

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

***COSHESTON CHURCH IN WALES VC
PRIMARY SCHOOL
COSHESTON
PEMBROKE DOCK***

School Number: 668-3036

Date of Inspection: 26-28 January 2004

By

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Registered Inspector

Date: 15 March 2004

Under Estyn Contract Number: CT165/03P

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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:

{PRIVATE }	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 (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

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

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

The school is situated in the village of Cosheston, which is about three miles north east of Pembroke. It serves those who live in the village and the surrounding rural community. Around 30 per cent of pupils, whose parents have expressed a preference for the school, come from outside the catchment area. The school is placed in category “C” of the Local Education Authority’s (LEA) language policy. All pupils come from homes where English is the predominant language spoken at home. The school considers the area from which the pupils are drawn is relatively prosperous with around 75 per cent of the intake generally advantaged and the remainder neither advantaged nor disadvantaged, and with the full range of ability.

The school is a Church in Wales Voluntary Controlled Primary School which has, over the years, maintained its links with the parish church. Two classes are held in the original school building built in the 1870s and there is a mobile classroom where the Key Stage (KS) 2 pupils are taught. The life of the school is underpinned by Christian values which respect education as the pursuit of truth and with each individual given equal status. The local vicar and minister take collective worship on a weekly basis.

Education is provided for pupils between the ages of 3-11, with 47.5 (full-time equivalent) pupils on roll. They are taught in three mixed age classes for the first half of the week and in two classes with peripatetic teacher support for the remainder. There has been a significant change in staffing personnel since the last inspection in the Summer Term 1998. All pupils are of white ethnicity. The vast majority of pupils have received pre-school education. Around four per cent of the pupils are entitled to free school meals. At present, there are 11 pupils on the Special Educational Needs (SEN) register (22 per cent), none of whom carry a statement of SEN. The school attained the Basic Skills Quality Mark Award in 2001 and this was renewed in 2004.

In its Mission Statement, the school recognises the dignity and values of the individual within a Christian community. All members of the community are encouraged to develop their potential in terms of knowledge and understanding, which include spiritual, moral, social and cultural awareness.

The focus for the present academic year is to:

- purchase extra resources to further improve pupils’ literacy and numeracy skills;
- upgrade information and communications technology (ICT) equipment for KS1 pupils;
- continue the cycle of performance management;
- devise a policy and scheme of work for personal and social education;
- review design and technology, geography and religious education in both key stages;
- invest in staff welfare and upgrade the skills of staff supporting pupils;
- further develop the role of governors in their knowledge and understanding of curricular matters;
- further develop links between KS2 and KS3;
- improve the buildings and grounds.

2. MAIN FINDINGS

The main findings of the report

Cosheston Church in Wales VCP School provides a good standard of education for its pupils and has many very good features. The head provides very good leadership and is ably supported by the teachers, support staff and a pro-active governing body. The positive and caring ethos, pupil behaviour, partnership with parents and the community and the quality of teaching are particular strengths of the school.

Educational standards achieved by pupils

Pupils' standards of achievement are satisfactory or better in all lessons observed, of which around 57 per cent are good and around 40 per cent very good.

- The quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and Social Development	Very Good
Mathematical Development	Good
Knowledge and Understanding of the World	Very Good
Physical development	Good
Creative development	Very Good

- In KS1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

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

- Pupils with SEN make very good progress in line with their stage of development and there is no significant variation in achievement between boys and girls.
- In KS1 the 2003 NC teacher assessment results were well above the national and Pembrokeshire averages in English, mathematics and science.
- In the 2003 NC assessment tests too few pupils in KS2 took part to enable a secure judgement to be made against local and national averages.
- During the past three years, NC test results have exceeded school targets in both key stages with the majority of pupils attaining level three and five respectively.

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- In both key stages, standards in the key skills across the curriculum are very good in speaking and listening, the application of number and the use of ICT. Standards are good in reading and writing. Pupils of all ages speak very clearly and confidently in a range of situations and to a variety of audiences. In writing, insufficient attention is paid to spelling and presentation. The application of ICT skills is very good in a wide range of subjects.

Ethos of the school

- Pupils' spiritual, moral, social and cultural development is very good. The nature of the respect shown to all pupils is a praiseworthy feature of the life of the school. Daily acts of collective worship are Christian in character which is the root of the values on which the school is founded; they fully comply with statutory requirements. Pupils contribute to and respect the atmosphere of reverence.
- Relationships between pupils are very good. They work and play together in harmony. Collaborative work in relation to given tasks is often an impressive feature of a number of lessons.
- The *Cwricwlwm Cymreig* is well promoted and pupils develop a very good knowledge and appreciation of the culture and heritage of Wales. Their awareness of other cultural traditions is also very good, primarily through work in religious education and geography.
- Pupils respond effectively to opportunities to take responsibility; for example, the school council is well established and pupils undertake decision making in a responsible manner.
- Pupils' behaviour and their attitudes to learning are very good. The school is a very happy, caring and supportive community.
- Attendance rates are satisfactory with no instances of unauthorised absence. The vast majority of pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.

Quality of education

- The quality of teaching is a strength of the school and significantly contributes to the consistently good, and often very good standards achieved by pupils. It is satisfactory or better in all lessons observed, including around 46 per cent where it is good and around a further 46 per cent where it is very good.
- The quality of teaching of the under-fives is based on a secure knowledge and understanding of the Desirable Outcomes for Children's Learning.
- Well-organised direct teaching at a brisk pace, very good classroom organisation and the good use of learning resources effectively develop pupils' knowledge, understanding and skills, particularly in KS2. Information and communications technology is also used very effectively in KS2 as a teaching aid to reinforce learning across a wide range of subjects.
- The conduct of lessons signals high expectations of all pupils and sets high but attainable challenges. Work is very well matched to pupils' abilities and prior attainment. A number of rich, first-hand experiences, either in the locality or further afield, is a feature of the provision and follow-up work in class ensures that pupils' own related experiences contribute to the development of the work.
- The quality of assessment, recording and reporting is good. Pupils' work is marked regularly and positively with the pupils usually present. However, comments are not always sufficiently informative to help pupils understand what they need to do to raise

their standards of achievement with examples of over generous comments. Pupils are insufficiently involved in checking their spelling mistakes on a regular basis. Assessment procedures for pupils with SEN are very good. Annual written reports to parents are detailed and informative and comply with statutory requirements.

- The quality and organisation of the curriculum are very good. The curriculum for the under fives is appropriate and in KS1 and KS2 it is broad and relevant, and meets the statutory requirements of the NC and Agreed Syllabus for religious education. Curriculum provision is socially inclusive and arrangements for personal and social education are very well addressed. Extra-curricular provision is good; homework is appropriate and used effectively to support learning. Visitors to the school significantly enrich the curriculum provision in many subjects. Pupils regularly visit places of historical and geographical interest.
- The quality of provision for pupils' support, guidance and welfare is very good. Pupils understand the principles of a healthy lifestyle and participate with much success in the Healthy Eating Schools Project. The storage of first aid provisions is not secure.
- The school's provision for pupils with SEN is very good. Pupils grow in confidence and make very good progress towards the targets set for them.
- The school's partnership with schools and institutions is good and its partnerships with parents and the community are very good and are significant strengths of the school. The school is very successful in its mission to work for and with the whole community and create a school of which the community can be proud. Parents are highly supportive of the school and express a high level of satisfaction with the aims and values of the school.
- The school's partnership with industry is good.

Management

- The quality of self-evaluation and planning for improvement is good. A good culture of self-evaluation has been established. The head, supported by staff and governors, is actively engaged in processes to evaluate the school's strengths and weaknesses. The current self-evaluation report gives an overview of recent developments and provision; there is insufficient emphasis on raising standards of achievement. The school development plan (SDP) is an effective working document for developing the school; however, significant forthcoming plans are not costed.
- The school is very well led. The head provides very good leadership and has a good overview of the life and work of the school; she has a clear vision of the school's future and recognises the issues which require attention. She is ably supported by the staff and a pro-active and committed governing body.
- The school budget is effectively and efficiently managed with day-to-day expenditure closely monitored. Funds are directed to educational priorities as broadly identified in the SDP, with a percentage of the surplus fund earmarked for resources and staffing. Considering the educational provision and the consistently good, and often very good progress made by pupils, the school provides very good value for money.
- The provision for staffing is good overall. The number of teachers is very adequate for the first half of the week; the use of peripatetic teachers in music and Welsh compensates for the satisfactory level of staffing in the second half of the week. Very good use is made of both learning support assistants (LSAs) and their continued professional development

and deployment makes a significant contribution to the quality of learning and life throughout the school.

- Resources for learning are of good quality and quantity in almost all areas of the curriculum. There is no apparatus for pupils to work at different levels in gymnastics. Very good use is made of the locality as a learning resource.
- The accommodation is satisfactory. The school building and its site are well maintained and attractively presented. Constraints of space limit the quality of experiences of a practical nature, including aspects of physical education and library facilities.

Progress since the last inspection

- Since the last inspection in 1998, overall the school has made very good progress in addressing all the key issues.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are satisfactory or better in all lessons observed of which around 57 per cent is good and around 40 per cent very good.

- In the early years, standards of achievement are good in language, literacy and communication development; children display very good oral and listening skills. Their personal and social and creative development together with their knowledge and understanding of the world are very good. Their mathematical and physical development are good.
- In KS1 pupils build on their early years experiences and continue to make consistently good, and occasionally very good progress. Standards of achievement are good in English and pupils continue to make very good progress in developing their speaking and listening skills. Standards are consistently good in mathematics and science. They are very good in Welsh second language, music and religious education and good in all other subjects of the NC.
- In KS2 pupils build on the knowledge, understanding and skills acquired in KS1 and continue to make consistently good and often very good progress. Standards of achievement are good in English, with speaking and listening skills being of very good standard; work is not always well presented with handwriting skills underdeveloped. Standards of achievement in mathematics and science are very good with pupils' mental recall and investigative skills well developed. Standards are very good in history with enquiry skills very well developed. They are also very good in information technology, geography, music and religious education. They are good in all other subjects of the NC.
- In KS1 the 2003 NC teacher assessment results were well above the national and Pembrokeshire averages in English, mathematics and science.
- In the 2003 NC assessment tests too few pupils in KS2 took part to enable a secure judgement to be made against local and national averages.
- During the past three years, NC test results have exceeded school targets in both key stages with the majority of pupils attaining levels three and five respectively.
- Pupils with SEN make very good progress in both key stages. There is no significant variation in achievement between girls and boys.

3.2 Standards Achieved in Key Skills across the Curriculum

In KS1 and KS2, pupils' standards in the key skills of speaking and listening, the application of number and the use of ICT across the curriculum are very good. Standards in reading and writing are good.

- In the early years, children acquire very good listening and speaking skills from an early age and their early reading and writing skills develop appropriately. They confidently use ICT in modelling exercises and developing literacy and numeracy skills.
- In both key stages, pupils speak very clearly and confidently in a range of situations and to a variety of audiences. A very wide vocabulary is demonstrated in the quality of questioning and answering and in the mature way that pupils of all ages present their ideas and views.
- In both key stages, pupils concentrate and listen very well in lessons and during whole-school gatherings. They successfully build their speaking and listening skills through role-play, discussions and good quality teacher questioning and encouragement. Daily whole-school acts of collective worship contribute well to pupils' confidence in speaking to a larger audience.
- Standards of reading in both key stages are good. Pupils read clearly with appropriate expression and have good understanding of the material they are reading. Pupils use their reading skills to research topics in history, geography and other subjects, mainly using CD-ROMs or the Internet.
- The quality of writing in both key stages is good. Pupils write in different forms and for different purposes, and the progression seen in both imaginative and descriptive work is good. Technical skills are good when constructing sentences; however, insufficient attention is paid to spelling and presentation.
- Pupils demonstrate every confidence when applying their numeracy skills in many areas of the curriculum. Mental and other mathematical skills that are required when making accurate calculations are very well developed in both key stages. They are particularly evident in science, history, geography and design and technology, where results are presented in a variety of tables, graphs and pictorial representations.
- The application of ICT skills is very good in a wide range of subjects. Pupils are confident when word-processing and improving the layout and presentation of their written work with pictures and graphics. Data handling skills are used in mathematics and science to collate and record information. Key Stage 1 pupils' confidently modify control instructions when guiding the roamer in developing mapping skills in geography. Key Stage 2 pupils use ICT to design and display very good skills in creating multi-media CD-ROMs and web based resources when plotting a maths trail and historical and geographical information on Cosheston. All pupils use equipment and software confidently to reinforce numeracy and literacy skills.
- Pupils with SEN make very good progress in line with their stage of development; they make appropriate use of ICT to support their learning.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social and cultural development is very good.

- Daily acts of collective worship are Christian in character which is the root of the values on which the school is founded; they fully comply with statutory requirements. Pupils contribute extensively and respect the atmosphere of reverence.
- The nature of the respect shown to all pupils is a praiseworthy feature of the life of the school. Pupils develop a very good understanding of the difference between right and wrong and they show respect to others and their possessions.
- Pupils respond very well to teachers and other adults. They are very courteous and welcoming to visitors.
- Relationships between pupils are very good. They work and play together in harmony. Collaborative work in relation to given tasks is often an impressive feature of a number of lessons.
- Pupils respond effectively to opportunities to take responsibility; for example, the school council is well established and pupils undertake decision making in a responsible manner. In other areas of the curriculum, pupils are encouraged to reflect on and respect the feelings of their peers and others. Good opportunities are given during circle time for pupils to talk about their feelings.
- There are very good relationships with the community and pupils are developing a very good understanding of their responsibilities for the environment.
- Pupils develop a very good awareness of those less fortunate than themselves both in the local area and the wider world. They contribute well to charitable causes.
- The school effectively promotes equality of opportunity among its pupils.
- *Y Cwricwlwm Cymreig* is well promoted. Planning is well structured across a range of curricular areas including Eisteddfodic activities, celebration of St David's Day, residential visits to the Urdd camp at Llangrannog and studies of Welsh culture.
- Pupils' awareness of other cultural traditions is very good, primarily through work in religious education and geography. They develop tolerance and an in-depth understanding of the implications of living in a multi-ethnic society.
- The contribution of collective worship to promoting pupils' spiritual, moral, social and cultural development is very good; pupils' response is very positive.

4.2 Behaviour and Attitudes

The overall quality of pupils' behaviour and attitudes to learning is very good.

- In classrooms and learning areas, pupils display positive attitudes to their learning and work with interest and enthusiasm and concentrate for extended periods.
- Pupils move around the school in an orderly fashion. In the playground pupils mix well, play happily together and exhibit tolerance and consideration for others.

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- Pupils have pride in belonging to their school. They show respect for property, both their own and that of others and understand the need to treat the buildings and play areas of the school with care.
 - The quality of behaviour is underpinned by the very good structures that the school has in place for promoting high standards of behaviour and for dealing with any aspects of inappropriate or oppressive behaviour. There are comprehensive and coherent behaviour management and anti-bullying policies and structures in place based upon positive behaviour and a ‘no-blame’ culture.
 - Pupils are directly involved in their own behaviour management by drawing up class and school rules. An active pupils’ school council and the use of circle time are important factors in aiding the quality of school life.
 - The quality of relationships throughout the school is very good. This contributes significantly to pupils’ self-esteem, confidence and positive behaviour. Pupils’ relationships with teachers and support staff are mutually respectful and friendly. Pupils are courteous and polite and relate very well to each other, to staff and to visitors alike.
 - Parents value the efforts of the school in developing and promoting very good standards of behaviour.

4.3 Attendance

Whole-school attendance rates are satisfactory and there are no instances of unauthorised absence.

- Whole school attendance rates for the past three terms averages 94 per cent. Attendance is good in KS1 and KS2 where it averages over 95 per cent.
- Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly. Registration is conducted efficiently and in accordance with statutory requirements.
- The head monitors attendance and punctuality carefully. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils’ absence is adequately explained and to follow up situations where necessary.
- Parents are supportive in informing the school of the reasons for their child’s absence.
- Effective liaison takes place with the LEA’s pupil support officer when necessary.
- The school has not set formal targets for the continued improvement of attendance, but the high priority given to attendance and punctuality is frequently made known to pupils and parents.
- The school complies with attendance requirements set out in the Welsh Assembly Government (WAG) Circular 3/99, Pupil Support and Social Inclusion.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is a strength of the school and significantly contributes to the consistently good, and often very good standards, achieved by pupils. It is satisfactory or

better in all lessons observed, including around 46 per cent where it is good and around a further 46 per cent where it is very good.

Good features

- Teachers have a very good relationship with pupils and they know the pupils and their backgrounds very well. Pupils' efforts and good work are praised and consistent encouragement ensures that they are well motivated.
- Staff co-operate very well together. They regularly have discussions, plan, share ideas and work effectively as a team, ensuring parity of provision for all pupils including those with SEN.
- Overall, teachers have a very good knowledge and understanding of the subjects they teach. Very effective use is made of the high quality peripatetic support teachers.
- The quality of teaching of the under-fives is based on a secure knowledge and understanding of the Desirable Outcomes for Children's Learning. The range of teaching techniques and organisational strategies used are good, ensuring children are constantly on task, appropriately challenged and given very good opportunities to speak audibly and clearly, and to develop as independent learners.
- Close co-operation between staff ensures good provision and equal opportunities for all pupils. Teachers organise activities confidently and manage tasks efficiently, making very good use of time.
- Teachers' lesson planning is very good. They pay particular attention to learning objectives, continuity and progression and the development of key skills.
- Well-organised direct teaching at a brisk pace, very good classroom organisation and the good use of learning resources effectively develop pupils' knowledge, understanding and skills, particularly in KS2. Information and communications technology is also used very effectively in KS2 as a teaching aid to reinforce new learning across a wide range of subjects. Incidental Welsh is used very effectively to further develop pupils' oral skills in KS1. Plenary sessions at the end of the lessons are well used to reinforce main points in all classes.
- The conduct of lessons signals high expectations of all pupils and sets high but attainable challenges. Work is very well matched to pupils' abilities and prior attainment.
- A number of rich, first-hand experiences, either in the locality or further afield, is a feature of the provision and follow-up work in class ensures that pupils' own related experiences contribute to the development of the work.
- Teachers throughout the school provide a stimulating environment with very good displays of pupils' work which are conducive to good teaching and learning.

Shortcomings

- In the lessons judged to be less effective, work is over-directed in some practical activities resulting in pupils given insufficient opportunity to plan and make for themselves.
- Teachers do not sufficiently make clear the importance of good handwriting and well presented work.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

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- The school policy for assessment, recording and reporting is detailed and comprehensive. Assessment procedures are effectively and consistently implemented throughout the school. Teachers evaluate the results accurately and set appropriate targets for pupils to raise standards of achievement.
 - In early years, baseline assessment is analysed effectively to ensure that children, through achievable learning steps, access their potential in all areas of learning. End of year reports enable parents to quantify these achievements in all six areas of learning.
 - Pupils' work in the core subjects is regularly and continually assessed and procedures for the assessment at the end of each key stage meet the statutory requirements. Record keeping is good and teachers keep cumulative records of assessments in reading, spelling and mathematics which, together with end-of-year and end of key stage assessments, are used by staff to set individual and whole-school targets.
 - Significant examples of pupils' work are kept in portfolios to demonstrate pupils' progress however, they are insufficiently analysed to identify relative strengths and weaknesses; they are often dated, but seldom annotated to explain the significance of work or the level of attainment.
 - Pupils' work is marked regularly and positively with the pupils usually present in order to involve them in the assessment process. However, comments are not always sufficiently informative to help pupils understand what they need to do to raise their standards of achievement with examples of over generous comments. Pupils are insufficiently involved in checking their spelling mistakes on a regular basis.
 - Assessment procedures for pupils with SEN are very good.
 - Annual written reports to parents are detailed and informative and comply with statutory requirements. In the best examples they identify ways forward for the pupil in a clear manner and invite parental comments to be recorded. Parents have opportunities to discuss their child's progress and achievement during the autumn and at the end of the summer term.

5.3 Curriculum

The quality and organisation of the curriculum are very good.

- The curriculum for the under fives is based on the Desirable Outcomes for Children's Learning. Detailed planning in the early years identifies and promotes the key learning outcomes.
- The curriculum in KS1 and KS2 is broad and relevant and meets the statutory requirements of the NC and Agreed Syllabus for religious education. It contributes to the achievement of high standards and promotes pupils' intellectual, physical and personal development.
- Whole-school planning for the development of key skills across the curriculum is good ensuring continuity and progression. Together with the high quality of teaching, pupils' competence in the key skills is good and often very good.
- Subject policies and schemes of work fully comply with Curriculum 2000. Subject-based long-term planning, ensures full coverage of the NC and a wide and rich variety of activities across the curriculum, promoting continuity and progression.

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- Throughout the school, short term planning is of a high standard ensuring a wide range of experiences and differentiated tasks.
 - Curriculum provision is socially inclusive and ensures equality of access and opportunity for all pupils. Arrangements for personal and social education are very well addressed; provision is very good and fully complies with ACCAC guidelines.
 - Extra-curricular provision is good. Pupils have good opportunities to engage in sporting and musical activities, closely linked with the feeder secondary school. Homework is appropriate and used effectively to support learning.
 - Visitors to the school significantly enrich the curriculum provision in many subjects. Pupils regularly visit places of historical and geographical interest.

5.4 Support, Guidance and Pupils' Welfare

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

- The head and staff know the pupils in their care very well and have established a caring and positive ethos within the school where pupils feel secure, appreciated and valued.
- Pupils' needs and subsequent requirements are identified at an early age. All aspects of the pupils' progress are monitored closely by the staff. Academic achievement and progress in personal development, behaviour and attendance are regularly discussed with pupils and, where appropriate, with parents.
- Pupils understand the principles of a healthy lifestyle and participate with much success in the Healthy Eating Schools Project achieving the award of a Golden Leaf from the Welsh Network of Healthy Schools Scheme.
- Pupils are taught the dangers of drug abuse and the need for road safety with sex education incorporated into science and personal and social education lessons.
- Child protection procedures are well established. Staff are alert to the issues and have a good understanding of their role and responsibilities.
- There are effective measures in place for the elimination of all forms of oppressive behaviour including bullying and harassment. These procedures are well known and understood by pupils, staff, governors and parents.
- Appropriate health and safety policies are in place and staff are familiar with the procedures relating to them. Arrangements for the supervision of pupils before school, during breaks and at lunchtime are very good. Fire drills are carried out termly and all accidents are reported and logged; however, the storage of first-aid provisions is not secure.
- Relevant staff have first aid certificates but they have not all been updated.

5.5 Provision for Pupils with SEN

The school's provision for pupils with SEN is very good. Pupils grow in confidence and make very good progress towards the targets set for them.

- The school's detailed SEN policy is reviewed regularly and fully complies with the recommendations of the Code of Practice and the 'Building Excellent Schools Together' programme. The governor with responsibility for SEN is very familiar with the provision.

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- There are 11 pupils on the school's SEN register. There are no statemented pupils and all are fully integrated into mainstream classes.
 - The SEN co-ordinator (SENCO) in partnership with the head provides a clear and very positive lead to the school. Arrangements for support throughout the school are effective and school policies highlight and reference the needs of the individual child and the necessary differentiation of inputs and outcomes. Registration of pupils with SEN is up-to-date.
 - Pupils' needs are identified from an early age thus establishing a focused teaching and learning programme.
 - There are regular assessments of all pupils in reading, writing and mathematics in order to track progress, to identify under-achievement and to provide relevant support programmes.
 - The SENCO, together with class teachers, carefully prepares Individual Education Plans (IEPs). These plans identify realistic and achievable steps for individual pupil's learning. Parents are fully informed and involved and are invited to regular progress meetings.
 - Pupils are supported in class by learning support assistants who have been trained in POPAT and accelerated learning procedures. Language support is provided by a peripatetic NNEB for one morning each week.
 - The school is partially adapted to cater for the needs of disabled pupils.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's partnership with schools and institutions is good and its partnerships with parents and the community are very good and are significant strengths of the school.

- The school is very successful in its mission to work for and with the whole community and create a school of which the community can be proud.
- Parents are highly supportive of the school. They appreciate its welcoming nature and value the ready access they have to the head and staff. Parents express a high level of satisfaction with the aims and values of the school and the high expectations of good behaviour and achievement that the school successfully promotes within a caring, Christian community.
- A home/school agreement has been drawn up which has readily been accepted by parents.
- Parents are kept well informed through regular newsletters, an informative annual report of the governing body and by regular meetings with teachers to discuss children's work and progress, which are very well supported by parents. The school prospectus is currently being updated to ensure all statutory requirements are included.
- Parents feel the head listens carefully to any concerns or suggestions they may have, and acts upon them promptly. Parents appreciate the way in which the head consults them on various aspects of the life and work of the school.
- Parents, friends and members of the local community make a valuable contribution to the life and work of the school. Many give freely of their time helping out in the classroom, accompanying pupils on educational visits and in fund-raising for the school. The Friends Association organises many successful social and fund-raising events, which enhance

links with the local and church communities and provide the school with a valuable source of significant sums of additional income.

- Good pastoral and administrative links have been developed with the main receiving secondary school; arrangements for the transfer of pupils are good. Curriculum links are developing well; regular liaison meetings, an exchange of information and ideas, teacher exchanges, and the introduction of work units that span KS2 and KS3 help to promote continuity of education for pupils.
- The school enjoys close partnerships with an initial teacher training institution and a local college. In the main, students make a positive contribution to the life of the school but the contribution of student teachers to pupils' standards of achievement is variable.
- The school is an integral part of the local community and is highly valued. Very good use is made of the local community as a learning resource; educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many subject areas.
- Pupils benefit from the successful partnerships with the church and diocese. The clergy and parishioners hold the school in very high regard and appreciate the contribution that staff and pupils make to the life and worship of the church community.
- The school's thriving links with its partner schools in Austria, the Czech Republic, Denmark and Ireland give pupils valuable insight into life and work in contrasting European countries.
- Good links are forged with sporting agencies.
- Overall, the productive links that the school enjoys with parents and community, schools, the church and other institutions have a positive impact on pupils' motivation, standards of achievement and personal and social development.

5.7 Partnership with Industry

The school's partnership with industry is good.

- The school has made good progress in developing a partnership with industry. It is well established and the valuable links enrich work in many curriculum areas.
- The school has no formal policy for partnership with industry but effective strategies are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.
- No teachers have undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.
- Through their visits to a number of industrial, retail and commercial sites within their locality and further afield, including shops, supermarkets, local beaches, a working farm, an oil refinery, a market garden and a sorting office, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in the area.
- Teachers encourage personnel from a variety of professions and occupations to speak to pupils about their work. The contribution of personnel from the emergency services, together with health professionals, local craftspeople and a customs officer has had a positive impact on pupils' learning. Pupils also benefit from the productive links with professional artists, authors and musicians.

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- Pupils have undertaken beach studies with the support of National Park Rangers and are keenly aware of environmental issues that impact upon their school and local community. Pupils have been involved in re-cycling schemes and in the development of their school grounds. The whole school community is justly proud of this development and pupils speak with enthusiasm about the work they undertake outdoors.
 - Older pupils' understanding of the work of the emergency services has been enhanced by the school's involvement in the Crucial Crew programme.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- A good culture of self-evaluation has been established. The head, supported by staff and governors, is actively engaged in processes to evaluate the school's strengths and weaknesses. The current self-evaluation report gives an overview of recent developments and provision; there is insufficient emphasis on raising standards of achievement.
- The SDP is an effective working document for developing the school. It contains references to strategies for improvement, clear criteria for evaluating progress and realistic timescales for action; however, significant forthcoming plans are not costed. The school monitors progress made towards achieving set targets.
- Staff and governors are clear on the present aims for improvement as outlined in the self-evaluation report. Current priorities include upgrading ICT equipment in KS1, developing further assessment and recording procedures and integrating personal and social education in curricular areas. Interior decoration of the school is planned, together with extra large toy and Big Books equipment for the early years.
- Effective use is made of national and county data in order to compare aspects of the school's performance against other schools. NC assessment test results are analysed and strategies are in place to ensure that the information is used effectively to set quantitative and qualitative targets. Recent developments, supported by an LEA advisory teacher, include the further development of pupils' ICT skills across the curriculum.

6.2 Leadership and Efficiency

The school is very well led.

- The head provides very good leadership and has a good overview of the life and work of the school; she has a clear vision of the school's future and recognises the issues which require attention. She is ably supported by the staff and a pro-active and committed governing body. The school's clear values, especially respect for individuals, their needs and achievements, have a positive effect on all pupils and staff.
- Teachers work very well as a team. They have been fully involved in the formulation of consistently good schemes of work in all curricular subjects which fully comply with Curriculum 2000.
- The effectiveness of curriculum co-ordinators is developing well. Teachers assist their colleagues in ensuring continuity and progression in whole-school planning and they collectively monitor standards of achievement. Portfolios of pupils' work have been gathered in the vast majority of curriculum areas; teachers sample the work and act upon

findings. However, examples of work are not annotated or levelled according to the NC level descriptions. Effective monitoring of teaching and learning has begun to be undertaken by the head.

- School governors have designated responsibilities as link governors for specific subjects or aspects of provision. They work effectively with co-ordinators to determine future priorities with visits to classes to oversee provision. A number of governors visit the school on a regular basis.
- The school budget is effectively and efficiently managed by the head in collaboration with the finance sub-committee, with good attention to cost-effectiveness. With the assistance of the LEA's finance officer, day-to-day expenditure is closely monitored. Funds are directed to educational priorities as broadly identified in the SDP, with a percentage of the surplus fund earmarked for resources and staffing.
- Considering the educational provision and the consistently good, and often very good progress, made by pupils, the school provides very good value for money.
- The latest audit of finances by the local authority reported good budgetary control.
- The routine organisation and administration of the school run very smoothly and efficiently and the school fully complies with WAG statutory requirements.

6.3 Staffing, Accommodation and Learning Resources

The provision for staffing and learning resources is good; accommodation is satisfactory.

- The number of teachers is adequate for the first half of the week. The use of peripatetic teachers in music and Welsh compensates for the satisfactory level of staffing in the second half of the week. Appropriate job descriptions have been issued. Staff benefit from a good range of INSET which has impacted on standards of achievement.
- Performance management structures are being developed with individual targets set for teachers together with individual performance review meetings.
- Very good use is made of both LSAs. Their continued professional development and deployment has made a significant contribution to the quality of learning and life throughout the school.
- Resources for learning are of good quality and quantity in almost all areas of the curriculum and their availability and use have a positive effect on pupils' standards of achievement. However there is no apparatus for pupils to work at different levels in gymnastics.
- The accommodation is satisfactory. The school building and its site are well maintained and attractively presented with the recent acquisition of a grassed play area. Constraints of space limit the quality of experiences of a practical nature, including aspects of physical education and library facilities.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The quality of the education provision for the under-fives, taken overall, is appropriate to their needs, and children are making good progress towards the Desirable Outcomes for Children's Learning. Children are admitted part-time in the term following their third birthday and on a full-time basis the term following their fourth birthday. At present there are three part-time nursery children and nine full-time of reception age.

Language, literacy and communication skills

Standards of achievement are good for nursery and reception age children.

Good features

- All children listen very attentively to stories. Both age groups remember and relate to the broad thrust of a story and identify initial sounds confidently. They understand that words and pictures convey meaning, and a minority of reception age children begin to develop good reading skills. Children make very good progress in developing oral skills, gaining significant confidence when role-playing and responding to questioning. Children enjoy marking and basic writing experiences by overwriting prepared text. The more able children begin to copy sentences and write independently with developing accuracy. Children understand and respond very well to Welsh commands and instructions, and confidently express feelings, likes, dislikes and needs.

Shortcomings

- There are no major shortcomings.

Mathematical development

Standards of achievement are good for nursery and reception age children.

Good features

- Nursery age children count confidently to five while reception age children count forwards and backwards to 10 and sequence numbers confidently, knowing 'one more than' and 'one less than'. Reception age children are developing good mental strategies when adding and subtracting numbers. Children match shapes confidently and identify some two and three-dimensional shapes. They develop a good understanding of the mathematics of money and have a good understanding of time. Children develop very good understanding of ordering and sequencing numbers, setting objects according to various criteria and concepts of measurement.

Shortcomings

- There are no major shortcomings.

Personal and social development

Standards of achievement are very good for nursery and reception age children.

Good features

- Both nursery and reception age children work and play very well together, and form appropriate relationships with their peers and adults. They respond positively to a very good range of rich cultural experiences and exercise very good self-control. They concentrate for long periods when involved in tasks. They change quickly and independently for physical activities and take responsibility for personal hygiene. All children help in clearing equipment after the completion of tasks.

Shortcomings

- There are no major shortcomings.

Standards in knowledge and understanding of the world

Standards of achievement are very good for nursery and reception age children.

Good features

- Both nursery and reception age children have a very good understanding of the seasons and daily weather patterns. They develop a very good scientific vocabulary in relation to the setting of materials. They identify a developing range of workers by characteristics of work. They begin to understand the use of a variety of information sources using information technology with significant confidence; they become engrossed in modelling activities on computer. Children's cultural development is well addressed through *Y Cwricwlwm Cymreig*. They develop a very good knowledge of place and understand the characteristics of the difference between habitats of the sea, jungle and the Arctic. Children use very good geographical vocabulary when identifying places in the locality and follow routes confidently.

Shortcomings

- There are no major shortcomings.

Physical development

Standards of achievement are good for nursery and reception age children.

Good features

- Nursery age children begin to handle small tools with increasing control while reception age children use paintbrushes and scissors very confidently; they all display good construction skills when role-playing the part of 'Bob the Builder'. They have good awareness of their own bodies and their growth and understand the benefits of exercise. In a formal physical education lesson with KS1 pupils in the village hall, all children respond well to musical stimuli, use space effectively and display good control when demonstrating the fall of a snowflake. In the secure and safe play area, all children use a range of large equipment with increasing skill and confidence.

Shortcomings

- There are no major shortcomings.

Creative development

Standards of achievement are very good for nursery and reception age children.

Good features

- Children have regular access to a very good range of activities. Both age groups use a good range of materials when developing their gluing, cutting, modelling and decorating

activities. Children make vivid choices when using colour and print effectively using vegetables and sponges. Their representational images are appropriately displayed in the classroom together with very good quality three-dimensional shapes depicting sea creatures. They enjoy role-play in the 'estate agents' and respond particularly well to rhythm in music; they know and sing a very wide range of English and Welsh songs. They respond well to instruction in biscuit making activities and develop very good skills in mixing, rolling, shaping and cutting dough.

Shortcomings

- There are no major shortcomings.

English

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages pupils' listening skills are very good. They listen attentively to stories, poems, rhymes, instructions and presentations and recall with accuracy what they have heard.
- In KS1, pupils' speaking skills are well developed. They speak with accuracy and confidence, using a wide vocabulary in a range of contexts across the curriculum. They make extended contributions to formal and informal discussions.
- Standards achieved in reading are good in KS1. The majority of pupils read accurately with developing levels of expression and understanding. Pupils select appropriate reading materials and identify the main features of a book and offer valid opinions on them.
- Pupils in KS1 write in a variety of forms for different purposes. They write stories, news items, rhymes, poems and letters and begin to develop a fluency in their writing. By the end of the key stage a majority of pupils reach varying levels of independent writing.
- Pupils throughout KS2 build effectively on the oracy skills developed in KS1 resulting in very good standards. Pupils across KS2 have a very good vocabulary and are able to verbalise with authority. They convey their ideas and opinions logically. Pupils' impressively discuss and respond to the textual stimulus of a class novel.
- Pupils' progress in reading throughout KS2 is good, with a minority of older pupils reaching a very high standard. These pupils discuss a range of textual stimuli in a particularly effective and knowledgeable manner. Pupils read factual books effectively and analytically, and download from the internet, demonstrating that their skills of researching for information are well developed.
- Across KS2, pupils write for a variety of different requirements and for a range of different audiences; imaginative stories are written about the school garden, reports on a visit from HM Customs relating to drugs, letters following their visits to places of worship and Haiku and Tanka poems. Older pupils work effectively on changing narrative to playscript.

Shortcomings

- There are no major shortcomings but in writing insufficient attention is paid to presentation and handwriting and pupils do not regularly use dictionaries to check spelling.

Mathematics

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In both key stages, pupils confidently use a very good range of mathematical terms.
- In KS1, pupils quickly become familiar with number sequences and identify and use patterns, including odd and even numbers.
- By the end of KS1, pupils demonstrate developing mental agility. They count accurately, double numbers confidently and are quick at recognising patterns in number to support their calculations.
- Pupils in KS1 name and describe a good range of two and three-dimensional shapes, use standard units of measure accurately, recognise simple fractions and tell the time to quarter hour intervals. They handle money confidently, counting totals and giving change with developing accuracy.
- Pupils in KS1 represent mathematical data accurately in graphic form when weighing and measuring their height and weight; they make very good use of ICT to record their findings.
- In KS2, pupils have a secure understanding of place value, patterns and strategies to support their problem solving activities. By the end of the key stage, the vast majority have very quick mental recall of multiplication facts. They have very good understanding of the four operations including inverses.
- In KS2, pupils have a very good understanding and knowledge of shape, space and measures. Pupils use co-ordinates effectively to specify location and easily recognise the equivalence between 12 and 24 hour clock times.
- Older KS2 pupils have very good knowledge of the relationship between fractions, percentages and decimals and use this to effect in their quick calculations of mental problems.
- Pupils collate data, often based on class questioning or on investigations in other subjects, and create and analyse different forms of graphs with growing confidence. Information and communications technology is used well to support their learning.

Shortcomings

- There are no major shortcomings but work is not always presented carefully and neatly.

Science

Standards of achievement are good in KS1 and very good in KS2.

Good features

- Pupils' scientific enquiry skills are good in KS1 and very good in KS2. Investigative skills are developed progressively and consistently across both key stages and pupils demonstrate a growing understanding of fair testing.
- Pupils in KS1 know that animals and humans grow and reproduce. They understand the stage of development that they are at and relate other members of their family to the human life cycle.

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- In KS1, pupils have a good knowledge and understanding of living and non-living things and use specific scientific vocabulary when discussing their work. In their study of plants, they label various parts of a flower and understand the conditions that plants require to grow.
 - Pupils in KS1 are familiar with a wide range of materials and their uses. They identify which are natural or man-made and can sort them according to specific characteristics. During an investigation to keep Teddy dry, pupils use their prior knowledge to investigate waterproof materials and they are aware that some materials can change.
 - Key Stage 1 pupils build simple electrical circuits and have a clear understanding that a break in the circuit means that the bulb will not light and reflect this in their annotated drawings.
 - By the end of KS1, pupils have good knowledge of the sources of sound and light. They understand that there are a number of light sources and that different materials can change the quality and pitch of sound.
 - In KS2, pupils label all parts of a flowering plant. They know the functions of the root, stem and leaves and understand the process of photosynthesis. Pupils identify and name the parts of a flower needed in relation to reproduction.
 - Key Stage 2 pupils are familiar with the processes of condensation and evaporation. During their investigations variables are changed, predictions made and results tabulated. Pupils interpret the data effectively to draw conclusions.
 - Pupils in KS2 are aware of the properties of materials. In their investigations they use Carroll diagrams to sort materials using criteria associated with natural and manufactured materials. Pupils understand that some are absorbent or impermeable, transparent or opaque and that there are thermal and electrical conductors and insulators. Pupils are also aware that materials can exist in temporary and reversible states whilst others are permanent and irreversible.
 - In their study of light, KS2 pupils understand that light cannot pass through some materials resulting in the formation of shadows. They test these ideas and make accurate estimates of the length of shadows at various times of the day.
 - Pupils in KS2 indicate a good understanding of living processes when they explore what is meant by a healthy diet. They show good understanding of the processes of the human body and recognise the relationship between the quality of diet and healthy living and growth. They develop an understanding of the effect of exercise on their heart and pulse rate and they are able to name and describe the functions of the human skeletal system.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement are very good in KS1 and good in KS2.

Good features

- Pupils participate enthusiastically in lessons, particularly in KS1. When engaged in oral activities, in groups or as a whole class, pupils display considerable enjoyment.

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- In KS1, pupils build on the knowledge, understanding and skills acquired in early years. Pupils use incidental Welsh regularly during registration periods, social occasions and across a developing range of subject areas. They recite Welsh prayers and sing a wide range of Welsh songs with very good pronunciation.
 - Younger KS1 pupils listen and respond well to oral stimuli and follow simple commands. Pupils use their developing bilingual skills very effectively in class discussions across a developing range of subjects.
 - Pupils identify the names of colours, know parts of the body, family relationships, convey greetings and count to 10 and beyond with very good pronunciation and intonation. They complete language tasks with developing accuracy which build on their speaking, reading and writing skills.
 - Pupils in KS1 display very good oral skills when asking and answering questions about familiar objects, the weather, pets, days of the week, where they live and how they feel. They confidently use a wide vocabulary and a very good range of sentence structures.
 - Pupils in KS1 display good reading skills when reading from a text with the teacher. They confidently read printed resources within their environment and develop an interest in reading books.
 - Pupils' writing skills are good in KS1. They construct sentences confidently, using appropriate vocabulary and spelling.
 - In KS2, pupils' speaking skills are good; they speak correctly and clearly and the vast majority are willing to contribute using a good range of vocabulary. They begin to sustain a simple conversation about the type of house they live in, their interests, weather patterns and their likes and dislikes using a developing range of vocabulary and sentence structures.
 - Pupils' reading skills in KS2 are good. They confidently read words and notices displayed around the school and read fluently their written work using appropriate expression. They read a developing range of poetry with good understanding and knowledge of prepositions.
 - Key Stage 2 pupils' writing skills are satisfactory. They write short paragraphs about their family and their visit to the fair using a developing range of sentence structures.

Shortcomings

- There are no major shortcomings but in KS2, pupils ability to create a dialogue and act it is underdeveloped.

Design and technology

Standards of achievement are good in both key stages.

Good features

- Pupils in both key stages use tools and equipment safely and consider the hazards and risks in their activities. They work with a good range of materials.
- Pupils in both key stages combine their designing and making skills with knowledge and understanding in order to design and make good quality products.

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- In KS1, pupils design and use reclaimed materials and make good quality models of furniture to decorate their house. They work collaboratively, interacting and discussing the various stages of the making process.
 - Year 2 pupils use a controllable toy with developing confidence when mapping a route in geography.
 - Key Stage 1 pupils make good quality fridge magnets using suitable finishing techniques.
 - In KS2, younger pupils design and make effective cardboard dragons. They test various materials for strength and ease of working. They select appropriate materials, equipment, tools and techniques, discuss their products and refine them if the first attempt fails.
 - Pupils in Y6 make use of a range of tools, materials and components when making chess pieces suitable for playground use. They measure and cut out templates with developing confidence and work collaboratively, communicating and developing their ideas as they proceed.

Shortcomings

- There are no major shortcomings but pupils in KS2 do not design their products with sufficient accuracy.

Information technology

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In both key stages, tasks and programs are linked effectively to the subject matter with information technology being used as a tool to support and enrich learning. Pupils search CD-ROMs for information on a range of subject areas.
- In KS1, pupils make good progress in developing their keyboard skills and they handle the mouse with confidence. Pupils work independently and co-operatively at computer related activities including developing good word processing skills.
- Pupils in KS1 use a paint and graphics program with confidence. They select appropriate tools for the purpose and change the colour of the palette. They confidently save and print the results of their work.
- Pupils use a variety of desktop publishing software. As they progress through the school, they combine text and pictures, change the layout of the document and present information in a variety of forms and styles.
- In KS2, pupils build effectively on the knowledge, understanding and skills acquired at KS1. Word processing skills develop well and they confidently change font, size, style and colour. They use a simple database effectively to store information and show an increasing competence in using it. Pupils are well aware of the importance of entering accurate information and giving instructions and use the facility to formulate graphs as is evident from their study of thermal conductors.
- In KS2, pupils use the internet and multi-media technology effectively to design and develop work in a range of subject areas. They cost a visit to Prague as part of their Roots and Wings Comenius European Project.

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- Following visits to places of worship pupils in KS2 establish a PowerPoint presentation. They copy and paste pictures, add background, animate the presentation and change fonts and colour.
 - In KS2, pupils create a multi-media CD-ROM and web based resource on a mathematics trail in Cosheton and linking aspects of history and geography. Pupils work in pairs using laptop computers and the Illuminatus Opus and Powerpoint programs to produce pages to make up the resource.
 - Pupils of all ages and abilities use the computers frequently and competently as an integral part of their learning. Pupils find and select information they require and present their findings using a range of computer facilities. They use e-mail and the internet, and digital cameras to record their work and incorporate the images in their presentations. Pupils in KS2 use the interactive whiteboard both as a learning and teaching tool to very good effect.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement are good in KS1 and very good in KS2.

Good features

- Key Stage 1 pupils develop a good historical vocabulary. They have a good understanding of how things change over time.
- Pupils in KS1 answer questions confidently about life beyond living memory and make comparisons between household objects then and now. They role-play and handle artefacts effectively in their study of wash day in Victorian times.
- Pupils' knowledge and understanding of the past is enhanced through studies of famous events and people. Pupils have good recall of stories told including those about Susan Rees, Laura Ashley and Guy Fawkes. They communicate their findings through good quality extended accounts, making good use of their writing skills.
- Key Stage 2 pupils build upon work achieved in KS1 and demonstrate a very secure understanding of the chronology of important historical periods and of the causes and effects of events and actions.
- In KS2, pupils' historical enquiry skills develop very well. They use a very good range of sources and, where appropriate, ICT to investigate life long ago. They develop a good understanding of the difference between fact and opinion.
- Key Stage 2 pupils prepare a questionnaire, interview a visiting second world war veteran and very effectively record his answers in note form. They develop a very good knowledge and understanding of the life of a prisoner of war.
- Older KS2 pupils develop a very good range and depth of historical knowledge and understanding of life during the Second World War. They select, recall and organise historical information using very good vocabulary, presenting their findings with increasing independence.

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- Key Stage 2 pupils have very good knowledge and understanding of life and conditions in Victorian times, effectively describing and recording the main events within the period including life in school.
 - Visits to places of historical interest, the use of visiting speakers and good quality displays enrich pupils' understanding and interpretation of history.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In both key stages pupils use very good geographical terms in their discussions and understanding of key concepts.
- In their study of place, pupils in KS1 have a good awareness of their locality. They observe and collect some information in the field through visits in the community; they have a good knowledge of what the locality is like.
- Key Stage 1 pupils' enquiry and mapping skills are good. They make and use a developing range of maps and plans, making good use of mapping symbols and co-ordinates to identify key features.
- In their study of Kabo's diary, KS1 pupils have good recall of the similarities and differences between Cosheston and a contrasting village in Botswana.
- In KS2, pupils build significantly on the knowledge, understanding and skills acquired in KS1. Pupils undertake a study of partnership schools around Europe with older KS2 pupils displaying very good knowledge and understanding of land use and communities in these contrasting localities.
- Key Stage 2 pupils' mapping skills are very good. Younger pupils observe, collect and record information in the field; they draw maps of the locality and design their own map symbols. Older pupils follow map and ground routes, estimating accurately and comparing distances with a good understanding of scale. They have very good knowledge of map symbols, keys and direction; they use four and six-figure grid references very effectively to pinpoint features.
- Older KS2 pupils use their ICT and mathematics skills very effectively to access the internet to cost flights to various places they are studying.
- Key Stage 2 pupils formulate ideas and strong opinions about sustainable development issues; they have a clear understanding of the individual's responsibility for the environment. Older KS2 pupils understand and realise the interrelationship within the wider world in terms of decision making and global citizenship.
- Year 6 pupils have very good knowledge and understanding of Pembrokeshire and the National Park as a tourist area; they recognise the benefits of following the country code.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are good in both key stages.

Good features

- Throughout the school, pupils acquire and develop a good range of skills, which they apply with increasing effect to their work.
- Pupils increase their vocabulary and skills for discussing varying techniques and concepts. In KS1 pupils experience the work of world famous artists such as Cezanne and benefit from studying the work of Welsh artists such as Cefyn Burgess and Shani Rhys James. They experiment with some of the methods used by them.
- Pupils in KS1 experiment with tone and shade when mixing paints for skin colour in self-portraits and use these effectively to convey moods and atmosphere.
- In KS1, pupils' observational skills develop well and they produce good drawings and paintings from still life situations. They observe and record examples of shape and form through direct observation in the immediate school vicinity.
- Pupils in KS1 visit the local church and use sketchbooks to draw images which they then use to construct a collage, using different textures, colours and patterns of papers to mirror the style of Cefyn Burgess.
- In KS2, pupils use a range of media to investigate and develop a broad range of techniques. Their good knowledge of line, colour, tone, texture and shape is evident in their sketchbooks.
- Following a visit to the church, KS2 pupils use sketchbook reference and interactive whiteboard technology to construct their own images of the church in the style of John Piper.
- Pupils in KS2 develop an understanding of perspective and composition and are aware of how an artist can build up the structure within a piece of artwork.
- Pupils in KS2 study the work of Monet and produce good quality self-portraits in the style of Picasso.
- Pupils' knowledge of the broad nature of artistic understanding has been enhanced by visits from the local arts community and by visits to local galleries. Pupils benefit significantly from working with artists in residence producing an exterior wall mural and an interior ceramic mural.

Shortcomings

- There are no major shortcomings but pupils' skills in developing three-dimensional models are less well developed.

Music

Standards of achievement are very good in both key stages.

Good features

- Pupils in both key stages listen attentively to music and appraise a range of music of various styles. They show an increasing awareness of form and of the different purposes for which music may be used.

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- Pupils in both key stages acquire very good levels of musical knowledge, skills and understanding through regular and direct interaction with a broad range of musical experiences. They benefit from a variety of practical experiences, including the use of tuned and untuned instruments, and perform to a very good standard.
 - Through a variety of opportunities, all pupils develop a very good ability to listen and appraise. A range of appropriate music is played as pupils enter and leave assemblies and this enables pupils to develop a wider range of forms and genres.
 - In KS1, pupils enjoy their musical activities. They gain much pleasure and enjoyment when singing a wide variety of songs, including Welsh songs, with very good control of all the musical elements.
 - The majority of KS1 pupils make good progress in composing their own music using tuned and untuned instruments.
 - Key Stage 1 pupils listen very attentively to a wide range of music, identify various musical elements and instruments and respond appropriately to questioning.
 - Key Stage 1 pupils follow the instructions of the leader of an orchestra. They listen to and have good knowledge of the music of Beethoven. They explore, select and order sounds to make simple compositions, making use of musical elements such as dynamics and rhythm.
 - In KS2, pupils demonstrate very good skills in vocal performance as they know and sing a very wide repertoire of songs. Pupils have very good understanding of the importance of pitch, phrasing, posture and articulation.
 - The instrumental performance of the vast majority of KS2 pupils is very good. They play recorders, clarinets and violin together with a range of untuned musical instruments.
 - A number of pupils in KS2 take advantage of strings and woodwind tuition provided by peripatetic teachers and make very good progress. This provision makes a significant contribution to further raising the standards of music in the school as did a visit from The National Opera Company.
 - Key Stage 2 pupils' awareness and knowledge of the rudiments and terminology of music are particularly well developed; they identify instruments and the families to which they belong.
 - Pupils in KS2 listen regularly to music and have knowledge of the work of a variety of classical composers.
 - Pupils perform in the community and to wider audiences, including a concert at St David's Cathedral as members of a mixed schools choir and at the Urdd Eisteddfod.

Shortcomings

- There are no significant shortcomings.

Physical Education

Standards of achievement are good in both key stages.

The school makes good use of indoor facilities in the community hall for gymnastics and dance. For games the school uses the schoolyard and a recently donated grassed area at the rear of the school.

Good features

- In both key stages, pupils change suitably and listen attentively to instructions. Pupils understand the benefits of warm up and cool down activities prior to and following energetic activities.
- In dance, KS1 pupils move confidently, exhibit good body control and demonstrate clear body shapes when adapting and refining the shape of a snowflake. They use appropriate associated language to describe and evaluate their movements.
- Key Stage 1 pupils interpret music by adapting their movements to fit the rhythm and dynamics of the music; they work well in pairs and in small groups.
- Pupils in KS1 develop good spatial awareness. They are enthusiastic, work hard to improve their performance and are aware of safety procedures associated with a compact area.
- Key Stage 1 pupils understand the benefits of exercise on the body and participate in a very good range of health related programmes.
- In KS2, pupils significantly develop their ball skills of passing, dribbling, directing and throwing a ball. They take turns and are pleased to demonstrate their good levels of skill.
- Pupils in KS2 develop a good sense of spatial awareness when performing on the schoolyard. They demonstrate good body control, good evasive skills and quality movements. They work hard and enthusiastically when undertaking their activities and listen to instructions given by the teacher.
- Key Stage 2 pupils participate in a range of games and relays that involve development of movement, ball skills, decision making and spatial awareness. They observe the conventions of fair play and good sporting behaviour as team members.
- Pupils in KS2 regularly engage in a number of sporting activities at local, area and county level enabling pupils to gain individual and team honours. Equal opportunities are given to both sexes to play team games. During the year, two pupils represented the county in cricket.
- In outdoor and adventurous activities, KS2 pupils undertake residential visits where pupils participate in team sports and develop a range of outdoor skills such as orienteering.
- A comprehensive programme of swimming is undertaken in both key stages and by the end of Y6 almost all pupils are competent swimmers.

Shortcomings

- There are no major shortcomings but in gymnastics pupils have limited skills in working at various levels.

Religious Education

Standards of achievement are very good in both key stages.

Good features

- Across both key stages, pupils develop a very good religious vocabulary and make very good use of religious artefacts to develop their knowledge and understanding.

- Pupils in both key stages develop a very good understanding of the importance of caring and good relationships. All pupils participate in the re-enactment of a Church wedding; they significantly benefit from role-play and record their experiences in a variety of ways.
- Pupils in both key stages make good use of the visit of the Bishop of St David's to enhance their understanding of Christian symbols and their awareness of contemporary Christian leaders. They have a good knowledge of the importance of prayer and write their own prayers effectively.
- Key Stage 1 pupils have a good knowledge of a range of Bible stories from both the Old and New Testaments. They have a good knowledge of some of the followers of Jesus and develop a very good knowledge of Christian festivals.
- In KS1, pupils' knowledge of other faiths is developing effectively as they focus on features relating to the Jewish faith; they vividly recall their recent visit to a synagogue.
- In KS2, pupils demonstrate a very good understanding of the importance of leadership when they undertake a study of Martin Luther King, Nelson Mandela and Mahatma Gandhi. They develop a good awareness of their attributes such as perseverance and dignity.
- Key Stage 2 pupils develop a very good understanding of significant features relating to both the Jewish and Islamic faiths following visits to centres of worship. They clearly identify the differences between Christian and Jewish wedding rituals.
- Pupils in KS2 develop their social, moral and cultural skills and adapt them in practical ways through their behaviour, responsibilities and attitudes to everyday life in school. They know the importance of becoming involved in charitable work and recognise that there are many people in need. Pupils confidently share their experiences with one another.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in the Summer term 1998. The report identified seven key issues for action listed below, namely the need to:

- **raise standards of achievement in design and technology and address the shortcomings identified in other subjects;**
- **achieve stability in staffing so that pupils in KS2 are provided with continuity and progression in their learning;**
- **raise standards of teaching so that in all lessons work is well matched to pupils' needs and they are set challenging targets;**
- **target INSET provision so that teachers are confident in teaching all subjects;**
- **audit the time given to individual subjects and avoid slippage so that the teaching time for all subjects matches Welsh Assembly Government recommendations;**

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- **secure pupils' safety by ensuring that the small gate leading directly to the road is locked during break and lunch times;**
 - **maintain the good ethos in the school.**

Overall, the school has made very good progress in addressing all the key issues raised in the last inspection report.

- The school has reviewed its policy and scheme of work in design and technology. Teachers have undertaken INSET, further resources have been purchased and local technicians within the community support small groups on a rotational basis. In this inspection it is judged that very good progress has been made with standards of achievement deemed to be good.
- The school has reviewed planning and schemes of work to address shortcomings identified in other subject areas, mainly in KS2. In this inspection it is judged that very good progress has been made in raising standards of achievement in the vast majority of subject areas. However, standards of handwriting and presentation of work does not always show that pupils have taken appropriate pride in producing work that is of their best standard.
- New permanent members of staff have been appointed to achieve stability and ensure continuity and progression in pupils' learning. Learning support assistants have been appointed to support classroom learning in both key stages and peripatetic teachers support in the teaching of Welsh second language and music. In this inspection it is judged that the quality of teaching is consistently good in the school and very good in KS2.
- During the past three years, teachers and LSAs have attended appropriate INSET. In this inspection it is judged that teachers' knowledge and understanding of the subjects they teach is very good.
- The school has undertaken an audit of teaching time with daily literacy and numeracy hours timetabled and time for collective worship reduced. In this inspection it is judged that the school fully complies with WAG teaching time recommendations.
- A wire fence was erected on the roadside boundary wall and the exterior gate is secured at all times. In this inspection it is judged that the safety issue has been addressed.
- The school has continued to ensure a clear vision with staff, pupils, parents, governors and community growing and learning together in a positive Christian atmosphere. In this inspection it is judged that the good ethos has been maintained and further enhanced.

8.2 Key Issues for Action

To build on its many strengths, the school needs to:-

- maintain the standards in subjects and aspects judged to be good or very good and address the shortcomings identified;
- further develop pupils' handwriting skills and presentation of work.

The school is addressing the second key issue in the current SDP.



APPENDIX

A. Basic Information About the School

Name of School	Cosheston Church in Wales Voluntary Controlled
School type	Community
Age-range of pupils	3-11
Address of school	Cosheston Pembroke Dock Pembrokeshire
Post-Code	SA72 4UN
Telephone Number	01646 683490

Headteacher	Mrs G Evans
Date of appointment	September 1999
Chair of Governors	Dr B Youll
Inspector	Mr J Harries
Dates of inspection	26-28 January 2004

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	3	9	7	4	7	4	8	7	47.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.6

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19:1
Average class size, excluding nursery and special classes	19
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2003	92	95	95	94.2
Summer 2003	89	95	95	93.3
Autumn 2003	93	97	97	96.0

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: 2003

National Curriculum Assessment KS 1 Results: 2003	Number of pupils in Y2: 6
As the number of pupils eligible for teacher 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	100	In Wales	80

National Curriculum Assessment KS 2 Results: 2003	Number of pupils in Y6: 4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who spent a total of six inspector days at the school.

Before the inspection:

- meetings were held with the head and staff, the governing body and 18 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 20 completed questionnaires were analysed and the inspection team took note of the results; 98.5 per cent responded positively.
- school documentation was examined.

During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 32 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-time;
- discussions were held with pupils about aspects of their work and life in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the head, staff and the governing body.

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E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr J Harries	RgI	The school and its priorities; Main findings; Standards of achievement; Standards achieved in key skills across the curriculum; Pupils' spiritual, moral, social and cultural development; Quality of teaching; Curriculum; Quality of self-evaluation and planning for improvement. Leadership and efficiency; Progress since the last inspection; Key issues for action.	early years; Welsh second language; mathematics; design and technology; history; geography; religious education.
Mrs J Warr	Lay	Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry.	
Mr M Davies	Team	Behaviour and attitudes; Assessment, recording and reporting; Support, guidance and pupils' welfare; Provision for pupils with SEN; Staffing, accommodation and learning resources.	English; science; information technology; music; art; physical education.

The visiting inspectors wish to thank the governors, the headteacher, parents, pupils and all the staff for the co-operation and courtesy they received during the inspection.