

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

A report on the quality of education in

**Haverfordwest Junior V.C. School
Barn Street, Haverfordwest
SA61 1TD**

School number: 6683053

Date of inspection: 19/10/09

by

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Introduction

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

The inspection of Haverfordwest Junior V.C. School took place between 19/10/09 and 21/10/09. An independent team of inspectors, led by Glyn Robert Scott, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	10
Key Question 2: How effective are teaching, training and assessment?	10
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	14
Leadership and management	18
Key Question 5: How effective are leadership and strategic management?	18
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key Question 7: How efficient are leaders and managers in using resources?	20
Standards achieved in subjects and areas of learning	22
English	22
Welsh second language	23
Mathematics	23
Science	24
Information and communications technology	25
Design and technology	26
History	27
Geography	28
Art and design	28
Music	29
Physical education	30
Religious education	31
School's response to the inspection	32
Appendices	33
1 Basic information about the school	33
2 School data and indicators	33
3 National Curriculum assessments results	34
4 Evidence base of the inspection	35
5 Composition and responsibilities of the inspection team	36

Context

The nature of the provider

- 1 Haverfordwest V C Junior School has been established since 1848. It is situated close to the centre of the small town of Haverfordwest in Pembrokeshire. Haverfordwest is an English medium (EM) junior school catering for children between the ages of seven and eleven. Children transfer to the school from Mount Airey Infant School in the September following their seventh birthday. No child comes from a Welsh speaking home. The area served by the school can be described as neither prosperous nor economically disadvantaged. In September 2009 there are 121 pupils on roll. 21% of pupils are entitled to free school meals.
- 2 There are 44 pupils on the SEN register (36% of the school). There are no statemented pupils.
- 3 The building comprises the older original part and a further four classrooms situated in one mobile unit and a 'Horsa' building at the top of the playground. The building has been modernised inside and fully equipped with up to date resources. All classes are equipped with interactive whiteboards and have a wealth of ICT resources.
- 4 The school has achieved the Inclusion Quality Mark and the Basic Skills Quality Mark, and also received the Becta ICT Quality Mark in July 2009. The gold award for education and sustainability and Global Citizenship (ESDG) and the healthy schools award for the fourth time.
- 5 The School was last inspected in November 2003. The present headteacher joined the school immediately after the last inspection. The deputy headteacher has been in place since April 2005.

The school's priorities and targets

- 6 The school's priorities and targets are:
 - Continue to raise standards across all areas of the curriculum
 - To develop bilingualism- teaching other areas of the curriculum through the medium of Welsh.
 - Further develop pupils' skills at self evaluation.
 - Embed use of skills assessment profiles to further inform planning and curriculum development.
 - Embed strategies introduced to support and develop emotional well being (e.g. HOM, Eli and Pyramid Club)
 - Continue to raise standards in presentation and handwriting.

Summary

- 7 Haverfordwest voluntary controlled junior school is a good school with many outstanding features. The leadership and management of the headteacher has been an outstanding contribution since the last inspection. Staff and governors are also committed to moving the school forward and as a result, pupils feel valued and cared for and show a growing confidence in their own ability.
- 8 Outstanding progress has been made since the last inspection not least in the teaching and learning of design technology, Information technology and religious education all deemed unsatisfactory in the last inspection. In addition all other subjects are graded as at least good with no important shortcomings.

Table of grades awarded

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

Grades for standards in subjects inspected in key stage 2

Subjects	Key stage 2
English	Grade 2
Welsh second language	Grade 2
Mathematics	Grade 2
Science	Grade 1
Information and communication Technology	Grade 1
Design Technology	Grade 1
History	Grade 2
Geography	Grade 2
Art and design	Grade 2
Music	Grade 2
Physical education	Grade 2
Religious education	Grade 2

- 9 In the 26 lessons or parts of lessons observed, standards of achievement in the subjects inspected were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	77%	0%	0%	0%

- 10 These figures represent a considerable improvement since the last inspection and are well above the national averages published by HMCI in his latest Annual Report for 2007-8, which indicates that overall standards of achievement in primary schools in Wales are 84% Grade 2 or better, and outstanding in 12%.
- 11 National curriculum teacher assessments for 2009 showed a continuing rise in standards from previous years. In the core subject indicators the figures of 85% level 4 or better was well above the national and local figures.
- 12 When compared with schools in a similar free school meals band FSM, pupils were in the top quarter for English and the core subject indicator and in the upper quarter for Science and mathematics. Trends in performance have shown a continuous rise in all the core subjects over the past three years.
- 13 All learners, whatever their age, ability or background make good and sometimes outstanding progress as they continue through the school.
- 14 Pupils with additional learning needs (ALN) make good steady progress through the school both pupils who need additional special support and those deemed more able and talented.
- 15 Pupils listening and speaking skills are good with outstanding features. They listen attentively to their teachers and speak confidently both in class and school activities.
- 16 Pupils enjoy reading are progressing well and their writing skills are good with no important shortcomings.
- 17 Pupils show good problem solving skills and handle numerical situations well. In I.C.T. they apply their technology skills across the curriculum in for example, their multi media presentations for which they have won awards. ICT is good with outstanding features.
- 18 Pupils' bilingual fluency is very good. They are happy to respond to commands, instructions and questions in Welsh. They show good creative skills in the arts and their problem solving skills are often outstanding in a range of curriculum areas.
- 19 Levels of attendance are good and improving averaging 93.4% over the last three terms in line with local and national figures. Attendance this term so far is 95.29%.
- 20 There are no significant or unexplained variations in attendance levels across the school or throughout the year.

- 21 Pupils make outstanding progress in developing their personal and social skills and in their moral and wider development. The relationships between individual pupils and adults are very strong and are evident throughout the school, which helps pupils feel secure and confident in their learning.

The quality of education and training

- 22 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	77%	0%	0%	0%

- 23 Teaching is at least good throughout the school. 23% of lessons were judged to be grade 1, while no important shortcomings were noted in teaching. These figures are significantly better than those given at the previous inspection and compare well with the national picture as reported by HMCI in his latest report (2007-2008), where teaching is good or better in 83% of lessons, of which 16% of lessons are good with outstanding features.
- 24 Where teaching showed outstanding features, there was high expectations of pupils' achievement. Lessons were exceptionally well-planned with clear objectives which are appropriate for pupils with differing abilities. There was good pace and challenge; and very effective use of specialist teachers who also improve the skills of staff Relationships between pupils and staff were outstanding.
- 25 There is mutual respect between teachers and pupils. All pupils are valued and treated equally, and positive working relationships ensure that a calm, purposeful atmosphere is evident in all classes.
- 26 Teachers show good knowledge of the subjects they teach. There are good examples of specialist teaching in all subject areas which provide pupils with high quality support.
- 27 Teachers' lesson plans have many good features. Teachers ensure that planned experiences build progressively on previous knowledge and understanding and provide interesting and imaginative opportunities for pupils to acquire knowledge and develop their skills.
- 28 In most cases, teachers' planning gives good consideration to adapting lessons to suit the needs of pupils with differing abilities, including those who are more able. Effective use is made of well-qualified learning support assistants (LSA's) who are often directed to support children with additional learning needs.
- 29 The school uses a range of assessment procedures including standardised tests very well to track pupils' progress. The assessment coordinator works well with all staff to ensure that pupils' progress across the curriculum is tracked appropriately.

- 30 Assessment for learning is a high priority within the school and all subject areas actively look for opportunities to assess on a regular basis. This is an outstanding feature of provision.
- 31 The broad and balanced curriculum fully meets the statutory requirements of the Welsh Assembly Government, including those for religious education, collective worship and pupils' personal development. The arrangements made to ensure that the curriculum is appropriate to pupils of all aptitudes and abilities constitute an outstanding feature of the school's provision. Careful planning for progression and continuity ensures that all pupils' learning experiences including those pupils with additional learning needs, build on previously acquired skills and knowledge and prepare them for the next stages of learning.
- 32 Provision for pupils' spiritual development is a strength of the school. Assemblies give pupils good guidance on moral and spiritual values. The lighting of a candle signifies the spiritual dimension and pupils are asked to consider their place in the school and the wider world.
- 33 Pupils' social and moral development is promoted well through, for example, the playground buddy system. The good example set by all adults in the school, and the consistent application of the school rules gives pupils a good set of values and a clear sense of right and wrong. The pupils' friendly attitudes are clearly evident throughout the school.
- 34 Pupils' cultural development is promoted effectively through class topics in art, music and geography. Y Cwricwlwm Cymraeg is effectively promoted through Welsh assemblies and eisteddfod competitions and displays of famous Welsh people and Welsh art and music. The school's promotion of the awareness of other cultures has been recognised by the gold level award for global citizenship.
- 35 The school's strong ethos ensures that pupils settle quickly and know their rights and responsibilities and the expectations of the school. Pupils are well cared for, guided and supported. The school has extensive arrangements to ensure pupils well being.
- 36 The quality of support for pupils with additional learning needs ALN is often outstanding with very good links between school and family.
- 37 The importance of setting regular homework is increasingly emphasised as pupils' progress through the school. As they mature, pupils are encouraged to take more responsibility for their own learning, and to be actively involved with community-based activities. The school has reviewed its homework policy following consultation with parents and all pupils have a Learning Log, they are encouraged to take responsibility for how much work they do at home. This is a very good feature of provision.
- 38 There is a positive policy of inclusion and all pupils regardless of their background, ability, race or gender have full access to the curriculum and to all extra curricular activities. Pupils feel able to have their say and the School's

Council is well established and supported by both staff and governors one of whom regularly attends meetings to give advice and support.

- 39 The school ensures that all pupils, regardless of their social, linguistic or ethnic backgrounds, are given the same rights and opportunities. The importance of treating each other equally is often used as an assembly topic. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The excellent range of activities available during and after school broadens the access for all pupils. Child protection procedures are in place and a clear disability action plan and policy are in place.

Leadership and management

- 40 The headteacher shows exceptional leadership. Her contribution to the school is an outstanding feature. She has, since her appointment and with the support of all stakeholders set clear aims and objectives which are driving the school forward. Governors, staff, parents and children were all consulted at the outset and are continually kept involved with regular communication from the school.
- 41 The headteacher is well supported by the very able deputy and a loyal and committed staff. Subject leaders meet regularly to form policy and review initiatives and as a team they contribute outstanding service to the school.
- 42 The school takes a great deal of notice of national and local initiatives apart from the introduction of the new curriculum the school is at the forefront of inclusion programmes ICT initiatives and links with local industries such as the oil refinery. In addition, the school has received the gold award for its work on environmental sustainable development and global citizenship (ESDGC) and the healthy eating awards.
- 43 The governing body are very involved in the school. In addition to their individual roles in shadowing subjects some have other responsibilities such as attending school's council meetings and helping with school projects. They have since the last inspection provided much needed support to the headteacher and staff and become proactive throughout the school. The governing body meet all its statutory duties and is a strong critical friend of the school.
- 44 Governors are very involved in the long term strategic direction of the school. They monitor regularly the progress of aspects such as performance management, and the school development plan. The finances of the school are regularly reviewed and well managed.
- 45 The schools` self-evaluation process is outstanding in identifying, prioritising and addressing key areas for improvement. The document identifies strengths and weaknesses, and weaknesses identified feed into the School Improvement Plan (SIP) as priorities for action. Leaders gather first-hand evidence of the performance of those areas for which they are responsible through regular monitoring exercises. They also use information from measurable performance data to augment their knowledge and understanding of how well the school is performing.

- 46 Day-to day management of the school is efficient and effective and the school runs smoothly. Staff are well deployed and classrooms are attractive and vibrant areas of learning. The main building and outside classrooms are very well maintained and decorated and provide a suitable learning environment. However, there are concerns about the outside classrooms in that they stand well away from the main building and are accessed by walking across the open sloping playground that can be slippery and uneven.
- 47 The school has made considerable strides forward since the last inspection and the headteacher staff and governors are committed to its continual development. Very good use is made of finite resources and as a result the school gives very good value for money.

Recommendations

- 48 In order to improve the school in the areas inspected, the staff and governing body need to: -
- R1 continue to maintain and develop high standards in all subject areas.
- R2 Continue to develop a consistent marking approach throughout the school.
- R3 liaise with the local authority to address the issue of movement between the outside classrooms and the main building.

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

- 49 The findings of the inspection term match the judgement made by the school.

Grades for standards in subjects inspected

- 50 In the 26 lessons or parts of lessons, standards of achievement in the subjects inspected were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	77%	0%	0%	0%

- 51 These figures represent a considerable improvement since the last inspection and are well above the national averages published by HMCI in his latest Annual Report for 2007-8, which indicates that overall standards of achievement in primary schools in Wales are 84% Grade 2 or better, and outstanding in 12%.
- 52 National curriculum teacher assessments for 2009 showed a continuing rise in standards from previous years. In the core subject indicators the figures of 85% level 4 or better was well above the national and local figures.
- 53 When compared with schools in a similar free school meals band FSM, pupils were in the top quarter for English and the core subject indicator and in the upper quarter for Science and mathematics. Trends in performance have shown a continuous rise in all the core subjects over the past three years.

Grades for standards in subjects inspected

Subjects	Key stage 2
English	Grade 2
Welsh second language	Grade 2
Mathematics	Grade 2
Science	Grade 1
Information and communication Technology	Grade 1
Design Technology	Grade 1
History	Grade 2
Geography	Grade 2
Art and design	Grade 2
Music	Grade 2
Physical education	Grade 2
Religious education	Grade 2

- 54 Since the last inspection standards have improved in all subject areas and especially in Information Technology, Design technology and Religious education where they were previously deemed to be unsatisfactory.
- 55 All learners, whatever their age, ability or background makes good and sometimes outstanding progress as they continue through the school.
- 56 Pupils with additional learning needs (ALN) make good steady progress through the school. Both pupils who need additional special support and those deemed more able and talented.
- 57 Nearly all pupils speak confidently and as they progress through the school extending their vocabulary and developing outstanding skills in questioning, and sharing their thoughts with their teachers and peers. They listen attentively to their teachers and show exceptional listening skills in problem solving situations and especially in their multi media work.
- 58 Pupils enjoy books and by the end of the key stage most read with confidence, understanding and fluency. They continue to develop their reading skills and standards are good with no important shortcomings.

- 59 Pupils' bilingual fluency is very good. They are happy to respond to commands, instructions and questions in Welsh. The school has numerous displays and notices in Welsh that reinforces the use of the language. This was particularly noticeable in school assemblies. Pupils make good progress in acquiring a working vocabulary and in learning sentence patterns in which to apply their knowledge. Their use of Welsh is increasingly accurate and confident towards the end of the key stage.
- 60 Almost all pupils have good attitudes to learning. They work hard in lessons and show a keen interest in all their work. Pupils are interested and enthusiastic about their work. They collaborate and support each other well when working in pairs and small groups and at all other times. Nearly all pupils show a good understanding of what they are doing. They consider their own personal targets with their teachers and work well with their peers to improve their own learning.
- 61 Pupils have excellent attitudes to learning, show great interest in their work and nearly all pupils sustain good concentration in lessons. The majority are very well motivated and enthusiastic in their schoolwork and related activities. Resulting in the good standards they achieve and the high quality of life in school.
- 62 The behaviour of pupils is very good. Pupils move around school in an orderly and very courteous manner. They are respectful to their peers, staff and visitors, listening and responding appropriately to instructions and suggestions. Pupils' manners and attitudes at playtime and at lunchtime are very good. They are considerate of others and of school property and demonstrate a growing level of self-confidence, taking an increasing degree of responsibility self discipline.
- 63 Levels of attendance are good and improving averaging 93.4% over the last three terms in line with local and national figures. Attendance this term so far is 95.29%. There are no significant or unexplained variations in attendance levels across the school or throughout the year. Overall, the main cause of pupils' absence is holidays being taken during term time, which is carefully monitored by the school. Nearly all pupils arrive punctually at the start of school and throughout the school day sessions begin promptly.
- 64 Pupils make outstanding progress in developing their personal and social skills and in their moral and wider development. The relationships between individual pupils and adults are very strong and are evident throughout the school, which helps pupils feel secure and confident in their learning.
- 65 All staff help pupils successfully become more understanding and sensitive to the needs of others, to care for those that are less fortunate than themselves and to be aware of cultural and racial issues. Pupils are developing a very clear understanding of right and wrong. Acts of collective worship in the school assist pupils to develop further their spirituality. Local, national and international charitable causes are very well supported.
- 66 Pupils have a good understanding of equality of opportunity, they show great maturity in their attitudes and recognise the need to treat every person fairly and without any form of discrimination. Pupils have excellent moral values and show

consideration and fair play for others. The school has very high expectations of pupils and strongly promotes equality in its policies for promoting and practising equality of access, equal opportunity and racial equality are effectively and consistently implemented by all staff.

- 67 Pupils' knowledge and understanding of the workplace and the local community is very good. In lessons they discuss the different work people do and the ways in which people look after and care for their community. Pupils' involvement in numerous activities in the community are positively and actively encouraged. A few parents and members of the local community come into school regularly to help with school activities and events.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 68 The findings of the inspection team endorse the judgement of the school in its self-evaluation report.
- 69 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	77%	0%	0%	0%

- 70 Teaching is at least good throughout the school. 23% of lessons or parts of lessons were judged to be grade 1, while no important shortcomings were noted in teaching. These figures are significantly better than those given at the previous inspection and compare well with the national picture as reported by HMCI in his latest report (2007-2008), where teaching is good or better in 83% of lessons, of which 16% of lessons are good with outstanding features.
- 71 In those lessons which have outstanding features, teaching is characterised by:
- high expectations of pupils' achievement;
 - exceptionally well-planned lessons with clear objectives which are appropriate for pupils with differing abilities;
 - good levels of pace and challenge;
 - very effective use of specialist teachers who also improve the skills of staff;
 - excellent skills and strategies with regard to gaining and maintaining pupils' interest;
 - outstanding relationships between staff and pupils;
 - very effective teacher support for pupils as they work at their tasks, supporting and challenging as appropriate.

- 72 Good features in lessons include:
- good attention to the skills pupils will learn and practise;
 - lesson plans which take account of pupils' preferred learning styles;
 - lessons which build on previously acquired skills and knowledge;
 - imaginative use of ICT;
 - good questioning techniques which challenge pupils to consider before responding and to justify their answers.
- 73 There is mutual respect between teachers and pupils. All pupils are valued and treated equally, and positive working relationships ensure that a calm, purposeful atmosphere is evident in all classes.
- 74 Teachers show good knowledge of the subjects they teach. There are good examples of specialist teaching in, in all subject areas which provide pupils with high quality support. All teachers are familiar with recent educational developments and their teaching has regard to the importance of teaching children how to learn.
- 75 Teachers' lesson plans have many good features. Teachers ensure that planned experiences build progressively on previous knowledge and understanding and provide interesting and imaginative opportunities for pupils to acquire knowledge and develop their skills. Learning objectives are shared with pupils at the beginning of lessons, allowing children to be involved in judging their own progress. In the best lessons, teachers refer to the learning objectives periodically, and involve the pupils in setting criteria against which to measure their success.
- 76 In most cases, teachers' planning gives good consideration to adapting lessons to suit the needs of pupils with differing abilities, including those who are more able. Effective use is made of well-qualified learning support assistants (LSA's) who are often directed to support children with additional learning needs.
- 77 Teachers use a range of methods to engage and stimulate their pupils. At different times, pupils are asked to work individually, in pairs or in groups. They often use interactive whiteboards and electronic visualisers effectively to explain new work, demonstrate activities and facilitate assessment of work by other pupils.
- 78 Welsh lessons are carefully planned, so that pupils' ability to use regular sentence patterns develops as they progress through the school. Teachers use Welsh regularly to give instructions and offer praise and encouragement, and expect pupils to respond accordingly.
- 79 The school uses a range of assessment procedures including standardised tests very well to track pupils' progress. The assessment coordinator works well with all staff to ensure that pupils' progress across the curriculum is tracked appropriately.

- 80 Staff set targets for their pupils in relation to the core subjects. Pupils set their own personal targets for personal and social development. The school has developed a very thorough but manageable system of assessment, which is used effectively to match activities to pupils' needs. Pupils progress is tracked appropriately and teachers check pupils' development against national curriculum levels and a range of standardised tests. The school tracking system is outstanding, it is comprehensive and informative.
- 81 Assessment for Learning is a high priority within the school and all subject areas actively look for opportunities to assess on a regular basis.
- 82 ICT assessment is outstanding, and has been adopted to include all the key skills. Pupils self assessment in ICT is also outstanding, especially the individual hyperlinks to key skills and examples of pupils' work.
- 83 Marking by teachers gives appropriate feedback to pupils. It is constructive and generally provides pupils with instructions on how to progress to the next stage of learning. However, this needs to be further developed, especially at the lower end of the school.
- 84 Annual reports, written on the LEA e-portal system and also sent as hard copy to parents are good. They provide appropriate information about pupils' progress. They are of a good standard and outline pupils' skills and achievements in every subject. Parents have an opportunity to comment on their child's work and appreciate the open door policy that exists within the school.

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

Grade 1: Good with outstanding features

- 85 The findings of the inspection team do not agree with the school's judgement of grade 2. The team identified a number of outstanding features in the school's curricular provision and so awarded the higher grade 1.
- 86 The broad and balanced curriculum fully meets the statutory requirements of the Welsh Assembly Government, including those for religious education, collective worship and pupils' personal development. Sex education is provided in line with the governing body's policy. All pupils have equal access to all areas of the curriculum. The school caters very effectively for the needs of pupils of all abilities.
- 87 The arrangements made to ensure that the curriculum is appropriate to pupils of all aptitudes and abilities constitute an outstanding feature of the school's provision.
- 88 Careful planning for progression and continuity ensures that pupils' learning experiences build on previously acquired skills and knowledge and prepare them for the next stages of learning.

- 89 The school has carefully considered the development of basic and key skills and these feature prominently in teachers' plans. Progressive skills development is ensured by the consideration of a skills "ladder" which indicates those skills which need to be secure before further progress is possible. The school has been awarded the Basic Skills Quality Mark for the third time.
- 90 A programme of visits to places of interest within the locality and further afield adds significantly to pupils' experiences and does much to support the Cwricwlwm Cymraeg. Pupils in years 4, 5 and 6 are given the opportunity to participate in residential visits to, for example, Pembrokeshire Watersports and Urdd centres in Cardiff and Llangrannog.
- 91 There is an extensive programme of activities and clubs available to pupils at lunch times and after school. These are run by knowledgeable and enthusiastic members of staff. Many of these activities contribute to awards from the Children's University. The extent to which extra-curricular activities extend and effectively enrich the curriculum is outstanding.
- 92 Provision for pupils' spiritual development is a strength of the school. Assemblies give pupils good guidance on moral and spiritual values. The lighting of a candle signifies the spiritual dimension and pupils are asked to consider place in the school and the wider world.
- 93 Pupils' social and moral development is promoted well through, for example, the playground buddy system. The good example set by all adults in the school, and the consistent application of the school rules gives pupils a good set of values and a clear sense of right and wrong. The pupil's friendly attitudes are clearly evident throughout the school.
- 94 Pupils' cultural development is promoted effectively through class topics in art, music and geography. Welsh culture is effectively promoted through Welsh assemblies and eisteddfod competitions, while the school's promotion of the awareness of other cultures has been recognised by the gold level award for global citizenship.
- 95 The school has effective partnerships with parents, the local community and other schools, colleges and teacher training institutions. Parents are very supportive of the school and are well informed through regular newsletters and the school's innovative e-portal, which parents may access via the internet.
- 96 Pupils make significant contributions to the life of the church and the wider community, taking part in services, festivals and charity fund-raising events.
- 97 The school is promoting pupils' bilingual competence well. Welsh phrases feature regularly in classes and at play and lunch times. All members of staff are active in promoting the use of Welsh throughout the school. Curriculum plans in all subjects ensure that lessons and activities contribute to pupils' appreciation of their Welsh cultural, historical and environmental heritage. There are many opportunities to broaden and enrich pupils' work-related education. These are successfully developed through a wide range of visits to local industry and

visitors from those local industries. During the inspection, in an assembly pupils showed an outstanding multi media presentation they had produced for the local oil refinery.

- 98 Provision of education for sustainability is outstanding. Energy conservation, paper recycling and re-using are well promoted by the school and practised by pupils and adults. The school promotes Fair Trade. In addition, sustainability is effectively promoted through the formal curriculum, especially in science and geography.
- 99 Pupils and parents are fully involved with the Healthy Schools initiative and the School having successfully completed phases 1 - 4 has just started phase 5. There is a well-established healthy-eating programme. The school has been successful in achieving the ESDGC gold award.
- 100 Global citizenship is positively promoted through the high profile given to international charities and also through geography and religious education. There are links with schools in other countries and a teacher from Lesoto has visited the school. A parent working in the Sudan clearing mines has a video link with the school. Funds have been raised to help resource a school there. Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are good and older pupils manage the fruit and vegetable co-operative.
- 101 The importance of setting regular homework is increasingly emphasised as pupils progress through the school. As they mature, pupils are encouraged to take more responsibility for their own learning, and to be actively involved with community-based activities. The school has reviewed its homework policy following consultation with parents and all pupils have a Learning Log, they are encouraged to take responsibility for how much work they do at home. In discussion, pupils indicate they understand and appreciate importance of adaptability, flexibility and tolerance. Pupils respect and appreciate their surroundings. They have a good understanding of the importance of learning and developing their skills and talents and are effectively preparing for the next stage of their education and life beyond school. This is an outstanding feature of provision.

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

Grade 1: Good with outstanding features

- 102 Pupils enjoy coming to school and the school provides a happy, caring community where they are valued and supported. Parents are very supportive of the school and there are strategies in place to include parents in the life of the school. They receive regular news letters and web site up-dates; there are regular parents' evenings and informal open days, including open door coffee mornings. The school has implemented the Home School agreement and the Annual Governors Report to Parents is a good example of effective communication with parents.

- 103 The school's strong ethos ensures that pupils settle quickly and know their rights and responsibilities and the expectations of the school. The arrangements, for the entry of the youngest children from the infant feeder school, is good. There is a smooth transition and adjustment to school life. Pupils' transition to the secondary school is well planned and ensures smooth transition of pupils from year 6 to year 7.
- 104 The school provides high quality personal support and guidance and personal and social education is well taught. This is an outstanding feature. They have a good knowledge and understanding of their needs with regard to health, personal and social education. The school effectively monitors pupils' attendance and punctuality and takes early and appropriate action where necessary.
- 105 The school has effective policies and procedures in place for dealing with behaviour problems. The school has established a working partnership with the parents, that promotes positive and consistent behaviour throughout the school. The LEA behaviour support officer visits weekly and other agencies attend the school regularly. There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance.
- 106 School systems very effectively ensure that all pupils are cared for and closely supported. Pupils contribute towards effective sanction/reward scheme which has been agreed by all parents. Effective working partnership with parents, carers and external agencies contribute significantly to the high standard of behaviour ensuring that inappropriate behaviour rarely occurs.
- 107 The detailed curriculum takes into account the backgrounds of all pupils and promotes equality of opportunity and challenge, ensuring a very harmonious school. The school promotes health and fitness for all pupils through a wide range of extra curricular activities. The school encourages parents to provide healthy snacks and lunch boxes and pupils regularly have fruit at break times and lunchtimes. Pupils are involved and developing an awareness of sustainability issues with the support of the Eco committee and the School Council. The council is proactive throughout the school and makes an effective contribution.
- 108 All staff and Governors have recently been effectively trained in child protection procedures which are rigorously implemented. The Headteacher is the named child protection officer and staff carry out protocols and procedures as outlined in the child protection policy. Teachers and support staff are fully aware of their responsibilities relating to the learners' safety and well-being and carry out these very well ensuring a pleasant environment. Communication with parents is regular and effective, with the school responding positively to suggestions and promptly to complaints or any issues raised.
- 109 The provision for pupils with SEN is good with outstanding features. The school's policies are comprehensive and fully comply with the SEN Code of Practice, and the framework for inclusive education.

- 110 The Special Educational Needs Co-ordinator (SENCo) is very effective in the assessment and management of provision for those pupils who need ALN. The coordinator is also responsible for all areas of inclusion through the school. The Senco is assisted by a colleague in setting policy and ensuring that pupils receive the appropriate support. The individual educational plans are set as target sheets which the pupils are involved in setting. Parents and pupils are regularly consulted in order that full support can be given.
- 111 The SENCo has excellent systems in place to monitor progress, interventions are evaluated, and where pupils are not progressing sufficiently well, additional programmes are put in place.
- 112 There is a positive policy of inclusion and all pupils regardless of their background, ability, race or gender have full access to the curriculum and to all extra curricular activity. An outstanding feature of provision is that pupils are confident in their work and ask for assistance from each other as well as staff. Pupils' progress is reviewed every term as well as annually and there is good evidence of pupils coming off the register and regular records of pupils' progress are kept.
- 113 Pupils feel able to have their say and the School's Council is well established and supported by both staff and governors one of whom regularly attends meetings to give advice and support.
- 114 The school makes very effective use of a wide range of outside agencies, such as social services, health workers, and speech and language therapists. In addition learning support assistants play an active and caring role in their work with the children.
- 115 The SENCo meets regularly with her colleagues to update targets and ensure appropriate provision. In addition more able and talented pupils are recognised and advise and support is given to pupils and parents in such cases. Teachers and learning support assistants provide outstanding support in the classrooms ensuring that every pupil is made to feel valued which results in confident learners.
- 116 Arrangements for the support, care and welfare of pupils are very good. Most members of the school staff are trained in emergency first aid as well as several staff trained in First Aid at Work .
- 117 The school's PSE programme contains appropriate topics related to health and safety and as a result pupils have an appropriate awareness of health and safety. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
- 118 The school has very clear and well-documented arrangements, which appropriately contribute to pupils' well being when in its care. Risk assessments are undertaken and appropriately documented.

- 119 Relationships between staff, parents, members of the local community and pupils are very strong and constructive. The school welcomes parents at any time and parents are formally invited to attend parents' meetings per year to discuss their child's progress and any other matter related to their education. The newsletters, issued monthly to parents, inform them about past and future school events and about school and pupils' achievements. Most parents feel very well informed about events in the school. The school regularly carries out surveys and takes good account of parents views. There is an outstanding communication facility for parents to find out about their child and the work of the school via the schools internet portal.
- 120 Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is simple and effective. Procedures for promptly following up lateness or unexplained absence are promptly and appropriately implemented. When necessary, the school works closely with the educational welfare service.
- 121 The school expects high standards of behaviour and does not tolerate inappropriate behaviour. Staff consistently implement the behaviour and anti-bullying policies. Pupils understand and generally adhere to the rules and systems they and their parents have helped develop. The school's very effective systems for recognising and rewarding good standards of behaviour, attendance and achievement are understood and appreciated by pupils.
- 122 The school ensures that all pupils, regardless of their social, linguistic or ethnic backgrounds, are given the same rights and opportunities. The importance of treating each other equally is often used as an assembly topic. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The excellent range of activities available during and after school broadens the access for all pupils.
- 123 There is a well-established school council/eco club meets regularly. Its views are carefully considered and acted upon. Pupils are increasingly encouraged to appreciate the democratic process and the part they should play in it.
- 124 Measures to eliminate oppressive behaviour are very good. The school staff consistently implement its positive behaviour strategies and appropriately considers bullying and inappropriate behaviour very serious matters. Any reported instances of bullying, which are very rare, are comprehensively recorded and are dealt with promptly and effectively, using the range of sanctions available, as necessary and appropriate. Arrangements to eliminate racial discrimination, oppressive behaviour, bullying and harassment work extremely well because all teachers consistently apply relevant policies and procedures and have very high expectations of their pupils in these areas.
- 125 The school has carried out a detailed review of its accessibility for the disabled. A comprehensive accessibility plan is in place. Appropriate policies for this aspect are in place.

- 126 The school provides a suitably wide range of activities and experiences, which enables pupils to develop a good understanding of diversity within today's society. The school frequently recognises and celebrates diversity, for example in its assemblies, in religious ceremonies and services and in Religious education and personal & social education lessons and activities.

Leadership and management

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

Grade 1: Good with outstanding features

- 127 The findings of the inspection team endorse the judgement of the school in its self-evaluation report.
- 128 The grade does not match the grade given to key question 1 due to the fact that considerable development in terms of the management and direction of the school since the last inspection has had a very significant impact on standards attained and is continuing to do so.
- 129 The headteacher shows exceptional leadership. Her contribution to the school is an outstanding feature. She has since her appointment with the support of all stakeholders set clear aims and objectives which are driving the school forward. Parents, governors, staff, parents and children were all consulted at the outset and are continually kept involved with regular communication from the school.
- 130 The headteacher is well supported by the very able deputy and a loyal and committed staff. Subject leaders meet regularly to form policy and review initiatives and as a team they contribute outstanding service to the school. All teaching staff have subject leader responsibilities outlined in their job descriptions. They provide very effective leadership for their subjects through classroom observations, monitoring and evaluating the needs of the whole school working as a team. This is an outstanding feature of school management.
- 131 The school takes a great deal of notice of national and local initiatives apart from the introduction of the new curriculum the school is at the forefront of inclusion programmes ICT initiatives and links with local industries such as the oil refinery. In addition, the school has received the gold award for its work on environmental sustainable development and global citizenship (ESDGC) and the healthy promotion awards.
- 132 Appropriate procedures are in place for performance management which is now well embedded. The headteacher has responsibility for the teaching staff and the deputy headteacher and senior teacher cover the learning support assistants and ancillary staff. Personal and school targets are set and linked to overall school improvement. The headteacher's targets are monitored closely by the governing body.

- 133 The governing body are very involved in the school. In addition to their individual roles in shadowing subjects some have additional responsibilities such as attending school's council meetings and helping with school projects. They have since the last inspection provided much needed support to the headteacher and staff and become proactive throughout the school. The governing body meet all its statutory duties and is a strong critical friend of the school.
- 134 Governors are further involved in the long term strategic direction of the school. They monitor regularly the progress of aspects such as performance management, and the school development plan. The finances of the school are regularly reviewed and well managed. Their efforts in driving the school forward since the last inspection have outstanding features.

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

Grade 1: Good with outstanding features

- 135 The findings of the inspection team match the judgement of grade 1 in the self-evaluation report.
- 136 A culture of systematic self-evaluation is well established where all stakeholders' views are taken into account. Leaders gather first-hand evidence of the performance of those areas for which they are responsible through regular monitoring exercises. They also use information from measurable performance data to augment their knowledge and understanding of how well the school is performing. They use the information from a variety of sources highly effectively to identify and address aspects for improvement.
- 137 Governors receive reports enabling them to contribute to the process of further planning for improvement. Parents' views are taken into account through regular feedback reports and pupils' views are also sought on a range of relevant issues. Parental consultation through regular contact and questionnaires is an outstanding feature.
- 138 The school uses the very good in-house expertise of individual teachers to train other staff. This is exemplified well in the training, guidance and advice given in ICT. In addition many staff have accessed Welsh Office and General Teaching Council of Wales' grants to further their own professional development and enhance teaching and learning in the school. An outstanding feature is the involvement of a number of staff in local authority working parties.
- 139 The schools' self-evaluation process is outstanding in identifying, prioritising and addressing key areas for improvement. The document identifies strengths and weaknesses, and weaknesses identified feed into the School Improvement Plan (SIP) as priorities for action.

- 140 The SIP is a clear and purposeful document, which moves the school forward, in the short and long term. The planning process involves all staff, ensuring a shared understanding of the direction of the school. The plan includes targets or success criteria for all the priorities and an appropriate allocation of resources.
- 141 Very good use of data analysis from various sources is used to inform planning of teaching and learning programmes and to bring about improvement. The head teacher, staff and governing body all show a clear commitment to high standards.
- 142 The findings of the inspection team were in line with the judgements made by the school in five of the seven key questions. The team differed from the school in the self-evaluation of key questions 3 and 7, where the inspection team warrant grade 1's.
- 143 The school has put in place a good system which ensures that pupils get good specialist teaching in important areas. Teachers get appropriate time for planning, preparation and assessment (PPA).which they use very effectively in monitoring their own performance and the performance of the pupils.
- 144 Since the last inspection, progress has been outstanding and all the key issues have been addressed successfully, with some, such as ICT and design technology and science being very successful.

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

Grade 1: Good with outstanding features

- 145 The findings of the inspection team do not match the judgement made by the school. The team considered that a great deal had been done to improve the efficiency and management of the school and the impact on overall school development over recent years had outstanding features. Trends in performance have seen a rise in recent years and targets suggest a continuation of this position.
- 146 The overall staffing of the school is appropriate to the school's needs. Teaching staff are well qualified and very proactive is developing their skills and taking advantage of training offered whether local or national.
- 147 The deployment of teaching and support staff is good with outstanding features. The school wisely uses the expertise and particular skills of staff in some specialist teaching but also ensures that staff build up firm and caring relationships with all pupils.
- 148 Support staff are committed to the pupils in their charge and work well with teaching staff to provide a wide and challenging learning environment. Team spirit and effort is outstanding with all staff constantly having open discussions and planning reviews to move the school forward. There are clear lines of

communication from senior management to staff and vice versa ensuring an equal say in policy.

- 149 All pupils have full access to a wide range of resources especially for example in ICT where a wide range of activities involving multi media approaches are implemented. Team leaders appreciate the efforts of the headteacher and governors to access additional resources to ensure that they can provide a wide curriculum.
- 150 The school despite its age is well maintained with the ancillary staff contributing much to the cleanliness and appearance. The administrative staff work well and very efficiently ensuring the good day- to-day running of the school. The cook and lunchtime staff give pupils appropriate care and guidance. However, there are concerns about the outside classrooms in that they stand well away from the main building and are accessed by walking across the open sloping playground that can be slippery and uneven.
- 151 Economic and efficient use is made of all resources throughout the school. The school development plan is prioritised by staff and appropriately costed. This is an outstanding example of team work and stakeholder involvement. The headteacher and governors endeavour to secure additional funds to provide a good range of resources for all areas of the curriculum and often succeed. Staff and pupils for their part take good care of resources and use them effectively in lively learning experiences.
- 152 Decisions regarding the prioritising of resources involve staff governors and often pupils through the school's council. Subject leaders regularly review their areas of responsibility along with their supporting governors. The headteacher and the governors take full account of requests and also monitor the efficient and effective use of resources very well. As a result the school deploys its finite resources very well and gives very good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

- 153 During key stage 2, most pupils listen with good attention to one another and to adults. They participate well in lively debates, sharing and building on each other's ideas. Their discussions of examples of different types of text, such as personification and pictograph scripts play a very important role in helping them understand this form of writing and enabling them to write their own work to a good standard. Most pupils in year 4 are able to confidently debate whether children should watch too much television.
- 154 Most pupils in key stage 2 achieve good standards in their reading and use their skills for a wide variety of purposes. They develop a good awareness of the different techniques writers use to sustain the interest of the reader. In year 3, most pupils use punctuation well to help them make sense of the text and are beginning to use expression to enliven their reading aloud. Most pupils have a good understanding of fact, fiction and blurb. By year 6, most pupils competently use their reading skills for independent research using the Internet or books in the library.
- 155 The factual writing of most pupils in key stage 2 is of good quality and they write in a wide range of forms, including newspaper reports, instructions, persuasion and debates. All pupils, but particularly boys, produce their best writing when they write for a real purpose and audience. Most pupils use good descriptive language in their creative writing in the lower end of the school. In years 5 and 6 most pupils use their very good knowledge of grammar and the surrounding context to help them develop their language work.
- 156 Most pupils in key stage 2 make good progress in planning, drafting, editing and producing final versions of their written work. By the end of the key stage, most pupils spell common words correctly, use a good variety of punctuation but their handwriting is generally inconsistent, but where it is good it is neat, joined. fluent and legible.

Shortcomings

- 157 Although there are no important shortcomings, a few pupils need to develop their spelling more effectively, especially at the top end of the school.

Welsh second language

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

Good features

- 158 In the lower key stage many pupils show enthusiasm for Welsh lessons. Many can use simple sentence patterns when acting out a visit to the doctor. When asked “Sut wyt ti?”, they correctly use the Welsh words for head, arm, finger and back to explain to the doctor where they feel unwell. About half use good pronunciation and speak with a good degree of confidence and fluency.
- 159 In year 6, many pupils can use the present tense correctly to describe the weather and express personal and factual information. The majority can also use the past tense to describe yesterday’s weather and a minority is able to use the future tense to predict tomorrow’s.
- 160 Most older pupils have acquired a good vocabulary and can describe themselves and their likes and dislikes.
- 161 Pupils in upper key stage 2 enjoy writing diary entries in Welsh. Most pupils write correctly-structured sentences to describe their activities and express their preferences for foods, pastimes and football teams. In most cases pupils’ spelling of Welsh words is correct.
- 162 Pupils in upper key stage 2 also use increasing levels of welsh conversation with their teachers in other curricular areas, for example geography discussions.. This is a developing strength of the school.

Shortcomings

- 163 There are no important shortcomings.

Mathematics

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

Good features

- 164 Throughout the school nearly all pupils make good progress in their mathematical skills. They show confidence regardless of their ability and use appropriate mathematical language in class discussions.
- 165 Pupils in years 3 and 4 show a growing understanding of place value and add and subtract numbers to 100 confidentially both in their written and mental activities. They have a good understanding of 2 dimensional and three dimensional shape. The pupils solve problems set in areas of measurement and money.

- 166 Pupils throughout the school show a good understanding of all areas of shape and measure. They apply their skills in other subjects such as science and design technology. Pupils show good estimation skills and also apply a range of methods to solve their problems.
- 167 In years 5 and 6 pupils many pupils apply their knowledge on fractions, percentages and decimals. They understand the concept of factors and use squared numbers appropriately. Pupils also use ICT equipment to produce data bases and graphical representations of their work.
- 168 Pupils apply their skills in a range of problem solving exercises, the more able for example estimate and assess the distance a golf ball can travel in relation to the club used. Pupils confidently try different systems and discuss in pairs and groups before coming to conclusions. Pupils work well both individually and in pairs and groups in regular problems solving activities.

Shortcomings

- 169 There are no important shortcomings.

Science

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 170 Pupils display very confident skills in scientific study and their own research. They regularly access the internet to back up any hypotheses they may put forward. They plan and organise their work well to ensure that their experiments are of a high standard.
- 171 Pupils explore a range of factors before coming to considered conclusions. In their study of gravity for example they research what they know of gravity and its pull by studying Nasa rocket launches. They apply their knowledge in experiments firing their own rockets fuelled by vinegar and bicarbonate of soda and they calculate the differing powers of gravity in the study of the earth and the moon.
- 172 Pupils have been involved in a wide range of successful [projects with such organisations as Darwin Science. The local port authority and the Pembrokeshire National Park. As a result many older pupils have a very good understanding of the geographical links with science and speak confidently about their findings and its links to the environment.

Good features

- 173 Pupils in years 3 study the effects of sound using differing implements from tin, to water and elastic. They can prove through their experiments that differing thicknesses and lengths can adjust the pitch of a sound.

- 174 In addition pupils use equipment effectively to study methods of soundproofing using decibel counters. They also understand the importance of a fair test and use peer to peer assessment systems to check each others work.
- 175 Nearly all pupils produce written evaluations of their experiments and follow clear scientific procedures in their written work. They use appropriate scientific language in their science sessions.
- 176 Work done in Design technology that involves circuits and lights show also the pupils' good application of their science skills.

Shortcomings

- 177 There are no shortcomings.

Information and communications technology

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 178 The ability of many children to work with a high degree of confidence and independence is outstanding.
- 179 Many use a wide range of computer software and peripheral devices to produce work of a very high standard in a range of applications.
- 180 Many older pupils are able to use standard office software confidently to enter, sort and interrogate data to solve "real life" problems. They use simple formulae in spreadsheets to calculate, for example, the points scored by each team in a league of school football teams.
- 181 Many pupils use digital still and video cameras skilfully to enhance their presentations. Using freeze-frame animations, older pupils produce prize-winning short films.

Good features

- 182 Nearly all pupils soon acquire competence in logging on, opening and saving their work. In their local study, pupils in years 3 and 4 accurately add their picture "hotspots" to a digital map of the school and grounds. Many pupils in the lower key stage use appropriate "paint" software to produce images which incorporate animated sprites.
- 183 Many pupils improve their ICT skills progressively through the school, producing more ambitious and sophisticated results from standard office software.

Shortcomings

- 184 There are no important shortcomings.

Design and technology

Key stage 2: Grade 1: Good with outstanding features

185 Though no lessons were witnessed there was extensive evidence from photographs videos and discussions with pupils who shows there planning and completed work.

Outstanding features

186 Pupils have experienced a wide range of design activities which they have pursued with vigour and endeavoured to produce work of a high quality.

187 Certain examples of cross curricular work namely their multi media project that resulted in stop frame animation video for health and safety at work have produced outstanding and acclaimed results. Evidence of very thorough planning and organisation of this activity was outstanding.

188 Pupils keep careful and involved records of their work from initial planning, through prototype to finished activity and evaluation. They talk confidently of their work and take pride in their finished articles.

189 Pupils show confidence in the production of models, designs and interactive multi media activities.

Good features

190 Pupils in years 3 and 4 design and produce a range of food most notably their fruit salads which they share with their parents and question them as part of their evaluation processes. All pupils plan and carry out food preparation tasks safely and hygienically.

191 Also in year 3 and 4 pupils research the design and shape of purses and other money containers. They explore the practical aspects of these items and produce and initial coloured paper template before making purses of their own. The sewing and making of these items is of a high standard.

192 Pupils throughout the school use tools such as drills and saws appropriately in their model making and study magazines and the internet in their pre design work for inspiration and guidance.

193 Pupils in year 5 show considerable skill in their design and building of movable monsters that are driven by hydraulics. They keep good records of the development of their models and peer to peer assessment and evaluation is used effectively during the making process to ensure the quality of the finished item.

194 Older pupils make good use of control technology in the making of games that can light up on command. They also use video to record their work for future reference and use.

195 All pupils produce work of a very high standard.

Shortcomings

196 There are no shortcomings.

History

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

Good features

197 All year groups have a clear understanding of chronological awareness. Y3 and 4 pupils use timelines of the Victorian period well and have a sound knowledge of Victorian food, jobs and the role of women, especially in Pembrokeshire. Here they have made in an in depth study of Haverfordwest Workhouse using old registers, log books and census returns as primary source material.

198 Yr 3 and 4 pupils have made Celtic roundhouses, using clay and wood to represent wattle and daub, and most understand how people lived during that period.

199 Many pupils in years 3 and 4 understand what an historical detective is and through original paintings of the time are beginning to understand eating and playing habits of children throughout Tudor times. They have studied Pembrokeshire castles and most pupils fully understand their importance.

200 In Y5 and 6 pupils develop good enquiry skills by comparing different sources of information and by acquiring evidence through research. They understand a lot of the developments during World War II, especially the evacuation of children from the major cities to Pembrokeshire. They have made excellent displays of artefacts and posters. Most pupils can make sophisticated comparisons of the War years with that of the Victorians.

201 Y5 and 6 pupils select, recall and organise changes made in women`s work on the farm 1843-1870. Older pupils in KS2 collate and present information from research effectively using books, articles, newspaper reports and the internet and from research conducted at home. They confidently report back to others identifying some consequences for changes in Haverfordwest during this period.

202 Older pupils have a good knowledge of the Egyptians and their role in the power struggle in the middle east. They use photographs, newspaper reports and the internet to generate their own articles about the death, hieroglyphics and general Egyptian life.

Shortcomings

203 There are no major shortcomings.

Geography

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

Good features

- 204 In Y3/4 most pupils have a thorough understanding of how to interpret symbols on an ordinance survey map. Many of the pupils use 4 figure grid references confidently, on both school set maps and OS maps.
- 205 Pupils in years 3 and 4 have studied sustainable transport and have surveyed how pupils travel to school at present. They use their mathematical skills well in collating data, tallying and representing their findings using block graphs.
- 206 Most pupils at the lower end of the school understand what the human and physical features are when studying the Pembrokeshire Coastal National Park.
- 207 Most pupils in Year 5 and 6 have developed a secure knowledge and understanding of the features of Pembrokeshire through their field trip to St David's airfield and also while studying coastal erosion at local beaches.
- 208 Yr 5/6 pupils compare and contrast two areas, Botswana and Wales, researching rainfall, temperature, physical features and main geographical facts. These are prominently displayed as a bi-lingual display.
- 209 Most pupils in years 5 and 6 confidently use 6 figure references on OS maps and apply these skills to problem solving tasks.
- 210 Pupils in years 5/6 have compared and contrasted local and global environment issues and have visited Cilrhedyn Woods, a sustainable woodland, as part of one of their field trips. They have also studied World geography and climate change and many pupils give very good reasons for how climate change could be altered/slowed down.

Shortcomings

- 211 There are no major shortcomings.

Art and design

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

Good features

- 212 When working on their "containers" topic, pupils investigate a wide variety of actual and virtual objects, assessing their fitness for purpose as well as their aesthetic properties. Many produce interesting variations on Greek vases, illustrating significant events.

- 213 Most pupils throughout the key stage use their sketch books to good effect, practising techniques and exploring possibilities.
- 214 All pupils throughout the key stage work in a wide range of media and for a variety of purposes. They explore imaginatively various artistic elements such as line, tone, shape and texture. Using a digital camera, they explore textures and patterns around the school. Many pupils combine them imaginatively to produce very effective images.
- 215 In the upper key stage, most pupils are confident and capable of working quickly when required, so that their spontaneity is not unduly constrained. Many older pupils show good awareness of the effects of aerial perspective when representing landscapes. Most year 6 pupils can explain why the foreground of a landscape should present the greatest level of detail, and that the background distance should accentuate “blueness” and that colour should fade in intensity.

Shortcomings

- 216 There are no important shortcomings.

Music

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

Good features

- 217 In years 3 and 4, pupils’ understanding of musical elements is good. They explain clearly the terms dynamics, texture and tempo and can explain how they influence the “feel” of a piece of music. Most compose pieces of music, recording their creations in pictorial form, or when using composition software on their computers, using standard notation.
- 218 In year 3, most pupils produce interesting compositions which evoke the sounds of birds or mice. They appraise their own compositions honestly and are sensitive when appraising the work of other pupils. In year 4, pupils use computer software to score their compositions for various combinations of instruments. Most pupils’ appraisals of other pupils’ work make appropriate reference to many elements of music. Using percussion instruments, many pupils produce effective representations of the drizzle, wind and other types of weather. They make interesting sound pictures inspired by Turner’s painting of “The Fighting Temeraire”.
- 219 Many pupils in the middle of the key stage invent sequences which they use as “clapping games”. The majority of older pupils can explain that the pentatonic scale is based on the five notes of C, D, E, G and A.
- 220 Older pupils respond imaginatively to famous works by Gauguin and Monet, writing about the mood which the paintings evoke and suggesting how they might be represented musically.

221 Many pupils show sensitivity and a good understanding of the key musical elements.

Shortcomings

222 There are no important shortcomings.

Physical education

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

Good features

223 All pupils dress appropriately for their physical activities and abide by health and safety rules clearly set out in lessons. They listen attentively to instructions and follow them to the best of their ability.

224 All pupils know the importance of warming up and warming down and the importance of keeping a fit and healthy body. They have a good understanding of simple physiology and how exercise contributes to a healthy heart.

225 In gymnastics lessons pupils run jump twist and turn appropriately and confidently create their own shapes and sequences which they and their peers and teachers evaluate. They lay out apparatus appropriately and put them away.

226 They participate well in game situations and willingly take turns and encourage each other. Nearly all pupils show good coordination when using additional items in their gymnastics exercises such as ribbons and pom- poms.

227 Pupils in year 5 and 6 show good imagination in their dance sessions; they move well to the rhythm of the music and explore a range of modern dance techniques. Nearly all pupils are confident performers and work well as individuals or in small group sequences. Pupils are good at evaluating and advising each other on ways to improve their work and there is a general acceptance of areas for improvement.

228 Pupils participate in a wide range of sports offered by the school and outside agencies. They enter regular competitions in the locality and have been successful in many of the games they play. Both genders involve themselves in the various sports such as rugby, football and netball and take pride in their school's achievements.

Shortcomings

229 There are no shortcomings.

Religious education

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

Good features

- 230 In Y3/4 most pupils have a good understanding of different religions and their places of worship. They have studied Sikhism in some depth and make reasonable comparisons between Sikhism and Christianity.
- 231 All pupils have visited the local church, St Martins, where they have studied five activities within the church. Most of the pupils are knowledgeable and fully understand what is meant by communion, prayers and resurrection and many can give opinionated views on their feelings and what the future holds for them.
- 232 In Y3/4 pupils have studied stories from the Old Testament and many can use these stories to help them debate with assurance, rules and consequences, and the true meaning of friendship.
- 233 In years 5 and 6 pupils have studied Islamic (The Hajj) and Christian pilgrimages and many make informed comparisons between them.
- 234 Y5/6 pupils have investigated and researched religious ICONS and have compared harvests in third world countries.
- 235 Pupils in years 5 and 6 annually visit St David`s Cathedral and the local church, St Martins, and investigate how the church functions in both establishments.
- 236 Pupils in the upper end of the school study life`s changes, feelings and emotions. Many give informed views while some of the more able resolve to challenge set religious viewpoints to enhance their own beliefs.

Shortcomings

- 237 There are no major shortcomings.

School's response to the inspection

We are delighted that the findings acknowledge that Haverfordwest V C School is a good school with many outstanding features. We are proud of the outstanding progress the school has made since the last inspection and all the previous key issues have been addressed successfully.

We are pleased that the inspection team found that the quality of teaching and standards of achievement are above the Welsh Assembly's all-Wales targets with 100% of teaching being judged as good or better. The report also noted the outstanding teamwork throughout the school, the stakeholder involvement and acknowledged that the school gives very good value for money.

Inspectors found pupils are well cared for, guided and supported and that the school has extensive arrangements to ensure pupils' well being and report on our positive policy of inclusion. We are also pleased that the inspectors found the school provides high quality personal support and guidance and that effective working partnerships contribute to the high standard of behaviour. The report also noted that the school has very high expectations of all pupils and that the arrangements made to ensure that the curriculum is appropriate to pupils of all aptitudes and abilities constitute an outstanding feature of the school's provision.

We are also delighted that the inspectors highlighted many outstanding features particularly in ICT, DT and science and that provision for pupils' spiritual development is a strength of the school. We are also pleased that it was recognised that assessment for learning is a high priority within the school and is an outstanding feature of provision, with bilingualism being a developing strength.

It is pleasing that our self evaluation process was judged as outstanding in identifying, prioritising and addressing key areas for improvement and that the leadership and management of the headteacher has made an outstanding contribution since the last inspection.

We take pleasure in the finding that our pupils' friendly attitudes are clearly evident throughout the school and that relationships between pupils and staff were judged to be outstanding. We are very proud of our pupils and that it was noted that they make outstanding progress in developing their personal and social skills and in their moral and wider development. We agree that pupils make significant contributions to the life of the church and the wider community.

These outcomes are a reflection of the dedication and hard work of pupils, staff and governors and the strong partnerships that exist with parents and the wider community. The report also acknowledges the immense contribution made by teaching assistants, administration, caretaker and kitchen staff to the success of the school.

The governors and staff wish to thank the inspection team for their integrity and professional and courteous manner in which the inspection was conducted. We recognise the work undertaken by the inspection team before, during and after the inspection. The inspection team's opinions are valued and the recommendations will be acted upon as part of the school's continuous cycle of improvement.

Haverfordwest V. C. School will strive to maintain the high standards and quality provision that have been identified throughout the report.

Appendix 1

Basic information about the school

Name of school	Haverfordwest Junior V.C. School
School type	Junior
Age-range of pupils	7-11
Address of school	Barn Street, Haverfordwest Pembrokeshire
Postcode	SA61 1TD
Telephone number	01437 765480

Headteacher	Mrs Michele Thomas
Date of appointment	September 2004
Chair of governors / Appropriate authority	Mrs Beryl Thomas Cleaver
Registered inspector	Mr.Glyn Scott
Dates of inspection	19 th -21 st October 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	N/A	N/A	N/A	31	20	39	31	121

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	4	7.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	n/a	n/a	93.20%
Spring 2009	n/a	n/a	94.14%
Summer 2009	n/a	n/a	93.97%

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

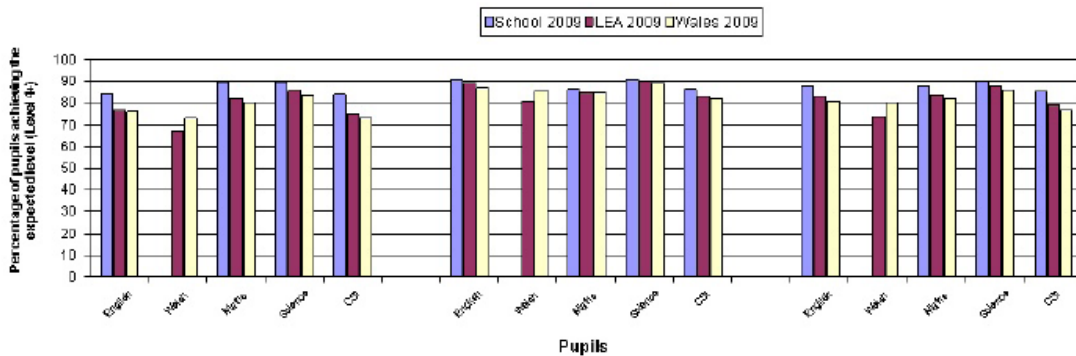
Haverfordwest V.C.
Pembrokeshire

LEA/School no: 668/3053

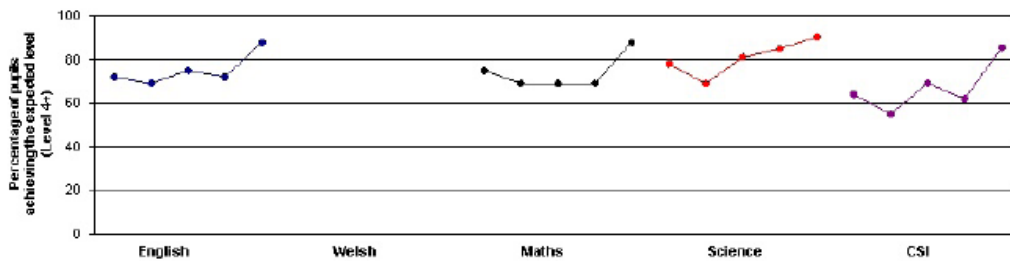
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	84	77	76	91	89	87	88	83	81
Welsh	.	67	73	.	81	86	.	74	80
Maths	89	82	80	86	85	85	88	84	82
Science	89	86	84	91	90	89	90	88	86
CSI	84	75	73	86	83	82	85	79	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		74		82		87	88
Welsh		67		78		89	
Maths		76		83		88	
Science		80		88	90	94	
CSI		69		77		83	85

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

4 inspectors spent a total of 8 inspector days at the school, and met as a team before the inspection.

The headteacher attended team meetings and provided additional information as the nominee on the inspection team.

The inspectors visited:

- 26 lessons or part lessons.

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their school;
- documentation provided by the school before and during the inspection; and
- responses to a parents' questionnaire, of which 98% were positive.

Before and during the inspection, members of the team held discussions with:

- the management committee, parents, pupils and staff;
- teachers and learning support assistants;

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Mr. Glyn Scott	Rgi	Context, Summary, Key Questions 1,5,7	Maths, Science, D.T. P.E., SEN
Mr. Chris Dolby	Team	Key Questions 2a, 3	Welsh 2 nd Language, IT, Music, Art.
Mr. Brian Warrilow	Team	Key Questions 2b,4,6	English, History, Geography, R.E., Assessment
Mrs. Liz Halls	Lay	Contributions to Key Questions 1,3,4	PSE
Mrs. Michele Thomas	Nominee	Nominee	
N/A	Peer Assessor		

Acknowledgements:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

Inspection Contractor:

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