

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Hakin Junior School
Waterloo Road
Hakin
Milford Haven
Pembrokeshire
SA73 3PB**

School Number: 668/2235

Date of Inspection: 11th – 13th October 2004

by

**Mr Rob Jones
W156/78144**

Date: 13th December 2004

Under Estyn contract number: T/56/04P

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Hakin Junior School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Hakin Junior School took place between 11th and 13th October 2004. An independent team of inspectors, led by Mr Rob Jones 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Hakin Junior School is situated in the western end of the port of Milford Haven. The school serves the local community, but pupils from outside the catchment area attend the Speech and Language Unit. The school describes its catchment area as being socially deprived. Approximately 30% of pupils are entitled to free school meals which is higher than the local education authority average and national average of 19%. The school caters for pupils between seven and 11 years. There are 166 pupils who are taught in five main stream classes and a speech and language class which caters for 10 full-time pupils. In total, 52 pupils have special educational needs (SEN), including 12 for whom statements of SEN have been made.
2. No pupils come from Welsh speaking homes. About 97 per cent are white and the remainder are of ethnic origin. There are no pupils for whom English is a second language. Two pupils are looked after by the local authority.
3. The school was last inspected in February 1999 when there was a stable staff. Since then, the school roll has fallen, there have been staff redundancies and staff changes. At the end of the summer term 2004, the deputy headteacher took up another post, leaving at short notice, while the teacher in the speech and language unit, who is also the Special Education Needs Co-ordinator (SENCO), commenced maternity leave in September 2004. Those posts are currently filled by two newly qualified teachers (NQTs). Shortly before the inspection, therefore, the organisation of the school had been considerably disrupted.

The school's priorities and targets

4. The school's aims include:
 - To realise and maximise the potential of every child in a caring environment where personal achievement is positively encouraged.
 - To motivate pupils and encourage positive attitudes to life and learning.
 - To provide the opportunity to develop their minds, bodies and their social and emotional well being.
5. The school's priorities and targets for 2004 – 2006, as noted in the school development plan (SDP) are:
 - To raise standards in literacy.
 - To establish a more structured approach to subject evaluation and school self-review.

- To develop a 'nurture group' for pupils with emotional problems to facilitate their inclusion in mainstream education.
- To become a health promoting school, joining the ECO school project and promoting sustainable development.
- To make the school a place for community learning.

Summary

6. Hakin Primary School is a caring school which promotes positive values. The inspection team agreed with the school's judgement about standards achieved by pupils and with most of the school's judgements in other aspects of its work.

Table of grades awarded

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

Standards

7. The standards of achievement in the subjects and aspects of learning inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	62%	28%	0%	0%

8. Standards achieved by pupils in lessons far exceed the targets of the Welsh Assembly government for the whole of Wales which are that 95% of standards should be satisfactory (Grade 3) and 50% good (Grade 2).

9. The standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	Grade 3
Information Technology	Grade 1
Design and technology	Grade 2
Geography	Grade 2
Art	Grade 1
Religious Education	Grade 3

10. The full range of pupils' work, including work from the last school year, was not available to inspectors in all subjects inspected.
11. In 2004, in KS2 NC assessments, the school failed to meet its targets in English and mathematics but exceeded its target in science. Results were significantly lower than the LEA average and the average for Wales in English and mathematics and lower than the local and national averages in science. When compared with similar schools in Wales, the school's results are in the lowest 25 percent in English and mathematics and in the second lowest 25 percent in science. In 2003 NC assessments, the school reached its targets in English, mathematics and science. Pupils with SEN achieve good standards..
12. Pupils achieve good standards in the key skills of speaking, listening, writing, numeracy and using information and communications technology (ICT) across the curriculum. Reading skills are not as well developed. Pupils listen carefully when their teachers and others are talking and the majority speak clearly. Writing is generally well developed and the majority of pupils produce good quality pieces of personal writing and recording. Pupils use their numeracy skills competently in some areas of the curriculum, for example, geography and design and technology. Pupils make very good use of ICT skills to support their learning in all subjects where this is feasible. Pupils' competence in Welsh is good.
13. Pupils' personal and social skills are good. Pupils interact courteously and confidently with peers and adults. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration are good features. Pupils' learning skills are good. Almost all pupils work hard in lessons and apply themselves conscientiously; they readily join in the range of activities provided, and show enthusiasm for their work. Problem-solving and creative thinking skills are underdeveloped and many tasks are too closely directed by teachers
14. Pupils are well behaved, understand what is expected of them and are considerate and courteous to each other, to staff and to visitors. They move sensibly around the school and exercise a good degree of self-discipline. The responsible attitude of pupils has a positive impact on the progress they make in their learning.

The quality of education and training

15. The quality of teaching in the subjects and aspects of learning inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	65%	25%	0%	0%

16. The percentage of teaching which is adjudged to be good (Grade 2) or very good (Grade 1) is considerably higher than the average for Wales
17. Teachers have good relationships with the pupils and have established a climate which is conducive to effective learning. Where the teaching is good or better (Grades 1 and 2), teachers use good quality language and set good examples for the pupils. They use a wide range of questioning techniques effectively to reinforce knowledge and ensure pupils' understanding.
18. Most sessions are conducted at a good pace and pupils' attention is retained constantly through the effective employment of a variety of teaching strategies and the use of teaching aids, especially information technology. They ensure that all pupils, regardless of ability or gender, enjoy equal opportunities to succeed.
19. Generally, teachers have a sound knowledge of the subjects they teach. Lessons are generally planned effectively and are well-structured but key objectives are not always noted or made clear to pupils. The school employs a system of setting for English and mathematics which is intended to match work more closely to pupils' needs and abilities. However, this is not always effective in achieving its aims.
20. This is a very caring school, one in which pupils feel safe, respected and appreciated. This is evident in the concern that teachers and learning support assistants (LSAs) show for their pupils. This respect for learners is matched by the pupils' desire to do well for their teachers.
21. All statutory requirements for assessment, recording and reporting are met by the school. Teachers keep records of pupils' achievements on a regular basis. However, there is no formal system for tracking the progress of individuals. Portfolios of work are in place for all subjects. When used effectively, these support teachers' understanding of standards, for example, in subjects such as art and ICT help raise standards. NC assessment results at the end of KS2 are not carefully analysed. Reports to parents meet statutory requirements.
22. The school is successful, overall, in meeting pupils' needs and provides a broad and balanced curriculum for all pupils. Considerable investment in resources to support information and communications technology (ICT) has enabled the school to extend pupils' experiences and maintain the very good standards noted in the last inspection report. Pupils benefit from a wide range of extra curricular activities which are available to all, regardless of age, ability or gender. Y Cwricwlwm Cymreig is addressed well and pupils have a good understanding of their own culture and heritage.

23. The school's arrangements for the withdrawal of pupils for extra support according to their need is a very good feature of the school's provision.
24. There are very good links with parents and effective links with surrounding schools, colleges of further education and an initial teacher training institution. A small number of adults are involved in supporting teachers through a variety of initiatives. The majority of parents are very supportive and have good relationships with the school.
25. The school's provision for pupils' moral development is good and their understanding of right and wrong is effectively reinforced in morning assemblies. However, the school does not meet statutory requirements in that it does not provide a daily act of collective worship for all pupils and pupils' spiritual awareness is underdeveloped.
26. The school's provision for personal and social education is very good. Pupils enjoy many opportunities to co-operate and share ideas and their personal and social development are good. The school addresses social disadvantage in a very positive manner.
27. The school has good policies for ensuring the health, safety and welfare of pupils which are effectively implemented. Child protection procedures are clearly documented and understood by all members of staff. The school actively promotes equal opportunities and all pupils have access to the full range of school activities.
28. Communication with parents is very effective. Their views are sought through questionnaires and the school responds positively to the comments received. Parents value the opportunity to see their children at work through the 'School in Action' initiative. The prospectus and annual governors' report fully meet statutory requirements and regular newsletters keep parents well informed about school life.
29. There are effective policies and procedures to monitor pupils' attendance, punctuality and behaviour. The school works closely with the Education Welfare Officer (EWO). Appropriate procedures have been followed in the case of exclusion in the last twelve months. Pupils are involved in drawing up classroom rules, and playground Buddies help to resolve conflicts between pupils during playtime.
30. SEN provision is very good. The school fully complies with the SEN Code of Practice for Wales. The procedures in place for screening pupils with issues such as communication dysfunctions and emotional and behaviour disorders are clearly established and well known to all staff. Individual Education Plans (IEPs) for pupils with SEN are well developed and targets are realistic but challenging. Gifted and talented pupils have the opportunity to access out-of-hours provision organised by the local education authority (LEA) to further extend their abilities. Wherever practicable pupils with SEN are supported in class by a suitably qualified and experienced team of learning support assistants.

31. The school has recently established a very successful nurture group to enable pupils with emotional difficulties to access the whole curriculum and participate fully in school life. The standards of behaviour in the group, and pupils' progress in reading, illustrate that this provision has a very positive effect on pupils' standards of achievement.
32. The school operates a very well organised speech and language unit for the LEA. Good use is made of outside services to support learning and close contact between the speech therapy service and the school ensures pupils learning is appropriate for their ability. Pupils follow specialist programmes designed to improve their language and vocabulary. A strong feature of the unit's good work is the support provided by LSAs under the direction of the teacher.
33. The school has an appropriate policy statement in place to develop good race relations and encourages racial equality in practice. Pupils demonstrate a positive attitude towards race issues and are welcoming towards others from different ethnic backgrounds.

Leadership and management

34. The headteacher provides good pastoral leadership. The staff operate well as a team under his leadership and support the values which underpin the life and work of the school.
35. The values espoused by the school, as embodied in their core aims, reflect the desire of staff and governors to provide the best for each child, and a range of academic, sporting and cultural activities are provided. However, the procedures for setting challenging and realistic targets is insufficiently rigorous. The governing body is very supportive, well informed and fully involved in the life of the school.
36. The school self-evaluation report states that it seeks the views of pupils, parents and governors which are used to help inform decisions as to the strategic direction of the school. The teachers' role, in this process, however is underdeveloped. There are no structured, systematic self-evaluation procedures which involve staff in gathering, collating and analysing data as part of the process of school improvement.
37. Monitoring of classroom teaching is at an early stage of development. Subject monitoring currently lacks rigour. This was a key issue in the last inspection report and appears as a target in the current SDP.
38. NC assessment data at the end of KS2 are not analysed sufficiently to identify how well pupils are performing, especially when compared with similar schools, and to inform development planning. The SDP does not focus sufficiently on standards and contains no quantitative targets.

39. The school has made reasonable progress in addressing the key issues identified in the last inspection report. All but one issue have been satisfactorily addressed.
40. The school benefits from a good range of suitably qualified teaching and support staff. The quality and deployment of LSAs, especially their role in supporting SEN pupils, are strengths of the school.
41. The school has a range of good quality learning resources for most subjects and these are used to good effect by teachers and support staff in helping pupils to learn.
42. The standard of accommodation is good but there are a number of health and safety issues which give cause for concern and which have been drawn to the attention of the school.
43. Resources are generally managed efficiently and, on the whole, the school provides good value for money.

Recommendations

44. In order to secure improvement, the school needs to:
 1. raise standards in subjects where there are shortcomings;
 2. monitor subjects with greater rigour and set challenging, realistic targets for each year group; *
 3. implement a structured, systematic programme of school self-evaluation which will enable the school to identify its strengths and shortcomings and inform school development planning. *
 4. ensure that the school meets statutory requirements for collective worship;
 5. address the health and safety issues identified in the report.
- * The school is aware of these issues and they appear as targets in the SDP.
45. 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

46. On the whole, the judgement of the inspection team matches that of the school.
47. The standards of achievement in the subjects and aspects of learning inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	62%	28%	0%	0%

48. Standards achieved by pupils in lessons far exceed the targets of the Welsh Assembly Government for the whole of Wales which are that 95% of standards should be satisfactory (Grade 3) and 50% good (Grade 2)
49. The standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	Grade 3
Information Technology	Grade 1
Design and technology	Grade 2
Geography	Grade 2
Art	Grade 1
Religious Education	Grade 3

50. In 2004, KS2 NC assessments, the school failed to meet its targets in English and mathematics but exceeded its target in science. Results were significantly lower than the LEA average and the average for Wales in English and mathematics and lower than the local and national averages in science. When compared with similar schools in Wales, the school's results are in the lowest 25 percent in English and mathematics and in the second lowest 25 percent in science. In 2003 NC assessments, the school reached its targets in English, mathematics and science. Results were lower than the local and national averages in each of the three core subjects.
51. All pupils are given equal opportunities to succeed, in line with their ability, and they do so, regardless of background or gender. They understand the importance of giving everyone an equal chance and appreciate that individual differences are to be valued. Pupils with SEN make good progress and achieve the targets which are set for them.
52. Pupils' personal and social skills are good. Pupils interact courteously and confidently with peers and adults. Pupils' learning skills are good. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration are good features. Almost all pupils work hard in lessons

and apply themselves conscientiously; they readily join in the range of activities provided, and show enthusiasm for their work. Problem-solving and creative thinking skills are underdeveloped and many tasks are too closely directed by teachers

53. Pupils readily acquire new skills, for example, in ICT. They identify areas where they need to improve and note these as personal targets. Most pupils make good progress towards achieving their potential.
54. Pupils' moral development is very good and they clearly understand what is right or wrong. Pupils are well behaved, understand what is expected of them and are considerate and courteous to each other, to staff and to visitors. They move sensibly around the school and exercise a good degree of self-discipline. Pupils' know that rules are set for the benefit of all, and respect the right of others to work without interference. The responsible attitude of pupils has a positive impact on the progress they make in their learning. Older pupils show high level of maturity and are sensitive to the needs of the younger ones.
55. Pupils take an active part in the life and work of the school, for example the school parliament and 'Buddy' system, and show by their attitudes that they see themselves as part of a community in which they support each other.
56. Overall, pupils achieve good standards in the key skills of speaking, listening, writing, numeracy and using information and communications technology (ICT) across the curriculum. Reading skills are not as well developed. They listen carefully to their teachers and they are respectful when others are talking. There are many planned opportunities for pupils to speak to one another and to their teachers and the majority speak clearly. They confidently ask questions in order to gather information. Writing is well developed and the majority of pupils produce good quality pieces of personal writing and recording. Pupils use their numeracy skills competently in some areas of the curriculum, for example, geography and design and technology. Pupils make very good use of ICT skills to support their learning in all subjects where this is feasible. Pupils' competence in Welsh is good. They speak Welsh with a degree of fluency within a limited context and read simple Welsh texts, translating them into English.
57. The average rate of attendance for the three terms prior to the inspection was 92.83%. Most pupils attend school regularly but a significant number are frequently late. They miss the important introduction to lessons and disrupt the orderly start of the day.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

58. On the whole, the judgement of the inspection team matches that of the school.
59. In the lessons observed, the quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	65%	25%	0%	0%

60. The percentage of teaching which is adjudged to be good (Grade 2) or very good (Grade 1) is considerably higher than the average for Wales
61. Teachers have good relationships with the pupils and have established a climate which is conducive to effective learning. Where the teaching is good or better (Grades 1 and 2), teachers use good quality language and set good examples for the pupils. They use a wide range of questioning techniques effectively to reinforce knowledge and ensure pupils' understanding.
62. Most sessions are conducted at a good pace and pupils' attention is retained constantly through the effective employment of a variety of teaching strategies and the use of teaching aids, especially information technology. They ensure that all pupils, regardless of ability or gender enjoy equal opportunities to succeed.
63. Generally, teachers have a sound knowledge of the subjects they teach and the common requirements of the NC. Due regard is paid to Y Cwricwlwm Cymreig. Lessons are generally planned effectively and are well-structured. The school employs a range of teaching strategies, including a system of setting for English and mathematics which is intended to match work more closely to pupils' needs and abilities. However, this is not always effective in achieving its aims.
64. Teachers have a very good awareness of the needs of pupils with SEN, plan appropriately in order to meet them and review their progress carefully.
65. All statutory requirements for assessment, recording and reporting are met by the school. Pupils are involved in setting and reviewing their own learning targets. Portfolios of work are in place for all subjects. When used effectively, these support teachers' understanding of standards, for example, in subjects such as art and ICT. The most effective portfolios are regularly updated and pupils' work is assessed against NC criteria.
66. Teachers keep records of pupils' achievements on a regular basis. A good feature of the assessment process is the impact that teachers' observation of

pupils working has on planned learning activities for the future. This is informally shared with the learning support assistants and provides a clear structure for pupils' progress.

67. There is no formal system, however, for tracking the progress of individual pupils. NC assessment results at the end of KS2 are collated and trends noted but these are not analysed so as to inform target setting. The information received from the feeder school about pupil attainment is generally not effectively used as a baseline measure and as a means to predict levels of achievement at the end of KS2.
68. Marking of pupils work highlights the caring ethos of the school and the quality of relationships between teachers and pupils. Teachers make positive comments on pupils' work but marking does not always indicate to pupils what they need to do in order to improve.
69. Reports to parents give a clear picture of current attainment and provide appropriate targets for improvement in the core subject areas.

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

70. On the whole, the judgement of the inspection team matches that of the school.
71. The school is successful, overall, in meeting pupils' needs and provides a broad and balanced curriculum for all pupils which meets legal and course requirements. Considerable investment in resources to support information and communications technology (ICT) has enabled the school to extend pupils' experiences and maintain the very good standards noted in the last inspection report.
72. Planning for key skills is not clear in all schemes of work but, in practice, they are generally developed well across the curriculum. Common requirements of the NC are appropriately promoted through effective teaching, with the exception of problem-solving and creative skills which are sometimes restricted by over-directed teaching.
73. The school addresses social disadvantage in a very positive manner. All pupils, regardless of personal circumstances, gender, ethnic background or ability are actively encouraged to participate in all the school's activities. Pupils demonstrate respect for one another and for all adults who contribute to the life of the school.
74. The school's arrangements for the withdrawal of pupils for extra support according to their need is a good feature of the school's provision. It is one of the means by which the school successfully meets the needs of individual pupils. These arrangements include the withdrawal of individual pupils for short periods and groups of pupils for a whole morning, as in the case of the nurture group.
75. Pupils benefit from a wide range of extra curricular activities which are available to all, regardless of age, ability or gender. They gain valuable skills and knowledge for example in sports, gymnastics and dance clubs as well as art, French and Welsh. They work with parents in the Discovery Club and explore social issues such as relationships and emotions with the clergy in the Wednesday Club. Pupils particularly appreciate the range of sporting activities offered by the school. Field trips, for example, to the Preseli mountains and studies of the work of local artists enhance pupils' understanding of Wales and its culture and effectively promote Y Cwricwlwm Cymreig.
76. There are very good links with parents. A small number of adults are involved in supporting teachers through a variety of initiatives such as an ICT programme and other activities. A very active Parents Committee raises funds and supports the school. The majority of parents are very supportive and have good relationships with the school. In their responses to questionnaires and, in the pre-

inspection meeting, parents expressed satisfaction with the standards achieved by their children and the values promoted by the school. They particularly value the recently introduced nurture group initiative which caters for pupils who experience difficulty in settling into a normal class routine.

77. There are effective links with surrounding schools, colleges of further education and an initial teacher training institution. The headteacher and his deputy have benefited from industrial placements to support their management and teaching skills. A significant number of parents benefit from a range of courses which enable them to better support their children and provide good role models: pupils see adults as life long learners.
78. Pupils' awareness of the world of work is raised through educational visits and visitors from the community. Pupils benefit from working with artists and storytellers Y6 pupils are involved in commercially sponsored initiatives such as a science festival. They benefit from a Life Skills week and residential visits which include courses on ecology.
79. The local environment is used to enhance the curriculum, for example, in art, and to raise pupils' awareness of sustainable development and environmental issues. Pupils are involved in community initiatives such as tree and hedge planting and the annual 'clean up' week.
80. The school's provision for personal and social education is good. Pupils enjoy many opportunities to co-operate and share ideas and their personal and social development are good. They interact courteously and confidently with peers and adults. Pupils' understanding of their culture and heritage and is well addressed through the school curriculum and enhanced by visits to places of historical and cultural interest. Pupils' moral development is well promoted and their understanding of right and wrong is effectively reinforced in morning assemblies. However, the school does not meet statutory requirements in that it does not provide a daily act of collective worship for all pupils and pupils' spiritual awareness is underdeveloped.
81. The school promotes healthy eating as part of a national programme and encourages pupils to adopt a healthy lifestyle. Good citizenship is encouraged and community involvement is part of the process with certificates presented to regular adult helpers to thank them for their contributions to school life. Pupils learn about the dangers of substance misuse and smoking.
82. The school is a member of the eco-school programme and local environment studies have raised pupils understanding of bio-diversity and sustainable development issues. The pupils' parliament actively promotes the emphasis the school places on these issues.

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

Grade 1: Good with outstanding features
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83. The judgement of the inspection team differs from the Grade 2 noted by the school in its self-evaluation report. The team considers the school's arrangements for supporting pupils, meeting their individual needs and respecting diversity to be outstanding and strengths of the school.
84. This is a very caring school, one in which pupils feel safe, respected and appreciated. The school has good policies for ensuring the health, safety and welfare of pupils which are effectively implemented. The caring ethos of the school is evident in the concern that teachers and learning support assistants show for their pupils and this respect for learners is matched by the pupils' desire to do well for their teachers.
85. Child protection procedures are very clearly documented and well understood by all members of staff. The school actively promotes equal opportunities and all pupils have access to the full range of school activities. There are currently no pupils with disabilities but, until recently, there were three pupils in wheelchairs. They were able to access the school easily and participate fully in all curricular activities.
86. The school has long-standing and effective arrangements with a number of support services, particularly for the pupils in the speech and language unit. Where pupils' behaviour is a hindrance to their own development and that of others, the school employs effective and supportive strategies and, where necessary, makes effective provision for them.
87. Communication with parents is very effective. Their views are sought through questionnaires and the school responds positively to the comments received. Parents value the opportunity to see their children at work through the 'School in Action' initiative. The prospectus and annual governors' report fully meet statutory requirements and regular newsletters keep parents well informed about school life.
88. Induction arrangements operate very well and provide effective support for pupils entering KS2 and for those joining the school at a later stage. The 'Buddy' system ensures that pupils become familiar with routines and procedures and settle quickly.
89. There are effective policies and procedures to monitor pupils' attendance, punctuality and behaviour. The school works closely with the EWO. Appropriate procedures have been followed in the case of exclusion in the last twelve months. Pupils are involved in drawing up classroom rules and playground Buddies help to resolve conflicts between pupils.
90. SEN provision is very good and pupils make good progress. The school fully complies with the SEN Code of Practice for Wales. The SENCO ensures that effective use is made of all the SEN resources within the school and leads the

team in a purposeful fashion. Early identification of individual need is a key feature of SEN practice and this is underpinned by an appropriate policy statement. Gifted and talented pupils have the opportunity to access out-of-hours provision organised by the local education authority (LEA) to further extend their abilities.

91. The school offers sensitive and effective support to all pupils which acknowledges their particular needs. Great emphasis is placed on equality of opportunity for all, regardless of gender, and pupils are taught to recognise and respect ethnic and cultural diversity. This is evident in the life and work of the school. The pupils who are looked after by the local authority are very well supported.
92. The procedures in place for screening pupils with issues such as communication dysfunctions and emotional and behaviour disorders are clearly established and well known to all staff. Good use is made of ICT programmes such as the dyslexia screening tool to provide teachers and parents with accurate information about the next learning steps.
93. Individual Education Plans (IEPs) for SEN are well developed and targets are realistic but challenging. Gifted and talented pupils have the opportunity to access out-of-hours provision organised by the LEA to further extend their abilities. Wherever practicable pupils with SEN are supported in class by a suitably qualified and experienced team of LSAs.
94. The school has recently established a very successful nurture group. Its aim is to enable pupils with emotional difficulties to access the whole curriculum and participate fully in school life. The provision is organised in a highly structured learning environment. Learning targets are suitably challenging and are reinforced when pupils join mainstream classes in the afternoon. The standards of behaviour in the group, and pupils' progress in reading, illustrate that this provision has a very positive effect on pupils' standards of achievement.
95. The school operates a very well organised speech and language unit which caters for pupils from a wide area. Good use is made of outside services to support learning and close contact between the speech therapy service and the school ensures pupils learning is at least commensurate with their ability. Pupils follow specialist programmes designed to improve their language and vocabulary. A strong feature of the unit's good work is the support provided by the learning support assistants under the direction of the teacher.
96. Record keeping for SEN pupils illustrates good links between home and school. The progress of pupils with statements is reviewed in accordance with local policies and practice. The school has made provision to ensure that disabled pupils have access to the main building via a ramp system and has plans to further improve the accessibility of the whole school.
97. The school has an appropriate policy statement in place to develop good race relations and encourages racial equality in practice. Pupils demonstrate a positive attitude towards race issues and are welcoming towards others from different ethnic backgrounds.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

98. The judgements of the inspection team differs from the Grade 2 noted by the school in its self evaluation report. The goals set by the school do not take sufficient account of national data and are not sufficiently challenging.
99. The headteacher provides good pastoral leadership. He is respected by staff, pupils and parents and is constantly aiming to strengthen the school's links with parents and the local community. The staff operate well as a team under his leadership and support the values which underpin the life and work of the school.
100. The values espoused by the school, as embodied in their core aims, reflect the desire of staff and governors to provide the best for each pupil, including those with SEN, and a range of academic, sporting and cultural activities are provided. However, the procedures for setting challenging and realistic targets is insufficiently rigorous. Effective use is not made of the data available to the school in evaluating its performance.
101. The school takes good account of national priorities. Recent initiatives such as the introduction of the 'Successmaker' programme help pupils achieve better standards. The establishment of the school parliament enables pupils to contribute to and influence the decisions which affect them and also contributes significantly to pupils' understanding of citizenship.
102. Monitoring of teaching is at an early stage of development and, to date, there is little tracking and evaluating of the improvements made by staff. Mentoring arrangements are in place and the two newly qualified teachers (NQTs) receive appropriate support.
103. The governing body is very supportive, well informed and fully involved in the life of the school. They have a clear understanding of their role and make significant contributions to strategic planning. Governors are fully involved in evaluating the quality of the school's work and with the management of the school. The governing body fully meets all statutory requirements.

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

Grade 3: Good features outweigh shortcomings

104. The judgements of the inspection team differ from the Grade 2 noted by the school in its self-evaluation report. Monitoring and self evaluation procedures are not sufficiently rigorous. They appear as targets in the SDP.
105. The school self-evaluation report states that it seeks the views of pupils, parents and governors which are used to help inform decisions as to the strategic direction of the school. Governors are involved in strategic planning.
106. Subject monitoring has commenced but subject leaders are sometimes unsure of standards achieved by pupils in their areas of responsibility and this hinders the process of identifying priorities for improvement. This was a key issue in the last inspection report and appears as a target in the current SDP.
107. The SDP emphasises the school's aim of ensuring quality provision. Targets include raising standards but there are no quantitative targets which would help the school to measure its success in terms of pupils' standards of achievement.
108. Good progress has been noted by the school in addressing a number of key targets, including the establishment of the nurture group and developing the school as a place for community learning.
109. Self-evaluation is not a process which has long been established in the school. The school's self-evaluation report addresses each of the seven key questions although there are significant omissions in some cases. Not all of these omissions indicate that certain aspects have been neglected by the school. To the contrary, some, such as personal and social education, are well addressed.
110. The report does not identify strengths and weaknesses in a structured manner but it does indicate some strengths, with which the inspection team agrees. The inspection team agree with the school's judgements in four of the seven questions, awarding a higher grade in another and a lower grade in the remaining two.
111. The school has made reasonable progress in addressing the key issues identified in the last inspection report. All but one issue have been satisfactorily addressed.

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

Grade 2: Good features and no important shortcomings

112. On the whole, the judgement of the inspection team is in agreement with that of the school.
113. The school benefits from a good range of suitably qualified teaching and support staff. The quality and deployment of learning support assistants, especially their role in supporting SEN pupils, are strengths of the school. The relationship between teachers and the LSAs ensures that good quality support is available for pupils in all classes. The learning support assistants help pupils achieve their learning targets in core subject areas and promote learning skills development during social skills group sessions in Y3 and Y4.
114. There is a programme for continuing professional development (CPD) of staff comprising mainly of a range of centrally organised courses which both teachers and learning support assistants can access. The value of CPD is evident in areas such as ICT and personal and social education, where it has had a positive impact on raising standards. However, the links between CPD and the school development plan are not explicit.
115. The school has a range of good quality learning resources for most subjects which are accessible to pupils. All available resources used to good effect by teachers and support staff in helping pupils to learn. The recently refurbished ICT suite has very good new equipment which is timetabled to be used by all classes on a regular basis. Other designated computer areas house a further 12 machines. All are well utilised by pupils. Interactive whiteboards are installed in the majority of classrooms.
116. A variety of SEN resources are used effectively to support pupils' learning. Some of the English books on classroom shelves are unattractive to readers while consumable design and technology resources are adequate.
117. The standard of accommodation is good. The size and scope of the majority of the classrooms ensures that the planned curriculum can be covered. Good use is made of shared areas outside classrooms for design and technology projects and art. There is good access for disabled persons to the main part of the building. The large playing fields and recently acquired climbing frame ensure that pupils' physical development is well catered for. A number of health and safety issues give cause for concern. The wooden rail around the verandah area is in a dangerous condition while the skylight near the secretary's room is leaking and the frame corroding.
118. The cleaning and general maintenance of the site are well managed by the caretaker. The school secretary ensures that the day-to-day administration of the school is effective and she is efficient in her duties.
119. Resources are effectively managed and have a positive impact on standards. On the whole, the school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 2: Grade 3: Good features outweigh shortcomings

120. The full range of pupils' work, including work from the last school year, was not available for inspection. The grade is awarded on the evidence of work since the beginning of the current term.

Good and outstanding features

121. Pupils listen attentively to their teachers and fellow pupils. They respond appropriately to questions in a variety of situations. They participate in class and group discussions and communicate information clearly. Older pupils listen well, and reflect with concentration and understanding on the meaning and intentions of other speakers in different contexts.
122. In lower KS2, the more able readers read with reasonable fluency and accuracy, using their phonic knowledge to build unfamiliar words. Younger pupils, in particular, enjoy having stories read to them. They recall some stories they have read and some name their favourite books, giving reasons for their choices. They know the difference between poetry and prose. The more able pupils in upper KS2 read accurately and fluently. They know the difference between fact and fiction and know how to use books to search for information.
123. Pupils across the school write for different purposes using various forms which are suitable for the task. In lower KS2, the best pupils produce good descriptive writing. The best punctuate accurately, using inverted commas correctly. Some older pupils demonstrate an awareness of paragraphs and use them more often and more effectively. The writing of a number of older pupils is accurate and of a good standard. They use adverbs and adjectives with imagination and their stories are interesting. Their stories and reports are well structured and they are beginning to understand the genre of persuasive writing. The best write neatly and the presentation of the work is good.

Shortcomings

124. Throughout the key stage, pupils read mechanically and with little expression. This deficiency restricts the understanding and enjoyment of stories and poems.
125. In lower KS2, untidy handwriting has a detrimental effect on the written work of a number of pupils.
126. In upper KS2, pupils complete useful grammar exercises but do not always apply their learning when they write independently.
127. Pupils do not always finish pieces of independent writing after making a promising start.

Information technology

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

128. Teachers and pupils confidently use interactive whiteboards in a variety of situations, for example, to make power-point presentations. Pupils demonstrate a great deal of confidence when using ICT to support and extend their learning, and they help one another well in group situations. Their knowledge of ICT and the ease and frequency with which they use it are features which are often outstanding.
129. In Lower KS2, pupils confidently use paint packages to design healthy eating posters. They use the software imaginatively and effectively to communicate ideas, incorporating text and pictures to create very good finished products. They competently save and retrieve their work for editing and print copies for their files.
130. Pupils in Upper KS2 use the internet very confidently and competently to search for information, for example, about the artist William Morris. They access web sites which give comparative weather data for Milford Haven and Botswana. They send e-mails to a partner and use a spell checker quickly and easily to edit their work.
131. Older pupils confidently use their typing skills to produce neatly organised word processed documents of very good quality. They carefully select and import digital photographs into their work and add special effects, such as sound, to excellent slideshow presentations.

Shortcomings

132. There are no discernible shortcomings

Design and Technology

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

Good and outstanding features

133. Pupils use a range of tools appropriately throughout the key stage. The importance of paying due regard to issues of health and safety are stressed from Y3 and pupils are aware of the need to consider the hazards and risks in their activities.
134. Throughout the key stage pupils use a wide range of materials to make their products and fully understand the design process. Making skills are good and pupils carefully evaluate their work to consider improvements to their designs.

135. Pupils in Lower KS2 design and make their own sandwiches, using a variety of food products. They carefully evaluate their finished product and suggest appropriate improvements. They pay due regard to issues of health and safety and can work independently or as part of a group.
136. Pupils design and make moving monsters. They carefully consider which materials to use, and include simple mechanisms to make a movable joint for the mouth of the creature. They make sensible decisions about how to decorate their product.
137. In Upper KS2, pupils design and make their own Victorian style hand-lighters or torches. They choose a variety of renewable resources for the casing and can build a simple circuit to power the light. They follow the design process carefully and assemble the finished product competently.
138. Pupils produce good quality sketches and three-dimensional scaled drawings to illustrate their intentions. They produce detailed designs for moving vehicles, describing the component parts and how the vehicle will be assembled. They accurately name the various parts of the vehicle and work well on task, sharing ideas and equipment as part of a group.
139. Pupils use construction kit models to try out their initial designs and evaluate their work carefully as part of control technology activities. They use specialised packages to change variables in a programme to control the movements of a car so that it can turn corners on a guided path.

Shortcomings

140. Pupils' problem-solving and creative thinking skills are somewhat under-developed as some activities are too closely directed by teachers.

Geography

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

Good and outstanding features

141. Pupils in Lower KS2 competently access data about the weather from a table of information and discuss the contents using appropriate geographical vocabulary.
142. Pupils' geographical skills are well developed and they have a sound understanding of plans and maps. They use a key to illustrate their work and have a developing understanding of place. They use atlases and maps confidently and accurately to find cities and countries around the world.
143. In Upper KS2, Y Cwricwlwm Cymreig is well addressed through the subject. Pupils have a good knowledge of the local area and contrast this with Botswana to illustrate the challenges experienced by the developing world. Field visits to the Preseli mountains by older pupils require them to follow directions and to

apply their map reading skills, which they do well. Pupils use ICT and the internet to discover temperature and rainfall in other parts of the world and compare this with Wales.

144. Pupils recognise that carbon dioxide emissions cause a significant increase in global warming and that this is harmful to the planet. They understand well that the ways in which people travel affects the environment and that renewable energy sources have benefits over the burning of fossil fuels. Pupils have a good awareness of sustainable development issues and formulate their own ideas and opinions on the best way forward as part of the school's eco-council activities.

Shortcomings

145. There are no significant shortcomings

Art

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

146. In Lower KS2, pupils mix colours competently to paint attractive portraits. When painting from observation they carefully match colours as closely as possible to the original. They use pastels effectively to sketch flowers.
147. Pupils explore patterns on fabric samples and design their own. They investigate the texture of a range of materials and combine these imaginatively to produce very attractive representations of natural elements such as rain. They use their knowledge of texture to good effect in order to produce outstanding pieces of collage on the theme of 'The Sea.'
148. Pupils develop their understanding of line and tone through drawing, using charcoal effectively. They transfer these skills successfully to computer programs and design seaside images such as boats and sails.
149. Pupils use natural materials imaginatively, creating attractive arrangements and designs with pebbles. They record their work using digital cameras. They extend their knowledge of three-dimensional work by making clay plaques.
150. In Upper KS2, pupils further develop their understanding of line and tone by making careful observational drawings of Victorian household objects.
151. Pupils explore ways of combining a variety of media to produce imaginative art work. For example, they superimpose photo images of their three-dimensional paper sculptures on to photographic views of Milford Haven, such as the docks or street scenes. The results are outstanding.

152. They study the work of recognised artists such as Mandrian and attempt to reproduce the style in their own work. They also study a number of Welsh artists, many of them, like John Knapp-Fisher, based in Pembrokeshire.
153. Pupils extend their knowledge and understanding of patterns by studying the work of William Morris and using this as an inspiration when producing their own effective, original designs.

Shortcomings

154. There are no discernible shortcomings.

Religious Education

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good and outstanding features

155. In Lower KS2, pupils understand the Biblical account of the creation. They recount well the main events in the lives of characters in the Old Testament.
156. They know well the main Christian festivals and the significance of Easter. They write good accounts of the life and work of prominent Christians, such as St Francis, William Morgan and Mother Teresa.
157. Pupils have a good knowledge of Hinduism and know the story of Rama and Sita which led to the celebration of the festival of Divali. They know the significance of the five Ks in Sikhism.
158. In Upper KS2, pupils know well some stories from the New Testament. They give good, personal accounts of the events of Easter, from the arrest of Jesus to the resurrection.
159. Pupils write about the Islamic faith in their own words, describing in detail the form of worship in the Mosque. They also know a number of Muslim festivals such as Ramadan and Id-ul-Fitr.
160. They accurately compare the lives and teachings of Buddha and Jesus.

Shortcomings

161. In the middle of the key stage, pupils have little knowledge of the Christian faith.
162. In the middle of the key stage, pupils' knowledge of world faiths such as Buddhism and Judaism is very limited.

School's response to the inspection

163. The Inspection findings recognise that Hakin is a most caring school, one in which pupils feel safe, respected and appreciated and that this respect for learners is matched by the pupils desire to do well for their teachers. The report informs us that, in most respects, the school has maintained the high standards in ICT. and art since the last inspection and raised standards in subjects such as geography and design technology. We are delighted that the standards achieved by pupils in lesson and the quality of teaching were adjudged to be far higher than the average for Wales.
164. The report identifies that pupils achieve good standards in the key skills of speaking, listening, writing, numeracy and using ICT. across the curriculum. It recognises that the pupils are well behaved and their personal and social skills are good. This, together with teachers' good relationships with the pupils has established a climate which is conducive to effective learning.
165. We are pleased that SEN provision in the school was highlighted as being very good. We operate a very well organised Speech and Language Unit and have recently established a very successful nurture group. The communication with parents is very effective.
166. It is re-assuring that the inspection team agreed with most of the school's self-evaluation judgements. However, we accept that, as the school indicates in its Development Plan, we need to develop more structured, systematic procedures, where staff gather, collate and analyse data for school improvement. We agree also that the monitoring of classroom teaching lacks rigour and needs to be further developed.
167. Staff and Governors are already in the process of addressing the Health and Safety issues identified by the inspectors. An action plan will be formulated to address the recommendations in the report. The Governors' annual report to parents will inform them on the progress being made on the inspection recommendations.
168. In conclusion, may I thank the inspection team for their courtesy and the professional manner in which they conducted the inspection.

Appendix A

Basic information about the school

Name of school	Hakin Junior School
School type	Community School
Age-range of pupils	7 – 11 years
Address of school	Waterloo Road Milford Haven Pembrokeshire
Post-code	SA73 3PB
Telephone number	01646 695674

Headteacher	Mr A J Grey
Date of appointment	1 September 1986
Chair of governors/ Appropriate authority	Mr E T Bowen
Registered inspector	Mr Robert Jones
Dates of inspection	11 – 13 October 2004

Appendix B

School data and indicators

Number of pupils in each year group					
Year group	Y3	Y4	Y5	Y6	Total
Number of pupils	45	35	44	42	166

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in special classes	9:1
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	-	-	92.85	92.85
Spring 2004	-	-	93.64	93.64
Summer 2004	-	-	92.50	92.50

Percentage of pupils entitled to free school meals	30%
Number of pupils excluded during 12 months prior to inspection	2 (1 temporary)

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004											Number of pupils in Y6		42	
Percentage of pupils at each level														
			D	A	F	W	1	2	3	4	5	6		
English	Teacher assessment	School	0	0	0	0	0	12	26	38	24	0		
		National	0	0	0	0	1	6	16	45	31	0		
Mathematics	Test/Task	School	0	0	2	0	0	12	31	36	19	0		
		National	0	2	2	0	0	5	12	38	40	0		
	Teacher assessment	School	0	0	0	2	3	3	21	52	19	0		
		National	0	0	0	0	0	4	19	46	30	0		
	Test/Task	School	0	0	3	0	0	3	38	39	17	0		
		National	0	2	1	0	0	4	18	42	33	0		
Science	Teacher assessment	School	0	0	0	0	2	5	17	43	33	0		
		National	0	0	0	0	0	2	13	49	35	0		
	Test/Task	School	0	0	2	0	0	3	14	55	26	0		
		National	0	2	0	0	0	1	9	48	39	0		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	62	In the school	45
In Wales	70	In Wales	71

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

Appendix D

Evidence base of the inspection

The inspection team consisted of three inspectors who were present for a total of seven inspection days. During the period:

- pre-inspection meetings were held with the head, teachers, parents and governing body to discuss the life and work of the school;
- 39 questionnaires were completed by parents and they were analysed thoroughly;
- school policies and documents were studied before the inspection;
- discussions were held with the head and the curriculum co-ordinators;
- 34 teaching sessions or parts of sessions were observed;
- the inspectors listened to pupils reading and their work was discussed with them as part of an enquiry into standards in NC subjects;
- examples of the pupils' work in each class were studied;
- attendance registers, pupils' records and teachers' planning files were studied ;
- the inspectors were present during each whole-school act of collective worship;
- post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr R Jones Rgl	Context Summary and Recommendations Key Questions 1, 3, 4, 5, 6 and 7. English Art Religious Education
Mrs C Lewis Lay Inspector	Key Questions 1, 3 and 5.
Mr R Lewis Team Inspector	Key Questions 1, 2, 3, 4, 6 and 7. Information Technology Design and Technology Geography

Contractor: Atlantes Educational Services
Technology House
Lissadel Street
Salford M6 6AP

Acknowledgement

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