection were also satisfactory.

Good features

- In KS1, pupils identify and locate parts of their body, including the sense organs. They recognise the changes that take place as animals get older and observe differences between the sexes. They know that humans produce babies that grow into adults.
- Pupils name common materials correctly and investigate their properties. They use terms such as "bendy, rough and hard" when talking about materials and objects and are able to suggest why a material may or may not be suitable for a particular purpose.
- Pupils record the materials used to build their school and observe the properties of glass, wood, stone, brick, plastic and slate. They find common household objects made from the same materials and discuss their use.

- Pupils understand that some materials change when heated or cooled and some will not return to their usual state after time. They match common objects to the materials they are made from, for example, they know a car is made mostly from metal and certain items of clothing are made from wool.
- Pupils find information about bats, owls and other nocturnal creatures and describe their habits. They begin to develop their investigation skills and present their findings in an appropriate way.
- Younger pupils in KS2 test a variety of materials to find out which absorbs the most water. They find out how much water is absorbed and record their results and evaluate the process in the plenary session.
- Older pupils in KS2 test a variety of materials to find their water-repellent properties. They devise a method to record their results and when evaluating the test they find which material is most suitable for a lifeboat jacket.
- Pupils compare the life processes of animals and plants. They investigate whether plants breathe and give out water. They understand the life cycle of plants and the important contribution made by the rain forest to the world's climate.
- Pupils understand the need for a healthy lifestyle. They observe the labels in common foods to find their nutritional values and purposefully discuss healthy diets.

Shortcomings

- Pupils knowledge of electricity in KS2 is limited.
- Pupils' communication and investigation skills are underdeveloped.

Welsh second language

Standards of achievement are satisfactory in KS1 and KS2

Good features

- In KS1, pupils learn how to pronounce words using the big book approach when reading simple text out aloud as a whole class. This activity combined with the singing of Welsh rhymes and other action and weather songs, helps pupils to develop an appropriate diction and intonation. Standards in speaking and reading are satisfactory.
- Pupils know the names of a variety of fruits and vegetables; count correctly up to 20; describe weather conditions and recall the days of the week and the four seasons of the year.
- Pupils write simple sentences on some of the broader class topics and good links are established in their minds with Welsh and other subjects, especially history, geography and music.

- In KS2, pupils have acquired a broad vocabulary of words linked to many of the class themes as the pupils in KS1. They express themselves in simple phrases about their holidays and about the small creatures that roam in their gardens such as the hedgehog.
- Pupils know how to respond to greetings, questions and commands and respond confidently to issues related to likes and dislikes.

Shortcomings

- In trying to read a text about the village of Angle, in KS2, older pupils' diction is generally underdeveloped and their ability to pronounce words and phonic sounds correctly is also limited.
- Pupils produce only a limited amount of written Welsh. Their use of incidental Welsh across the curriculum or in reading Welsh captions throughout the school are also limited.
- Pupils' knowledge of how to use of ICT in Welsh is very limited.

Design and technology

Standards of pupils' achievement are satisfactory in KS1 and KS2. Standards in the previous report were also satisfactory.

Good features

- In KS1 and KS2, pupils develop a satisfactory range of skills when working with different materials and components.
- Pupils confidently discuss their findings and how they can put them into practice. On completion, they evaluate and make judgements.
- Pupils in KS1 choose materials and effectively discuss making clay animals and create large characters on sticks for role-play activities.
- Pupils use construction kits and reclaimed materials to make sea creatures and robots of good quality and evaluate the finished product.
- When discussing the proposed school garden, pupils think about the design and successfully create a model garden and evaluate their ideas.
- Pupils make sensible suggestions on the way to proceed when making models of owls. They discuss the different materials that are used for eyes and think about ways of fixing them to the body. Some pupils access a computer program to find out more about the appearance and colour of owls' wings.

- In KS2, pupils design Easter cards and compose verses for the greeting. They carefully decorate cards with a complicated cross-stitch design, accurately copied from a given selection.
- Pupils design and make homes and buildings as part of their project on Angle. They measure accurately, cut out and join a variety of materials to construct the models and paint them carefully.
- Pupils use their experiences of food to generate ideas to create recipes. They make a variety of biscuits and cakes for particular occasions and evaluate the finished product.
- When collaborating on a project, pupils work well with others, listen to their ideas and treat them with respect. They are co-operative, flexible and show perseverance with their work. They find enjoyment, satisfaction and purpose through the designing and making process.
- Pupils are aware of the importance of health and safety when working with tools; they recognise hazards and take action to control risks.

Shortcomings

- Pupils have a limited knowledge of design-making and in evaluating models, using basic mechanisms such as wheels, axles and moving parts.
- In KS2, pupils do not use simple electrical circuits to achieve functional outcomes and they possess limited knowledge about how loaded structures can fail under stress or about methods of reinforcing them.

Information technology

Standards of achievement are good in KS1 and KS2. In the previous inspection, standards were unsatisfactory in both key stages. All pupils, including those with SEN, make good progress.

Good features

- In both key stages, pupils confidently use a range of ICT, including computers, listening stations, voice recorders. In KS2, pupils use the interactive white board confidently to enhance their learning across the curriculum.
- In KS1, pupils begin to develop good keyboard skills. They use the word processor to create simple sentences and brief paragraphs. They successfully access the computer to play educational games and to follow literacy and language programs.
- Pupils use colour magic to illustrate their work in different areas of the curriculum. They use the mouse to create pictures and designs and know how to fill in with colour and pattern.

- Pupils load and access CD-ROMS for information. They navigate their way in programs to find knowledge and specific information and confidently print out the required texts.
- Pupils gather and enter information on a simple data-base and use the program to display graphs in different formats.
- In KS2, pupils use ICT effectively throughout the curriculum and also use word-processing and data-base skills competently. They use spreadsheets confidently to collate and record information for their project on Angle.
- Pupils use directional language to control and produce a sequence of instructions to control the movement of a roamer.
- Pupils display good IT skills when collaborating, to produce their CD-ROM on Angle. They create an effective menu, illustrate the text with pictures from their digital camera and compose a voice commentary.

Shortcomings

- Pupils have insufficient understanding of how to use e-mail.

History

Standards of achievement in KS1 and KS2, are good.

Good features

- Pupils in KS1 have a good understanding of their historic village with its castle, church, seaman's chapel and dovecote; buildings that span many centuries. They visit Pembroke castle and produce full and well-written accounts of their visit. They draw and label various parts of the places they visit both inside and outside and write sentences about them.
- Pupils are encouraged to think about the architecture of the local buildings and why they were made of stone and not brick. They recognise the patterns of the old tiles and successfully compare them to what they saw on their visit to St. David's cathedral.
- Pupils know the meaning of "long ago" and have a good awareness of the past and know that people lived differently.
- Pupils complete projects that combine history and geography in both key stages. They indicate that pupils have good knowledge and understanding of, for instance, famous gardens from the present and past. They know about the Hanging gardens of Babylon, Kew gardens and the Bellingrath garden in the USA. Another project, in KS1, undertaken by the pupils was a study of the Roman baths at Bath and the written accounts based on their visit to the city are of good quality.

- In KS2, pupils have a good idea of how to investigate and use historical sources. They make comparisons between the two census, of 1851 and 1881, of the village of Angle, in terms of families and their occupations and do so with a mature understanding.
- Pupils manipulate dates accurately and have a good sense of chronology. Younger pupils calculate accurately the number of years between two dates. They appreciate the significance of time-lines and how time relates to certain historical periods.
- Pupils in both key stages appreciate the lifestyles of people in the past. They are encouraged to empathise and write moving accounts of families in the past, especially how children lived and what they did.
- Pupils' historical knowledge of the local village and area is extensive both in terms of the past and the present. Older pupils undertook an interesting study of the RNLI and the present day Angle lifeboat. Through topics related to the village and other nearby places, pupils' appreciation of the Cwricwlwm Cymreig is well developed.

Shortcomings

There are no significant shortcomings

Geography

In KS1 and KS2, standards of achievement are good.

Good features

- Pupils in KS1 know that Angle is in Wales and Britain. They discuss meaningfully the changes that have taken place in the village and the principal features, such as the buildings and beach.
- Pupils know the reasons for keeping to the country code, the importance of preserving endangered animals and the effects of litter on the countryside.
- Older pupils in KS1 look at and identify correctly, simple symbolic features on maps. They trace their route to school and draw the main buildings they pass en route. Pupils talk and write about what is around the school, the places used by villagers, the land around about, the main buildings in the village and the occupations of people in the area.
- Pupils learn about cardinal points of the compass and in visiting the local beach, discuss and write about seaside food.
- In KS2, pupils locate places accurately using co-ordinates and the four points of the compass. They have a good understanding of the importance of maps and how maps differ in scale and purpose.

- Pupils are developing a good understanding of the meaning of pollution and its impact on living things in the environment in their work on the Sea Empress disaster. Good use is made of the local context to help pupils to appreciate the relevancy of their geographical studies.
- Pupils make good use of CD-ROMS in their investigations of food chains and how to sequence them correctly. Pupils use good quality resources such as photographs to deepen their understanding of geographical features. They collect information accurately when using their IT skills.
- Projects undertaken by pupils on, for instance, the European Union, they understood its purpose in terms of industry, agriculture, trade and transport. They select a European country of their choice and investigate its physical, human and economic features.
- Pupils produce a book of maps of Pembrokeshire and further afield and write good accounts about national parks and coastal footpaths in Wales and elsewhere.
- They study different types of OS maps of their village to identify change over time. They use grid references to locate Southampton as a contrasting place and consider the differences and similarities with Angle.

Shortcomings

There are no significant shortcomings.

Art

Standards of achievement are good in KS1 and KS2. In the previous inspection, standards were good.

Good features

- Pupils' knowledge, understanding and skills are well developed across both key stages through a series of well-planned activities, often linked to other curriculum topics.
- Pupils in KS1 have access to a good range of resources and learn to mix and use colour. They study their faces in a mirror and paint self-portraits of good quality. They display good control of brush and paint in the finished work.
- Pupils explore pattern and use printing techniques to illustrate stories from assembly. Pupils use their hands and fingers to create a picture of animals in their natural environment.
- They collaborate to produce a collage on the village of Angle, demonstrating good skills in painting and using different materials to show texture, shape, pattern and form.

- Pupils develop skills in line and tone through their sketches of local features, for example, the church and dovecote. They create sea creatures in three-dimension and explore symmetry in nature through their paintings of butterflies.
- In KS2 pupils produce some very fine paintings in the style of Monet, Van Gogh and Constable. Their paintings in the style of Monet show good use of colour, texture and shape.
- Pupils' skills in line, tone and perspective develop well when studying landscape, buildings and street furniture on field trips.
- Pupils investigate the designs of William Morris and create their own patterns using the local environment for inspiration. They show care in producing good quality brass rubbings of lions and knights.
- They experiment with texture and shape, using fabric and paint to create pictures of local buildings, such as, the church and the seaman's chapel.
- Pupils make good use of ICT to develop their understanding geographical concepts/

Shortcomings

- Pupils have a limited knowledge of the work of Welsh artists.

Music

Standards of achievement are good in KS1 and KS2. In the previous inspection, standards were judged to be generally satisfactory in KS1 and satisfactory in KS2.

Good features

- Pupils improvise, compose and arrange music using a variety of sound sources. They play repeated patterns on a variety of untuned percussion instruments, keeping a steady beat and listening attentively to others' performances.
- In KS1, pupils acquire sound musical knowledge, skills and understanding by regular and direct engagement with the elements of music through a variety of practical experiences, including body sounds and the sounds of tuned and untuned percussion instruments.
- Pupils gain an appreciation of a wide range of music by listening to and describing the moods created by famous composers such as Tchaikovsky, Handel and Saint-Saens.
- In both key stages, pupils develop a good musical vocabulary and use ICT effectively to create their own compositions.
- In KS2, pupils perform, compose and appraise using a variety of instruments and body sounds. They create a rap using percussion instruments and their names as patterns.

- Pupils use percussion to accompany their writing and poetry on the earth and planets and, in groups of three, they build up a rhythmic pattern with a recorder, guitar and percussion instruments.
- Pupils explore a wide variety of rhythmic patterns using stimuli such as vehicle sounds or the weather. They compose their own music to water sounds and words associated with water.
- Pupils appreciate and enjoy the music of composers. They link the works of Greig, Holst, Vivaldi and Ravel to suitable areas of the curriculum to explore mood and emotion.

Shortcomings

- Pupils have insufficient knowledge of the works of Welsh composers and artists.

Physical education

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils are appropriately dressed and undertake warming up activities enthusiastically. They are generally competent in finding a space and are developing more precise bodily movements in hopping on one leg, jumping as high as they can and performing various movements whilst going forwards.
- Catching the ball on the move with a partner or to with others when moving in a circle helps to develop pupils' throwing skills. Pupils also use hoops and ropes fairly effectively when moving forwards.
- In KS2, pupils recognise the need for warming up and cooling down activities. They demonstrate good batting and bowling skills by showing fluency and accuracy.
- Pupils possess good hand - eye co-ordination and use different techniques when using the bat and ball.
- Pupils work well independently, with a partner, in small groups and as teams. They make up their own games around acquired skills and adapt and refine rules fairly and effectively.

Shortcomings

- The limited range of equipment and gymnastic apparatus available means that the older pupils have only limited higher order gymnastic skills.

Religious education

Standards of achievement in KS1 and KS2 are satisfactory.

Good features

- Pupils in KS1 visit the local church and the cathedral at St. David's and recall many of the religious clothes and objects found inside and outside both special places.
- In studying the local church pupils draw a pulpit, lectern, font and roof, tower and a stained glass window and write simple sentences about their function and purpose.
- Pupils explain the meaning of bishop, monk and some of the items they carry, such as the mitre, correctly.
- Pupils' appreciation of the religious heritage of Wales is deepened by listening to stories about special people in the past like St. David and St. Cadog and their association with Wales.
- Pupils have good knowledge of biblical stories from the Old and New Testaments. They recall accurately the major celebrations associated with Christian events such as Christmas, Easter and Palm Sunday and Ash Wednesday and accurately write simple accounts and explanations.
- In KS2, pupils have good understanding of biblical stories, especially the stories told by Jesus. They write their own accounts of stories as mini-plays, which they enjoy performing as role-play activities in front of each other.
- Pupils recognise the principles involved and the main characteristics of many biblical stories. By their involvement and participation, pupils appreciate the significant religious messages conveyed by the stories.
- In both key stages, pupils devise their own prayers and poems on religious, moral, personal and social themes. They are of good quality.
- Pupils have some knowledge and understanding of the festivals and celebrations of other religious faiths and practices, such as, the Hindu festival of Diwali and the story of Rama, Sita and Hanuman.

Shortcomings

- Pupils' understanding of a broad range of religious traditions and celebrations is underdeveloped.
- Pupils' knowledge of the artefacts of religions other than Christianity is limited.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The previous report identified five key issues, namely

- **to improve standards in numeracy and writing in KS1;**
- **to raise standards and extend the use of information technology in both key stages;**
- **to improve the quality of short-term planning to focus more specifically on continuity and progression;**
- **to allocate responsibility for planning and monitoring subject areas to individual members of staff;**
- **in the interest of pupils' safety, to provide a secure boundary to the school.**

The school's response is well documented and the school has made a positive response to each of the key issues raised.

In its action plan the school has achieved the following targets:

- To improve standards in numeracy, the school introduced a framework for mathematics based on a commercial scheme, the staff underwent in-service training, more emphasis was placed on mental mathematics and more use was made of computer programs.
- To improve pupils' writing skills pupils were encouraged to develop more independence when writing and also to improve their handwriting as well as undertaking weekly spelling. Pupils made use of the word processor to edit their work and used CD-ROMS to reinforce their knowledge of sounds, reading and punctuation.
- To achieve higher standards in IT, the school purchased additional computers, printers, a scanner, digital camera and received a gift of a video camera. Staff undertook INSET (NOF) training. An interactive white board was purchased and IT is now successfully used in all curriculum areas.
- The short term planning was improved by introducing specific planning books. Monitoring procedures are ongoing through regular staff discussion and viewing work from both key stages. Teachers also teach in both key stages. They also share responsibility for the subject areas and monitor each other regularly.
- To provide a secure boundary, some fencing and gates were placed around the perimeter of the school.

8.2 Key issues for action

The school has improved considerably since the last inspection. It has achieved good standards in many areas but in order to raise standards further, the head and governing body need to:

- raise standards from satisfactory to good or better, in the physical development of children under-five, in writing and numeracy across the curriculum and in science, DT, Welsh second language, physical education and religious education;
- allow pupils to become more involved in setting and monitoring their own targets for improvement;
- provide additional resources in reference and non-fiction books in English; practical apparatus in science, DT, music and physical education; and books and artefacts in religious education and large toys for the under-fives;
- implement more effective formal procedures for assessment and for self-evaluation in planning for improvement;
- ensure that the school prospectus and the governing body annual report to parents fully comply with statutory requirements;
- improve further both the internal and external environment of the school.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Angle Primary School
School type	Voluntary Controlled
Age -range of pupils	3-11
Address of school	Angle Village Nr Pembroke Pembrokeshire
Post-Code	SA71 1AT
Telephone Number	01646 641393

Headteacher	Mrs K Northern
Date of appointment	September 1992
Chair of Governors	Dr Bart Youll
Registered Inspector	Mr Ben Wigley
Dates of inspection	7 th – 9 th April 2003

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	1	2	2	3	3	2	2	6	21

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.1

<i>Staffing information</i>	
Pupil:teacher (fte) ratio	10:1
Average class size	11
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	KS1	KS2	Whole School
Term 1	98	97	97
Term 2	95	95	95
Term 3	98	92	94

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002	Number of pupils in Y2: 3
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 5					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School							40	60		
		National							17	46		
	Test/Task	School							50	25	25	
		National							12	41	38	
Mathematics	Teacher Assessment	School							60	40		
		National							19	47	28	
	Test/Task	School						20	40	40		
		National						4	19	43	30	
Science	Teacher Assessment	School							40	60		
		National							13	50	33	
	Test/Task	School							40	60		
		National							10	47	38	

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:	60	In the school:	40
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

D. Evidence base of the inspection

- Three inspectors spent a total of six inspector days at the school, with two inspectors spending two and a half days and one inspector one day respectively.
- Meetings were held before the inspection with the head, staff, governing body and parents.
- Twenty-five lessons or parts of lessons were inspected.
- Pupils' work from a previous and present term were scrutinised.
- Interviews were held with staff and pupils.
- The school's documents and subject schemes of work were analysed.
- Sixteen parent questionnaires were read and analysed.
- Inspectors attended morning assemblies.

E. Composition and responsibilities of the inspection team

Inspector	Subject responsibilities	Aspect responsibilities
Mr B Wigley Registered Inspector	English Welsh second language History Geography Physical education Religious education	Context. Main findings. Standards achieved in subjects and areas of learning. Teaching. Curriculum. Provision for pupils with special educational needs. Leadership and efficiency. Staffing, accommodation and learning resources. Progress since the last inspection. Key issues for action.
Ms R M Boardman Lay Inspector		Attendance Behaviour and attitudes. Partnership with parents and community, schools and other institutions. Partnership with industry.
Mr C A Brace Team Inspector	Early years Mathematics Science Design and technology Information technology Music Art	