

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

A Report on the Quality of Education in

**Burton VC Primary School
Vale Road
Houghton
Milford Haven
Pembrokeshire
SA73 1NN**

School Number: 6683034

Date of Inspection: 09/11/09

by

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Introduction

Burton VC Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Burton VC Primary School took place between 09/11/09 and 11/11/09. An independent team of inspectors, led by Dr David Gareth Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Burton Voluntary Controlled Church in Wales Primary School, which was established in 1844, is situated in the village of Houghton, near Milford Haven, in the county of Pembrokeshire. The school describes the area it serves as being relatively prosperous, with most pupils coming from large, private houses.
2. Most of the pupils come from Houghton and the surrounding rural villages as well as from outside the catchment area. As a result of the current trend of falling numbers, the school has lost two classes in recent years; and there are now 46 pupils on roll in two mixed-age classes.
3. Around eight per cent of pupils are entitled to free school meals and this is well below national and local averages. All come from homes where English is the main or only language. Six learners are identified by the school as requiring support for special educational needs (SEN), around 12.5 per cent of the school population; and this figure is also below the national average. No one receives support for English as an additional language and there are no 'looked after' children.
4. During the last two years the school has experienced staffing, organisational and administrative difficulties. At the end of the academic year 2008, the head teacher retired and a longstanding member of staff, who is a full-time class teacher, was appointed as acting head teacher. Following this, in September 2008 the number of classes fell from three to two. In addition, the long-term future of the school has been the subject of discussion and, following a period of consultation, it has been decided that the school will be amalgamated with the nearby Llangwm VC Primary School in 2010.
5. The school has successfully renewed the Basic Skills Quality Mark in August 2008.
6. The school was last inspected in November, 2003.

The school's priorities and targets

7. The school's current priorities are to:
 - implement the Foundation Phase;
 - develop bilingualism throughout the school; and
 - further extend the role of curriculum co-ordinators.

Summary

8. Burton VC Primary provides a good quality education. It is a happy, caring community, which provides good support and guidance for its pupils
9. The self-evaluation report, produced by the school, makes an appropriate attempt to identify strengths and areas for development. The inspection team did not agree with the judgements of the school in two of the seven key questions.

Table of grades awarded

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

10. In key stage 1 in 2009, the results of teacher assessments in English and science were well below national and local averages, while those in mathematics were well above both averages. The core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science in combination, was well below both national and local averages. The percentage of pupils attaining the higher level 3 in English and mathematics was just about average.
11. When the 2009 key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals), results in English, science and the CSI were well below average, while those in mathematics were well above average. In 2007 and 2008, results have been well above average compared to similar schools and the family of schools; the latter being schools of a similar size and background. However, in 2009 the number of pupils with SEN and pupil movement in and out of the school adversely affected the results. In 2009, boys outperformed girls in English and science.
12. In key stage 2 in 2009, results in English, mathematics and science were well above both national and local averages. The CSI, which is the percentage of pupils attaining at least level four in English, mathematics and science in

combination, was also well above both averages. When the 2009 results are compared with similar schools, results in English, mathematics, science and the CSI were well above average. There has been a marked improvement in performance over the last four years. When compared to the family of schools, results were well above average in 2009 and above average in 2008.

13. Analysis of the school's results in national tests is applied with some caution, because the number of pupils entered for assessment is often quite small and fluctuates from year to year.
14. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	80%	13%	0%	0%

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

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

Area of learning	Inspection grade			
	N	R	Y1	Y2
Personal and social development, wellbeing and cultural development	N/A	2	N/A	N/A
Language, literacy and communication skills	N/A	2	N/A	N/A
Welsh language development	N/A	2	N/A	N/A
Mathematical development	N/A	2	N/A	N/A
Knowledge and understanding of the world	N/A	2	N/A	N/A
Creative development	N/A	2	N/A	N/A
Physical development	N/A	2	N/A	N/A

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

Grades for standards in subjects inspected

Inspection Area	Under-fives	Key Stage 1	Key Stage 2
Foundation Phase	Grade 2		
Design and technology		Grade 3	Grade 3
Geography		Grade 2	Grade 2
Music		Grade 3	Grade 3
Art and design		Grade 2	Grade 2
Religious education		Grade 2	Grade 2

17. Children under five make good progress with no important shortcomings in speaking, listening, early reading and writing skills, in overall bilingual

competence, numeracy, personal and social education, information and communication technology (ICT), problem-solving and creative skills.

18. In key stages 1 and 2, pupils make good progress with no important shortcomings in speaking, listening, reading, writing, numeracy, personal and social education, ICT, problem-solving and creative skills. In Welsh communication skills and overall bilingual competence, pupils make good progress in key stage 1, while good features outweigh shortcomings in key stage 2.
19. Most learners make good progress in their personal, social, moral and wider development. Nearly all learners display responsible behaviour and understand what is expected of them.
20. At 94.2 per cent the average rate of attendance for the three terms prior to the inspection is above local and all-Wales averages.

The quality of education and training

21. The quality of teaching in the small sample of lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	80%	10%	0%	0%

22. These figures compare favourably with the national picture reported by HMCI in his Annual Report for 2007-2008, where the quality of teaching is Grade 2 or better in 83 per cent of lessons and outstanding in 16 per cent.
23. Features of outstanding teaching include: very effective working relationships with pupils and practitioners; and excellent use of time, pace and changes of activity in lessons.
24. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include: a clear presentation of objectives at the beginning of the lesson; detailed knowledge of the subjects being taught; and effective behaviour management.
25. In the very small number of lessons where teaching was judged to have some shortcomings, these include: a lack of challenge in the tasks provided; and staff not consistently promoting pupils' bilingual skills.
26. The school's systems and overall use of assessment information in both key stages have good features that outweigh shortcomings. Shortcomings include: underdeveloped assessment of pupils' progress in the foundation subjects; the quality of marking is often variable; and learners are not yet fully involved in planning their own progress.
27. The school has good arrangements to meet the needs and abilities of pupils. The curriculum is broad and balanced and provision for the development of

pupils' spiritual, moral, social and cultural development is effective. Acts of collective worship play an important role in the school and fulfil statutory requirements. The cwricwlwm Cymreig is promoted well, but the curriculum overall does not ensure sufficient continuity and progression of pupils' bilingual skills.

28. The school provides good quality care, support and guidance for pupils. There are good policies and well-documented procedures in place to ensure the healthy development, safety and well-being of learners. The quality of provision for pupils with SEN is good with no important shortcomings

Leadership and management

29. Changes in leadership and management and disruption over a period of time have posed many challenges to the educational direction and strategic management of the school. However, the acting head teacher and staff are focusing appropriately on the key tasks of improving standards and developing aspects of the quality of provision and leadership and management.
30. The governing body (GB) is very supportive of the school and has high regard for its well-established profile within the local community. The GB meets all of its statutory responsibilities, with the exception of some minor omissions in the school prospectus and the GB's Annual Report to parents.
31. The acting head teacher is committed to developing a robust culture of self-evaluation in the school and fully acknowledges that currently this is in its early stages. Good features outweigh shortcomings in relation to progress since the last inspection.
32. There are sufficient qualified and experienced staff to cover the curriculum. The school has a good range of learning resources to meet the needs of the curriculum. A programme of refurbishment over the past few years has been effective in improving the quality of the accommodation.
33. The school makes effective and economic use of its resources. Overall, in the context of their starting points, most learners progress well and achieve good standards. As a result, the school provides good value for money.

Recommendations

In order to improve, the school should:

- R1 raise standards of achievement in those subjects where shortcomings are identified;
- R2 improve provision and raise standards in Welsh communication skills and bilingual competence*;
- R3 continue to develop assessment procedures and ensure that pupils are fully involved in the evaluation of their own work;
- R4 continue to improve strategic leadership and management to ensure clear, robust direction is provided; and
- R5 develop arrangements for self-evaluation that are comprehensive, systematic and based on first-hand evidence and ensure that these are closely linked to the school's key priorities for future development.

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

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

34. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
35. The grade awarded to this key question differs from that of key question 5 because teachers, including the acting head teacher, work hard to sustain pupils' standards of achievement.
36. In key stage 1 in 2009, results of the teacher assessments in English and science were well below national and local averages, while those in mathematics were well above both averages. The CSI was well below both national and local averages. The percentage of pupils attaining the higher level 3 in English and mathematics was just about average.
37. When the 2009 key stage 1 results are compared with similar schools results in English, science and the CSI were well below average, while those in mathematics were well above average. In 2007 and 2008, results have been well above average compared to similar schools and the family of schools; the latter being schools of a similar size and background. However, in 2009 the number of pupils with SEN and pupil movement in and out of the school adversely affected the results. In 2009, boys outperformed girls in English and science.
38. In key stage 2 in 2009, results in English, mathematics and science were well above both national and local averages. The CSI was also well above both averages. When the 2009 results are compared with similar schools, results in English, mathematics, science and the CSI were well above average. There has been a marked improvement in performance over the last four years. When compared to the family of schools, results were well above average in 2009 and above average in 2008.
39. When the results of pupils in Year 6 are compared with their results in Year 2, inspection evidence shows that the same pupils have made good progress during their time in key stage 2.
40. Analysis of the school's results in national tests is applied with some caution, because the number of pupils entered for assessment is often quite small and fluctuates from year to year. This means that one pupil's attainment can often be a far higher percentage of the total than is the case normally.
41. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	80%	13%	0%	0%

42. These figures compare favourably with the national picture reported by HMCI in his Annual Report for 2007-2008, where standards are Grade 2 or better in 84 per cent of lessons and outstanding in 12 per cent.

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

Area of learning	Inspection grade			
	N	R	Y1	Y2
Personal and social development, wellbeing and cultural development	N/A	2	N/A	N/A
Language, literacy and communication skills	N/A	2	N/A	N/A
Welsh language development	N/A	2	N/A	N/A
Mathematical development	N/A	2	N/A	N/A
Knowledge and understanding of the world	N/A	2	N/A	N/A
Creative development	N/A	2	N/A	N/A
Physical development	N/A	2	N/A	N/A

43. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
44. Baseline assessments indicate that children enter the school with skills and experiences that are broadly similar to those expected for their age.

Grades for standards in subjects inspected

Inspection Area	Under-fives	Key Stage 1	Key Stage 2
Foundation Phase	Grade 2		
Design and technology		Grade 3	Grade 3
Geography		Grade 2	Grade 2
Music		Grade 3	Grade 3
Art and design		Grade 2	Grade 2
Religious education		Grade 2	Grade 2

45. Children under five make good progress with no important shortcomings in speaking, listening, early reading and writing skills, in overall bilingual competence, numeracy, personal and social education, information and communication technology (ICT), problem-solving and creative skills.
46. In key stages 1 and 2, pupils make good progress with no important shortcomings in speaking, listening, reading, writing, numeracy, personal and social education, ICT, problem-solving and creative skills. In Welsh communication skills and overall bilingual competence, pupils make good progress in key stage 1, while good features outweigh shortcomings in key stage 2.
47. Most learners in school, regardless of their age, ability or ethnicity, make good progress towards fulfilling their potential in the acquisition of new skills, knowledge and understanding.

48. Learners' attitudes to work and their ability to concentrate are generally good. Most work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work. Nearly all work well with each other in lessons.
49. Pupils' understanding of how they are learning and of what they need to do to improve has good features that outweigh shortcomings. Although many have targets for improvement, most are not clear as to how these can help them to improve their work.
50. Most learners make good progress in their personal, social, moral and wider development and are fully involved in the life and work of the school. They develop an effective understanding of personal responsibilities through their roles on the school council. Nearly all show respect and concern for others and display good social skills as they collaborate in small groups or pairs.
51. Most pupils' attitudes to different cultures are positive. They are particularly interested in those traditions and festivals celebrated by the school. They treat each other with great respect and happily try out new foods. Most develop a positive self-image and an effective appreciation of equality and diversity.
52. Nearly all learners display responsible behaviour and understand what is expected of them. They are extremely polite and courteous to each other and to adults.
53. Many pupils are developing the capacity to work independently, planning and organising their own work effectively.
54. Good features outweigh shortcomings in the ways in which most pupils prepare for participation in the workplace. They raise funds for local and national causes and visit many different places; this ensures that they have a developing understanding of community-related and global issues.
55. At 94.2 per cent the average rate of attendance for the three terms prior to the inspection is above local and all-Wales averages. Absences are caused mainly by illnesses and family holidays taken during term time. The school regularly reminds parents of the need for regular and punctual attendance.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	80%	10%	0%	0%

58. These figures compare favourably with the national picture reported by HMCI in his Annual Report for 2007-2008, where the quality of teaching is Grade 2 or better in 83 per cent of lessons and outstanding in 16 per cent.
59. Features of outstanding teaching include:
- very effective working relationships with pupils and practitioners; and
 - excellent use of time and pace, and appropriate changes of activity throughout the lessons, so that pupils' interest is maintained and remains focused.
60. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include:
- a clear presentation of objectives at the beginning of the lesson;
 - detailed knowledge of the subjects being taught;
 - behaviour management, which enables teachers to ensure that there is no inappropriate behaviour in lessons;
 - well organised lessons, which capture learners' interest and enthusiasm from the outset and systematically develop their understanding in small, manageable steps; and
 - purposeful use of good questioning techniques to promote active learning.

61. In the very small number of lessons where teaching was judged to have some shortcomings, these include:
- a lack of challenge in the tasks provided;
 - teachers not always planning well enough for the different ability groups in classes; and
 - teachers not consistently promoting pupils' bilingual skills.
62. Support staff are deployed well and make an effective contribution to pupils' learning. They plan alongside teachers and are knowledgeable and effective in supporting pupils.
63. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment for the under-fives is accurate and comprehensive. The school's systems and overall use of assessment information in both key stages have good features that outweigh shortcomings. The school is becoming involved in arrangements to strengthen teacher assessment at key stage 2 through moderation and standardisation procedures with other schools, but these are at an early stage of development.
64. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects. The assessment of pupils' progress in the foundation subjects and subject portfolios of levelled work are underdeveloped.
65. The quality of marking is often variable. In the best practice, teachers mark work regularly and offer guidance on how pupils can improve their work. Pupils are given targets in the core subjects; however, these are not always precise enough to enable pupils to move forward in their work.
66. Pupils are not fully involved in planning their own progress and are unsure of the real purpose of assessment and what they need to do to improve their work.
67. Reports to parents meet statutory requirements. They provide useful information about their children's progress in the core subjects, but are generally less detailed on other subjects. They provide information about pupils' targets, but there is no clear indication of how parents can help their children or what the next stages of learning might be.

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

Grade 2: Good features and no important shortcomings.

68. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
69. The school's overall response to learners' needs and interests is good with no important shortcomings. It effectively caters for pupils by providing equal

access to a broad and balanced curriculum, which offers a wide range of relevant learning experiences. The curriculum complies with legal requirements.

70. All children receive a variety of rich and stimulating learning experiences that develop their interests well and actively encourage them to make choices and become more independent learners.
71. Members of staff work successfully to ensure that planning and schemes of work are improving. Policies, practices and procedures have been agreed and adopted to ensure that the curriculum is interesting for learners and builds on what they already know. Teachers are making good progress in introducing and reviewing policies and schemes of work that successfully reflect and cover fully the Foundation Phase and the new curriculum Orders, 2008.
72. The promotion of pupils' basic and key skills is good and opportunities for the development of skills are identified clearly in schemes of work and lesson plans.
73. Provision for personal and social education is a well-established part of the curriculum. The school follows national guidelines well; it successfully promotes healthy lifestyles and gives good attention to sex and relationship education, substance misuse and personal safety.
74. Provision for pupils' spiritual, moral, social and cultural development is good. Acts of collective worship play an important role in the school and fulfil statutory requirements. Learners are given regular opportunities to reflect on key messages and to relate them to their own lives. Assemblies are often led by local clergy and they contribute effectively to the development of pupils' spiritual awareness.
75. Social and moral development receives high priority so that pupils are taught right from wrong and the importance of honesty and caring for those less fortunate than themselves. There are many opportunities for pupils to exercise responsibility and show initiative, for example, as school councillors. Pupils' social awareness is promoted well by their full participation in campaigns to raise money for good causes and charities both nationally and in the local community. The school enjoys strong, beneficial partnerships with a wide range of community providers who enhance the quality of curricular provision.
76. Through various international links, pupils learn about the foods, clothes, work, traditions and cultures of the wider world and this helps them to become responsible global citizens. The school's link with African schools has developed learners' understanding further.
77. Y cwricwlwn Cwmreig is promoted effectively and pupils are given a good range of opportunities to acquire knowledge and understanding of the traditions, cultures and history of Wales through subjects such as history, geography, music and art. However, provision to promote their bilingual skills has good features that outweigh shortcomings.

78. A wide range of stimulating extra-curricular activities enriches pupils' experiences and expands their horizons effectively. Numerous visits, including residential ones, are organised and these complement and extend the curriculum well and contribute to learners' overall development.
79. The school's partnership with parents is well established. Most parents are very supportive of the school and appreciate the 'open door' policy and the ready access they have to the staff. Communication with parents is well established and effective, with parents having regular opportunities to discuss their children's work and progress with teachers. Parents receive regular newsletters and a constructive home/school agreement is in place.
80. Partnerships with the community, schools and other organisations are well established and have a positive impact on raising pupils' self confidence and esteem. Close links exist with the receiving secondary school and learners have the opportunity to visit the school to facilitate their smooth transition when they leave at the end of key stage 2. The school's partnership with higher education establishments is also well established.
81. Arrangements to develop pupils' understanding of the world of business and commerce have good features that outweigh shortcomings. Although there is no formal strategy to develop pupils' skills in this area, appropriate experiences are provided through projects, visits and visitors. However, placements in industry and commerce do not form part of the school's continual professional development strategy for staff.
82. The provision made for sustainable development and global citizenship is effective. Extensive opportunities are provided to raise awareness of environmental and sustainable issues and a stimulating range of initiatives and projects ensure the school acts in a sustainable manner.
83. Although the school pays appropriate attention to the development of pupils' entrepreneurial skills and ensures that pupils contribute to the decision-making processes, the provision for work-related education is limited and there are no opportunities to participate in mini-enterprise so as to help develop pupils' economic understanding.
84. Good attention is given to ensure pupils develop the skills for lifelong learning. The school's strong emphasis on their personal and social development, together with the priority given to equality of opportunity and inclusion for all, helps them develop into mature young citizens of the future.

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

Grade 2: Good features and no important shortcomings.

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

86. Learners are cared for, guided and supported well in a secure, supportive and happy environment. The school has a positive ethos and every learner is valued and included. The school works effectively with health professionals and external agencies.
87. The school has a positive partnership with parents. Their views are sought through various informal channels and parent governors and the Burton Parents' Association provide invaluable channels of information. The school responds positively to parents' suggestions and requests.
88. The school council is well established, its representatives are democratically elected and the forum provides pupils with a clear route to express their views. Pupils confirm that their suggestions have influenced the work of the school.
89. Arrangements to help children settle into the Foundation Phase are good, as are those to ensure that pupils who start their school life at a later stage settle in well. Parents are encouraged to be fully involved in this process and helpful information is provided for them.
90. Provision for personal support and guidance is good with no important shortcomings. All adults know learners very well and carefully monitor their personal development as they move through the school. Learners confidently state there is an adult they can turn to for help should they need it.
91. There are effective policies and procedures to monitor pupils' attendance, punctuality and behaviour. The school works closely with the Education Welfare Officer (EWO) and operates a first-day response to absence for those pupils who give concern. Holidays in term time are discouraged and parents are reminded of the importance of regular, punctual attendance through newsletters and other means. The school takes appropriate account of the National Assembly for Wales Circular 47/2006.
92. Child protection arrangements follow the most recent guidance and are known to all those who work in the school; training for all staff is up-to-date. Health, safety and welfare arrangements are appropriate; the school has clear policies and procedures that cover this aspect. There are clear procedures to deal with complaints or appeals.
93. There are good policies and well-documented procedures in place to ensure the healthy development, safety and well-being of learners. Members of staff are trained in first aid and procedures for caring for learners who feel ill, or for those who have an accident during the day, are effective. Good use is made of the accident book, regular fire drills are held and equipment is checked in compliance with health and safety regulations. Risk assessments are carried out before school visits and there are effective procedures in place to monitor the assessments.
94. Good procedures to monitor and address any concerns related to pupils' behaviour are firmly embedded across the school. As a result, a consistent approach is taken, by all teachers, to manage any incidents of inappropriate

behaviour that may occur. With regular input from the EWO, arrangements to monitor attendance and punctuality are good.

95. Provision for learners with SEN is good. The school's SEN policy is comprehensive and fully complies with the SEN Code of Practice and the framework for inclusive education. The school effectively identifies learners' individual needs and monitors progress in meeting these needs. The school's SEN Co-ordinator (SENCo) manages her range of responsibilities well. Learners' needs are accurately diagnosed at an early stage and there are clear procedures for identification.
96. An appropriate register of pupils with SEN is maintained, indicating the range of support given at the 'school action' and 'school action plus' stages of the Code of Practice. Learners on the register have their own Individual Educational Plans (IEPs). These are written by class teachers and monitored by the SENCo. They are of good quality and include short-step targets and achievement criteria and also identify which classroom strategies are to be used. Annual review procedures meet all legal requirements. Parents and, where possible, learners are involved fully in the process. The school has appropriate policies and strategies for supporting more able and talented pupils.
97. There is good support for learners whose behaviour could potentially impede their own progress or that of others. The school's extremely positive ethos and very good staff-pupil relationships ensure that behaviour is consistently good. Nearly all pupils have the opportunity to learn effectively without interference or interruption. A low-profile system of rewards and sanctions underpins an atmosphere of understanding, negotiation and discussion about inappropriate behaviour. Learners from a very early age know the rules and the consequences of not following them.
98. Overall, the quality of provision for equal opportunities is good. A real sense of mutual respect, acceptance and inclusion are evident throughout the school. Clear policies effectively promote equal opportunity, gender and racial equality in practice.
99. The school takes good account of pupils' social, ethnic and educational backgrounds to ensure that all learners are well supported and guided.
100. The school promotes good race relations and arrangements are well established to eliminate bullying or any forms of harassment. Procedures clearly and effectively reflect the schools' commitment to inclusion. Arrangements for break and lunchtimes are integral in supporting the good behaviour and well-being of learners. The school is successful in promoting gender equality and challenging stereotypical choices.
101. The school has implemented a disability access audit and established an appropriate disability access plan. The school makes reasonable adjustments to the available facilities and resources to ensure that those learners and adults with disability are not put at a disadvantage in accessing facilities or the curriculum.

102. An ethos of respect and tolerance for all faiths, cultures and values is evident both inside and outside the school. The school strongly promotes acceptance of all faiths.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

103. The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report. The team judged that there are some shortcomings in the overall leadership and management of the school.
104. The grade awarded to this key question differs from that of key questions 1 and 7 because teachers, including the acting head teacher, work hard to sustain pupils' standards of achievement, in spite of the difficulties that lead to shortcomings in leadership and management.
105. Changes in leadership and management and disruption over a significant period of time have posed many challenges to the educational direction, strategic management and work of the school. However, the acting head teacher is providing a renewed sense of direction for the school. The acting head teacher and members of staff are focusing efforts on the key tasks of improving standards and developing aspects of the quality of provision and leadership and management.
106. Although the school had set whole-school targets in its previous school development plans (SDP), there is very limited evidence to demonstrate the consistent success of these initiatives in recent times.
107. The acting head teacher and staff work well together to ensure an enhanced common sense of purpose for the school. They have an appropriate grasp of the school's strengths and shortcomings. A number of purposeful aims and objectives have been established; these are reflected well both in documentation and the work of the school. The acting head teacher and staff have worked well in recent months to assimilate new strategies and procedures and to tackle shortcomings in provision and in overall leadership and management.
108. The school takes good account of national and local initiatives. For example, it provides a breakfast club and has worked hard to improve its ICT provision.
109. Arrangements for performance management are unclear and the process has been disrupted by staff changes and recent difficulties. The management of staff's professional development has been irregular and often ineffective. These are important shortcomings.

110. The GB is very supportive of the school and has high regard for the school's well-established profile within the local community. Governors are supportive of the acting head teacher, members of staff, pupils and the aims and objectives of the school. They meet regularly and are supplied with information about the life and work of the school by the acting head teacher.
111. Since the last inspection, however, it is clear that governors have not been sufficiently rigorous in terms of monitoring the quality of provision. There remains scope for present governors to develop these crucial roles further. The GB meets all of its statutory responsibilities, with the exception of some minor omissions in the school prospectus and the GB's Annual Report to parents.

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

Grade 3: Good features outweigh shortcomings

112. The inspection team's findings do not match the judgement of Grade 2 made by the school in its self-evaluation report. This is because the inspection team identified shortcomings in self-evaluation and the effectiveness of planning for improvement.
113. The acting head teacher is committed to developing a robust culture of self-evaluation in the school and fully acknowledges that this is currently in its early stages. The acting head teacher and staff are committed to school improvement and they display a commendable determination to achieve high standards in all aspects of school life.
114. The self-evaluation report, produced by the acting head teacher and staff, makes an appropriate attempt to identify strengths and areas for development. The inspection team did not agree with the judgements of the school in two of the seven key questions.
115. Currently, procedures for evaluating the quality of standards and provision are not fully embedded and are key priorities for future development. There is very little evidence of robust and well-established arrangements whereby leaders and managers draw together the findings of self-evaluation systematically.
116. The school analyses relevant data, including teacher assessments and the results of standardised tests.
117. Although managers have had some opportunities to monitor their subjects, the practice lacks consistency and the monitoring of standards and quality of provision is not sufficiently developed. They have not adopted an analytical and critical approach to self-evaluation and strategic planning and, although members of staff discuss aspects of the curriculum and review pupils' progress, there is no systematic, whole-school approach to promote improvement.
118. Currently, there are no formal arrangements to ascertain the views of the GB, parents, the community or support staff in terms of self-evaluation. The

governors of the school are supportive and some are linked to curriculum subjects; however, their role in self-evaluation is not fully developed.

119. The SDP, which was prepared by the acting head teacher and staff, has an appropriate focus on improving standards and sets out actions to be taken, staff responsibilities, time scales, costs and success criteria. However, the SDP does not always link clearly to the self-evaluation report.
120. Good features outweigh shortcomings in relation to progress since the last inspection. The school has encountered many changes in leadership and staffing during the last year or so and these have affected overall improvement. However, there has been progress in several areas: for example, standards have improved in some subjects and pupils' attainment has been strong over the last few years. Shortcomings remain in relation to such areas as the role of curriculum leaders and whole-school self-evaluation.

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

Grade 2: Good features and no important shortcomings

121. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
122. The grade awarded to this key question differs from that of key question 5 because leaders and managers ensure that resources are used effectively to promote pupils' standards of achievement.
123. There is a good blend of youth and experience in the staff team and teachers share their breadth of knowledge with colleagues. The sharing of expertise is particularly effective.
124. Support staff make an effective contribution to the overall quality of teaching and work well under the guidance of teachers. They are well deployed in classrooms, have clearly-defined roles and make a significant contribution to classroom activities.
125. The school secretary, catering staff, mid-day supervisors, caretaker and cleaners carry out their daily routines efficiently and effectively.
126. The school has adopted effective procedures for managing teachers' planning, preparation and assessment time in accordance with statutory requirements. The school has appropriately addressed the issue of workforce re-modelling and this is having a positive impact on many aspects of teaching and learning throughout the school.
127. Overall, the school has a good range of learning resources to meet the needs of the curriculum; they are well organised and easily accessible for members of staff and learners.
128. The main school building and outdoor areas are maintained to a good standard. The school is bright, clean and provides a welcoming environment.

Attractive and informative displays of pupils' work in classrooms and shared areas adorn the learning environment and have a positive impact on pupils' learning. Since the last inspection, the school has made improvements to the internal and external fabric of the building and has benefited from the refurbishment of the hall and dining area.

129. Attractive outdoor learning areas, including the extensive grounds, provide learners and staff with a wealth of opportunities to extend learning as well as to enhance personal and social development. The school makes effective use of the local environment, the community and educational establishments to support pupils' learning.
130. The school makes efficient, effective and economic use of its resources. The acting head teacher and GB review the use of resources on a regular basis.
131. Overall, in the context of their starting points, the majority of learners progress well and achieve good standards. The school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase: Grade 2: Good features and no important shortcomings

Personal and social development, well-being and cultural diversity

Reception: Grade 2: Good features and no important shortcomings

Good features

132. Most children behave well and concentrate for suitable periods of time, taking turns and sharing resources well. Most display increasing independence and confidence when choosing their activities and are eager to find out and explore new experiences. They listen attentively during registration and the majority confidently share their news with others. The majority participate well in small-group discussions and demonstrate a range of appropriate emotions during role-play activities.
133. Most children build on the skills already established and sustain their concentration for longer periods of time. Boys and girls co-operate and play well together. They usually wait their turn patiently, listen well to others and do not interrupt. The majority dress and undress independently for physical activities and listen intently to instructions. Children's understanding of hygiene develops well and they realise the importance of washing their hands before meals.
134. Through various celebrations, such as Harvest Festival, Christmas and St David's Day, and through class topics, the vast majority of children begin to develop a good knowledge and understanding of their own and other cultures in the world around them.

Shortcomings

135. There are no important shortcomings.

Language, literacy and communication skills

Reception: Grade 2: Good features and no important shortcomings

Good features

136. Most children engage well in discussions with practitioners and each other when choosing and taking part in various activities. In role-play and more formal settings most adapt their language confidently. The majority produce effective pieces of writing throughout the day. They write their own names with reasonable accuracy, with a few making successful attempts at independent writing. They display an enthusiastic interest in books and enjoy the content; they love stories and poems and are very keen to join in familiar ones.

137. Most talk confidently in both formal and informal situations. They ask and answer questions enthusiastically, develop a good knowledge of phonics and the majority know the sounds of initial letters well. All children enjoy sharing books and readily express opinions. They listen carefully to stories and participate well in language songs and games.

Shortcomings

138. There are no important shortcomings.

Mathematical development

Reception: Grade 2: Good features and no important shortcomings

Good features

139. Most children make good progress in using mathematics in their day-to-day activities and they use correct mathematical terms. They develop their number skills well and are confident in solving problems.

140. Most children develop a good understanding of number. They recall a good range of number songs and rhymes, using actions and appropriate fingers to count. Most select pictures and objects appropriately and repeat actions confidently. A majority reinforce their number skills in their daily activities through counting and matching patterns and shapes. They talk effectively with practitioners and confidently use apparatus. Most use a wide range of materials well and they enjoy playing various games to reinforce their understanding of number and mathematical vocabulary.

141. Most understand and record numbers up to 20, using practical activities well. They begin to add and subtract numbers of objects accurately, using various apparatus and they record their answers successfully. Most progress with their

vocabulary confidently using, for example, 'small', 'smallest', 'more than' and 'less than' in context. They construct and interpret simple graphs and the more able accurately tell the time.

Shortcomings

142. There are no important shortcomings.

Welsh language development

Reception: Grade 2: Good features and no important shortcomings

Good features

143. Nearly all the children join in enthusiastically in singing a range of Welsh songs and rhymes. They respond well to daily greetings in Welsh and display cheerful responses to praise. Many identify the primary colours in Welsh and enjoy sharing simple Welsh books with practitioners.

144. Most children build appropriately on this knowledge and extend their repertoire of songs and rhymes. A few use Welsh with increasing confidence and begin to speak the language at appropriate points in the day. Their reading skills develop steadily when they read words, labels or simple worksheets.

Shortcomings

145. There are no important shortcomings.

Knowledge and understanding of the world

Reception: Grade 2: Good features and no important shortcomings

Good features

146. Nearly all children make good progress in their knowledge and understanding of the world and they show enthusiasm and curiosity about the world around them.

147. Most children develop their ICT skills well. They use laptops well and display a mature understanding of their functions.

148. Nearly all children participate successfully in a wide range of practical activities. Most acquire a good understanding of the essential features of successful growth in plants and animals.

149. Many children begin to develop an understanding of places further afield. They have a growing awareness of important events and characters from the past and most use appropriate language when discussing the change in the seasons. Nearly all know the names of the main external parts of the body.

They use and make simple maps and plans and assemble and disassemble construction toys confidently.

150. Most children have a good knowledge and understanding of Biblical stories and they explain the importance of religious values, such as friendship and sharing.

Shortcomings

151. There are no important shortcomings.

Physical development

Reception: Grade 2: Good features and no important shortcomings

Good features

152. Nearly all children make good progress in developing their physical skills. All explore their indoor and outdoor learning environments successfully. They develop a good awareness of the need to be healthy and control their body movements well, moving with good co-ordination appropriate to their age. They use a wide range of apparatus confidently, showing a good awareness of space.
153. Most children progress with their skills and create good movements in physical activities. They listen to instructions carefully, know that exercise is good for them and understand that their heart beats quicker during exercise. Most begin to put movements together to create a simple sequence. The majority demonstrate sufficient control when using pencils and crayons to include detail in their work.

Shortcomings

154. There are no important shortcomings.

Creative development

Reception: Grade 2: Good features and no important shortcomings

Good features

155. Nearly all children develop their creative skills well and make good progress.
156. Most children produce interesting shapes using a range of tools and they make careful choices about colours and systematically use paints to create patterns and prints. Many compare textures, such as smooth and spiky surfaces, using suitable language to describe them.
157. Nearly all children respond well to music and movement. They sing a good range of simple songs from memory and clap simple repeated rhythms. Most explore quiet and loud sounds and learn to keep to a steady beat.

158. Most children progress well with their artwork, mixing colours successfully and using a wider range of materials and equipment. They use drawing programmes confidently when creating coloured pictures on the computer.
159. Most children use their imagination well in role-play and they confidently sing a wide range of songs, with clear diction and appropriate actions.

Shortcomings

160. There are no important shortcomings.

Design and technology

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

161. In both key stages most pupils work safely with a wide range of good quality tools and materials to create a variety of appropriate models and products.
162. Many pupils in key stage 1 assemble and arrange components and given materials appropriately. They know that simple levers and sliding mechanisms can be used to create movement.
163. In key stage 1, many pupils design and make competent space vehicles as part of their work on aliens from outer space.
164. In key stage 2, many pupils design and make simple musical instruments.
165. In key stage 2, most pupils effectively test different flours and seeds in preparation for their bread-making sessions.

Shortcomings

166. In both key stages, many pupils lack confidence in designing and making products and models.
167. By the end of both key stages, many pupils do not progressively develop their skills in design and technology.

Geography

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

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

168. Most pupils in key stage 1 explain the different routes to school. They have a good knowledge of the local area and, using different kinds of maps, most can

name and locate important human and physical features in their locality. Many pupils use ICT successfully to plot routes around the village.

169. Most pupils in key stage 1 know that people affect the environment and they develop a competent understanding of how to look after the environment.
170. In key stage 1, nearly all pupils demonstrate a secure knowledge and understanding of geographical vocabulary and subject-specific terms.
171. Many key stage 1 pupils develop a good understanding of geographical skills through appropriate field-work studies.
172. In key stage 2, most pupils' knowledge of the locality and beyond develops well. They undertake effective studies of the effects of the gas pipeline on the Brecon Beacons and investigate the effects of human intervention on the landscape.
173. Most pupils in key stage 2 confidently identify the oceans and continents on a world map and use co-ordinates to plot locations on a map accurately.
174. In key stage 2 most pupils pose relevant questions, identify geographical patterns and offer competent explanations of geographical processes. They describe the features of coastlines and apply good investigative skills to study the effects of coastal erosion.
175. In their enquiry work, most pupils in key stage 2 make effective comparisons between Wales and countries such as Sweden and Kenya.

Shortcomings

176. There are no important shortcomings.

Art and design

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

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

Good Features

177. In key stage 1 most pupils display good use of colour pattern, texture, size and contrast. They develop successful techniques based on the work of many artists.
178. In key stage 1, most pupils produce careful observational drawings of various features in the school environment.
179. Most pupils use sketchbooks effectively in key stage 1 to experiment with different techniques of drawing, shade, tone and pattern. Their sketchbooks are a successful record of experiment in art and a map of achievement.

180. In both key stages many pupils use relevant art vocabulary confidently to describe their work and to evaluate aspects of their own and each other's work. They use a variety of media and a range of tools effectively.
181. In key stage 2 most pupils produce effective pictures and drawings in the style of the Welsh artist, Linda Norris. They routinely compare and contrast their work with the work of famous artists, such as Vincent Van Gogh.
182. Many pupils in key stage 2 confidently discuss the mood of paintings and the effect of light and colour.
183. Older pupils in key stage 2 successfully explore and experiment with a variety of media and confidently express new ideas. They have a good understanding of a variety of techniques, such as collage, watercolour and acrylic paintings and they create competent three-dimensional work.

Shortcomings

184. There are no important shortcomings.

Music

Key stage 1: Grade 3: Good features outweigh shortcomings.

Key stage 2: Grade 3: Good features outweigh shortcomings.

Good features

185. Most pupils throughout the school sing tunefully and perform well, showing appropriate attention to breathing and posture. All key stage 2 pupils respond enthusiastically to rhythmic action songs, sung in both English and Welsh.
186. Many key stage 1 pupils select and organise music in response to different stimuli. They explore the sounds of a variety of untuned percussion instruments in order to compose rhythmic patterns.
187. Nearly all pupils in key stage 2 use their knowledge of a variety of tuned and untuned instruments effectively when composing interesting sea shanty songs.
188. In key stage 2, most pupils demonstrate a good awareness of vocal sounds to enhance their compositions.
189. In key stage 2, a minority of pupils evaluate their performances well, offering sensible suggestions as to how their compositions and performances can be improved.

Shortcomings

190. In both key stages, most pupils' awareness and use of music elements is limited.

191. In both key stages, most pupils' ability to compose, using a variety of notation, is limited.

Religious education

Key stage 1: Grade 2: Good with no important shortcomings

Key stage 2: Grade 2: Good with no important shortcomings

192. Most pupils in key stage 1 have a good knowledge and understanding of religious celebrations, such as harvest festivals. They know the story of the Creation well and they begin to understand that festivals, such as Easter and Christmas, are special occasions in the Christian calendar.
193. In key stage 1 many pupils know the importance of rules for life and they begin to understand the ways in which people follow their faith as they study Christianity and Islam.
194. In both key stages nearly all pupils visit the local church and accurately describe various features of a church, such as alters and stained glass windows. Many confidently explain what they know about the monastic centre at Caldey Island.
195. In key stage 2 most pupils have a good understanding of the Muslim faith. They identify artefacts and events associated with Islam and they compare these with aspects of the Hindu faith and write about Hindu festivals, such as Diwali.
196. Many pupils recall key events in the life of Jesus and they know that the Nativity is an important event in the Christian calendar. Many write prayers that are compiled in a school prayer book.
197. Older pupils in key stage 2 reflect on the feelings associated with religious celebrations and explain confidently the symbolism associated with Christianity

Shortcomings

198. There are no important shortcomings.

School's response to the inspection

199. The staff and governors of Burton VC Primary School are grateful to the inspection team for the very thorough and professional manner in which the inspection process was conducted. The inspection was carried out in a meticulous manner and inspectors were courteous and highly professional throughout the inspection period, making staff and pupils feel at ease. The school has experienced very many changes in the last year, and at present the future of the school is under review and so this has been a particularly stressful time for all concerned.
200. We are pleased that the report recognises the good standards in teaching and learning and the excellent relationships between staff and pupils. We welcome the many positive features presented in the report and acknowledge the recommendations to develop the school further. We will endeavour to work closely to implement the issues identified as needing improvement, so as to further strengthen the provision for our pupils.
201. As a school we always aim to evaluate our performance; the results and recommendations of this inspection report will be incorporated into our school development plan so that we can improve elements which had some shortcomings and extend practice which was judged to be good.

Appendix 1

Basic information about the school

Name of school	Burton VC Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	4-11
Address of school	Vale Road, Houghton, Milford Haven, Pembrokeshire.
Postcode	SA73 1NN
Telephone number	01646 600364
Head teacher	Mrs Susan Ralph (acting head teacher)
Date of appointment	September, 2008
Chair of governors / Appropriate authority	Mr Steve Grimes
Registered inspector	Dr David Gareth Evans
Dates of inspection	9 th —11 th November, 2009.

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	7	4	5	8	6	8	8	46

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.2
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	90.4%	91.01%	93.9%
Spring 2009	99%	93.7%	94.9%
Autumn 2008	N/A	94.2%	93.9%

Percentage of pupils entitled to free school meals	8.6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2009	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	63.5%	In Wales	81.1%

D Pupils who have been disapplied from the statutory arrangements
 W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2009	Number of pupils in Y6	2
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

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

The team inspected:

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

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- 14 parents'/carers' questionnaires, of which 100 per cent of responses were positive;
- a comprehensive range of documentation, including attendance and budget data, provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G. Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2, 5 and 6 Early Years, design and technology and music
Mr Ivor Petherick, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr Enir Morgan, Team Inspector	Key Questions 3, 4 and 7 Geography, art and design and religious education
Ms Michelle Humphreys, Peer Assessor	Contributions to discussions and observations in lessons
Mrs Susan Ralph, nominee and head teacher	Nominee

Acknowledgement

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

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