

REPORT

on the

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

**HOOK COUNTY PRIMARY SCHOOL
NEWTOWN ROAD
HOOK
HAVERFORDWEST
PEMBROKESHIRE
SA62 4ND**

School Number: 668/2228

Date of Inspection: 18 – 20 March 2003

By

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Registered Inspector W149/78343

Under Estyn contract number: T/155/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Hook Primary School is situated about five miles south of Haverfordwest and serves the village of Hook, Freystrop and the hamlet of Deerland. The number of pupils on roll is 89 and represents a drop from the 100 pupils the previous year. All pupils are drawn from rural areas. The area from which they are drawn is said to be neither prosperous nor disadvantaged. Similarly, the nature of the pupil intake is neither prosperous nor disadvantaged.

Two per cent of the pupils are eligible for free school meals. The intake of pupils covers the full ability range. Nineteen pupils are on the register for special educational needs but none has a statement of special educational need. Three children are on the Early-Years Action stage, nine pupils are on the school Action Plan and seven pupils are on the school Action Plan Plus.

There are four classes in the school: the nursery/ reception has 15 pupils; the Years 1 and 2 class has 23; in the Years 3 and 4 class there are 28 pupils and in Years 5 and 6 there are 25 pupils. The Years 5 and 6 class is taught by the head for 0.4 of the time and by a part-time teacher for 0.6 of the time.

The school has identified in its SDP, the following priorities for improvement:

to develop a new religious education policy to incorporate aspects of personal and social education (PSE); to review the plan for teaching art and design technology in alternate terms;

to increase the storage capacity, to introduce seats for the playground and resurface the area and to implement a practical safety policy

2. MAIN FINDINGS

The main findings of the report

The quality of education provided by Hook Primary School is good. The head, members of staff, governing body and the volunteer parents and grandparents work together very well and to a common purpose. Hook School is a happy school and everyone's contributions are mutually respected and welcomed.

- The quality and standards of educational provision for the under-fives are appropriate and effectively promote the desirable outcomes for children's learning.

- The standards achieved by the under-fives are as follows:

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

In KS1 and KS 2, pupils' achievements in the National Curriculum subjects, including religious education, are as follows:

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

- In 90 per cent of the 42 lessons seen, pupils achieve good or better standards, including 14 per cent where standards are very good. In the remaining 10 per cent, pupils achieve satisfactory standards.
- Standards in the development of key skills across the curriculum are good in, speaking and listening, reading, writing, the application of number and the use of information and communication technology. There are some very good aspects in writing in history and geography.
- National Curriculum Assessment (NCA) tests in 2002 for KS2 pupils, indicate that in English and mathematics pupils, perform above the national averages and in science are in line with the national averages. The percentage of pupils attaining levels 4 and above in English, mathematics and science is above the national averages in the Teacher Assessments and the Tests.
- Pupils' moral and cultural development is very good and their spiritual and social development is good. The contribution made by acts of collective worship is also very good. The Welsh dimension is a prominent feature in school assemblies and in the work across the curriculum. Pupils have a good understanding of the culture and heritage of Wales.
- Pupils' behaviour and attitude to work is very good. Pupils show a keen interest in the work and are able to sustain concentration for lengthy periods of time. Good policies and

procedures are in place to develop pupils' confidence and positive behaviour. Relationships throughout the school are warm and friendly. Pupils are careful listeners and take a real interest in their work. They are not, however, sufficiently involved in evaluating the work for themselves and to set targets to help them develop a sense of independence in their learning.

- Attendance registers meet statutory requirements and attendance rates are satisfactory. The school places high priority on attendance and punctuality. Concern is expressed, however, by the head and governing body, about the adverse impact on pupils of parents who take their children on holiday during term time.
- The quality of support and guidance and the provision for looking after pupils' welfare is good. The staff are fully aware of pupils' learning, personal and medical needs. Although the school has no formal policy for child protection all staff follow the local education authority guidelines and are clear about the proper procedures.
- The quality of provision for pupils with special educational needs is very good. The Code of Practice is fully implemented. Pupils have access to all aspects of the national curriculum. They make good progress and achieve good standards in class and when withdrawn. The extra support provided is very effective and their Individual Education Plans are realistic and have achievable targets.
- Staff are very sensitive to standards of safety in and out of class. Other policies related to pupil' support, guidance and welfare are in place, as are policies such as those for inclusion and racial equality.
- Partnership arrangements with parents, community, schools and other institutions are good. Many parents support the school in positive ways. Parents are generally kept well informed and regular consultations occur between parents and staff. Parent's contributions are good overall. The school prospectus is a useful document but as it stands does not fully comply with statutory requirements. The school has a Home-School agreement in place.
- Friends of the school make valuable contributions and the funds raised directly helps to enhance learning resources. Links with the community, other schools and institutions are good. Partnership with industry is also good.
- Curriculum support for the under-fives is very good and is also good for the pupils in KS1 and KS2. Subject policies and schemes of work are in place and are of good quality. The planning of the curriculum is carefully considered and all subjects are given a reasonable amount of time. In some subjects, topics are effectively planned over a two-year cycle to take account of the two-year age groups in classes.
- The newly introduced Personal and Social Education programme (PSE) is of good quality. Pupils with special educational needs (SEN) are included in all aspects of the curriculum and do not lose out on any of the provision offered.
- The school homework policy is unclear as to its aims and procedures.

- The quality of teaching of the 42 lessons seen is good or better in 81 per cent and in 19 per cent of the teaching the standards are very good. Teaching is satisfactory in the remaining 19 per cent of the lessons.
- Assessment procedures and the quality of recording are good overall. The quality of reporting is satisfactory. The quality of the annual reports to parents is satisfactory. On entry to school children are assessed using a baseline assessment. Teachers keep personal diaries and mark books to track pupils' progress in the core and some foundation subjects and they are effectively used to inform planning.
- Portfolios of pupils' work are kept and in the core and some other subjects the work is levelled to help set future targets. In some cases, however, the examples do not have adequate annotation and dating. Also pupils are insufficiently involved in setting targets.
- Work is marked regularly but only in the best examples does the marking identify the way forward for pupils to improve. The quality of the annual reports to parents is of variable quality. They are often descriptive and lack elements of evaluation to help pupils identify their strengths and weaknesses.
- Procedures for self-evaluation and planning for improvement are satisfactory. Policies and subject schemes of work are regularly reviewed, modified or reconsidered afresh as part of an ongoing self-evaluation process. The School Development Plan (SDP) serves as the school's self-evaluation statement. The targets identified are short term and planning for improvement is thereby more limited.
- The core subject co-ordinators undertake monitoring procedures and collect samples of pupils' work and visit classes. The foundation subject co-ordinators, however, have collected samples of pupils' work but have yet to visit classes.
- The quality of leadership and the efficiency with which the school is run is good. The head gives good direction and promotes high standards. The deputy head provides significant support with her good organisational skills. The staff are united with a sense of common purpose and show a degree of self-criticism to their work. School policies and schemes of work are aimed at providing opportunities for all pupils to achieve their potential in a safe and secure environment.
- The governing body monitors all policies and schemes. Each member has a curriculum responsibility. Their annual report to parents fulfils requirements. Governors are in their first cycle of performance management and have already set targets for the head and deputy head. The school budget is in surplus and all expenditure has to relate directly and be of benefit, to pupils. The school offers good value for money.
- The quality of staffing is good. The quality of the accommodation and the adequacy of learning resources are satisfactory overall. Some aspects of the accommodation are, however, barely satisfactory. The school buildings do not have an adequate security system and communication links between the main building and the hall and the canteen are unsatisfactory. There is no secure play area for children under-five. The playground surface is abrasive and uneven and constitutes a health and safety hazard to pupils at play.

- Resources for geography and religious education are limited. Similarly, there are insufficient reading and reference books available to encourage pupils to be more independent in their learning.
- All the key issues identified in the previous report have been successfully addressed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement, in 90 per cent of the lessons seen are good or better, with standards in 14 per cent that are very good and standards are satisfactory in the remaining 10 per cent. In the last inspection, the quality of learning was judged to be good in fewer than 60 per cent and very good in about 15 per cent. The quality has improved considerably since that time.

- Children under-five achieve very good standards in language, literacy and communication skills, mathematical development, knowledge and understanding of the world, personal and social development and in physical development. In creative development the children achieve good standards.
- In KS1, standards of achievement are very good in English and physical education and good in mathematics, science, Welsh as a second language, design technology, information technology, history, geography, art, music and religious education.
- In KS2, pupils achieve very good standards in history. In design technology standards are good with very good standards in some aspects of the work. Standards of achievement are good in English, mathematics, science, Welsh as a second subject, information technology, geography, art, music, physical and religious education.
- In the NCA Teacher Assessments in 2002, pupils in KS2, attained results that were in line with the national averages in English and above in mathematics and science. In the NCA tests in 2002, however, pupils attained well above the national averages in English and mathematics. In science, the results of the NCA tests in science are in line with the national averages. Pupils achieving level 4 and above in the NCA tests in English, mathematics and science were above the national averages in Teacher Assessments and Tests.

3.2 Standards achieved in key skills across the curriculum

Standards achieved in key skills across the curriculum are good.

- Children who are under-five make good progress in applying their developing skills across the six areas of learning. Children make sound progress in their language and numeracy skills.

- The standards achieved in the key skills of speaking, listening, reading, writing, numeracy and ICT are good in the early years and in KS1 and KS2, with some very good aspects in writing in history and geography.
- Standards of speaking and listening are good in both key stages. Pupils are attentive and the majority speak confidently and articulately. They express themselves well, in a variety of contexts.
- Standards of writing are good in both key stages with some very good aspects in history and geography in KS2. Pupils write clearly and logically, paying good attention to spelling. Older pupils write very well across a wide range of subjects, for example, in history the writing shows quality, breadth of knowledge and maturity.
- Pupils' vocabulary in Welsh is good and they respond to teachers' questions and commands effectively. Pupils in KS1 write simple words and phrases and in KS2, pupils write in well-structured sentences in response to basic questions.
- Pupils' numeracy skills are well developed across the key stages and they achieve good standards. Older pupils in KS2 apply and interpret numerical and statistical data in subjects such as science and history.
- Pupils make regular and frequent use of their developing ICT skills. They make good use of word processing skills and carefully improve the layout and presentation of their written work. Pupils in KS1 confidently extract information from CD-ROM, when researching a project and in KS2, pupils make good power point presentations to demonstrate their wide knowledge of historical topics.
- Pupils with special educational needs make good progress in applying the key skills across the curriculum.
- There is no formal whole-school policy to help plan for the progression of key skills across the school.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' moral and cultural development is very good and for pupils' spiritual and social development is good. This reflects the positive and caring ethos of the school. In the last inspection standards were good overall.

- Pupils' spiritual development is good. Throughout the curriculum, pupils gain an understanding of spiritual development by developing a sense of curiosity through reflection on their own and other people's lives and beliefs.

- Daily acts of collective worship play an important part in the life of the school and in developing the whole child. Acts of collective worship are based mainly on Christian themes and provide opportunities for pupils to develop an awareness of how to relate to each other and to others in the wider world.
- The school is a happy and supportive environment based on good relationships between adults and pupils. Relationships are very good at all levels and pupils work and play harmoniously together to develop good social skills. Pupils feel valued as individuals and this helps to establish their self-confidence.
- Pupils' moral development is very good. Pupils have a clear understanding of the difference between right and wrong. They adopt positive attitudes towards each other. Pupils are aware of the importance of truth and honesty in promoting the general ethos of the school.
- Pupils' social development is good. They collaborate well and are eager to participate in the opportunities offered by the school. Where opportunities are provided for pupils to act responsibly they often demonstrate their ability to take initiative and to display good social attitudes and self-discipline.
- Pupils' appreciation of their own and other's cultural traditions is very good. They have a wide knowledge of Welsh culture, tradition and heritage, as well as knowledge and understanding of other cultures. Visits to places of cultural interest such as the Theatre for Youth and the local theatre provide pupils with experiences of the wider curriculum.
- The school has a policy that actively promotes racial awareness of other cultures.
- Pupils respond very positively to the school's provision for spiritual, moral, social and cultural development.

4.2 Behaviour and attitudes

Pupils' behaviour and their attitudes to learning are very good. The school is a caring, supportive and orderly community. Behaviour was very good in the last inspection.

- The school is very successful in its aim to 'ensure children know how to behave with care, courtesy and good manners, and are respectful of people and property.'
- The head and staff have high expectations of pupils' behaviour. Pupils respond positively to their calm and consistent approach.
- In the nursery/reception class, children quickly learn what is expected of them with regard to behaviour. Nursery/reception staff are skilled at promoting in children an understanding and acceptance of, school rules and routines. Children's learning takes place in a calm and supportive environment.
- Throughout the school pupils' very good behaviour is evident not only in lessons but also in morning assemblies, in their playground games, at meal times and in their orderly movement around the school.

- The school has an effective policy and a set of procedures to promote good behaviour and staff implement them fairly and consistently. The school's 'golden rules' are simple, relevant and clearly understood by pupils.
- The head has established effective procedures to deal with pupils whose behaviour is giving cause for concern. Pupils are counselled, parents are involved at an early stage. Support is sought from external agencies when necessary.
- The quality of relationships throughout the school is very good and this contributes significantly to pupils' self esteem, confidence and positive behaviour. Pupils' relationships with teachers and support staff are mutually respectful and friendly and pupils welcome visitors warmly and politely.
- Pupils have very good attitudes towards learning. They listen very carefully to their teachers, settle quickly to task and sustain concentration, often for long periods. They are interested in their work and take pride in their achievements, which they readily share with others.
- Pupils, however, are generally insufficiently involved in evaluating their own achievements and do not set targets for themselves to help develop their sense of independence.
- The school actively promotes the values of tolerance, fairness and kindness and members of staff take the issues of bullying, sexism and racism very seriously. Effective anti-bullying, equal opportunities and racial equality policies and procedures are in place.
- The very good behaviour of pupils and their positive attitudes to learning contribute to the efficient functioning of the school, to the standards pupils achieve and to their personal and social development.

4.3 Attendance

Attendance rates are satisfactory and there are no instances of unauthorised absence. In the last inspection attendance rates were good.

- Attendance rates for the past three terms average 93%.
- The school places a high priority on attendance and punctuality and many pupils have good records of attendance.
- Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- The head monitors attendance and punctuality carefully. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to any possible follow up situations.

- The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on the overall rates of attendance for the school.
- Effective liaison takes place with the Pupil Support Officer (PSO) when necessary.
- Registration is conducted efficiently and in accordance with statutory requirements.
- The school has not set formal targets for the improvement of attendance, but the high priority afforded to attendance and punctuality is frequently made known to pupils and parents.
- The school complies fully with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

5. QUALITY OF EDUCATION

5.1 Teaching

Children under-five are very well taught and the quality of the teaching was very good. In the nursery and in KS1 and KS2, the quality of the teaching in the 42 lessons seen is good or better in 81 per cent of the lessons, with 19 per cent of the standards very good and, in the remaining 19 per cent, standards are satisfactory.

This compares with the previous inspection where the quality was judged to be satisfactory or better in less than 90 per cent, with 40 per cent good and 15 per cent very good. There has been a significant improvement in the percentage of very good and good teaching.

Good features

The main features of the very good or good teaching are:

- lessons are carefully planned with clear objectives;
- relationships in the classroom are good and lessons are conducted at a good pace;
- teachers possess good subject knowledge and activities are appropriate and secure pupils' knowledge and understanding;
- in the best practice, teachers have high expectations and provide appropriate challenges as well as celebrating pupils' achievements;
- teachers make good use of relevant and enriching resources and, in particular, both the support and the specialist teachers are used very effectively;
- teachers use questions appropriately in class discussion and as a result, pupils offer extended responses.

Where the teaching is satisfactory, minor shortcomings include:

- teachers do too much for the pupils and the introduction to lessons are over long;

- the final plenary sessions are rushed and are insufficiently specific to allow pupils to reflect carefully on what they have learnt, to clarify what they maybe unsure about and need more time to think about.

5.2 Assessment, recording and reporting

The quality of assessment is good. The quality of recording and reporting is satisfactory. Procedures for assessment, recording and reporting were not in place at the time of the last inspection.

- On entry to the school, children are assessed during their first term, by using a baseline assessment test. Assessment information, together with the ongoing recording of pupils' progress and development are used in planning pupils' work.
- In KS1 and KS2, records are kept in teachers' personal diaries and mark books of pupil's progress in the core subjects and in some of the foundation subjects. They are used to inform planning and to help teachers track individual pupil's progress. They also act as a basis for discussion with parents.
- Pupils with special educational needs are regularly assessed and the information is used effectively to identify progressive learning targets for pupils. Support staff intervene regularly to assist pupils in their learning to achieve their targets.
- Levelled samples of pupils' work, to support the recording of NC levels are kept in the core and in a few of the foundation subjects. The majority of examples, however, lack sufficient annotation and dating.
- Pupils' work is generally marked regularly and accurately. Only in the best practice, however, does the marking identify the way forward for pupils to enable them to understand what they have to do next to improve their learning.
- Short and medium term targets are set for all classes and in some cases for groups and individual pupils. Pupils are aware of targets and they help them to focus in their learning on specific and achievable objectives. Pupils are insufficiently involved in their own assessment and evaluation. They do not contribute towards the setting of their own targets as a means of them taking more responsibility for their learning.
- There are two formal opportunities for parents to discuss their child's progress with the class teacher, however, teachers contact parents if concerns arise in the intervening period. Similarly, through the open door policy, parents are able to visit the school at any convenient time, to discuss aspects of their child's progress.
- The quality of the annual report to parents is variable. In KS1 and KS2, the comments for the core and foundation subjects are often too descriptive and lack evaluation. All reports contain targets for individual pupils' improvement, but they are often too brief and lack sufficient detail to enable pupils and parents to focus on what the pupil needs to do to improve.

- The head analyses the National curriculum assessment, teacher and test data and reports the findings to the governing body. The recently introduced snapshot assessment procedures enable teachers to focus on areas of mathematics which pupils need to improve.

5.3 Curriculum

The quality and standards of the curriculum for the under-fives are appropriate and effectively promote the desirable outcomes for children's learning.

The quality of the early-year's curriculum is broad, balanced and relevant. For KS1 and KS2, the curriculum is good and is broad and balanced. The curriculum includes religious education, which is taught in line with the requirements of the Local Education Authority Agreed Syllabus. The quality of the curriculum at the time of the last inspection was also broad and relevant and the provision for the under-five was also very good.

- All NC subject policies are in place and are of good quality. They contain detailed references to the development of basic skills and to the Cwricwlwm Cymreig. Subject schemes of work are of a good standard and are essentially working documents that are constantly being evaluated at regular staff meetings; where the co-ordinators take the lead in the discussions.
- Long, medium and short-term plans are available for all NC subjects including religious education and they successfully ensure that there is progression and continuity in pupils' learning. Careful thought has gone into the setting of design technology and art, and history and geography in alternate terms, to ensure pupils' experiences are progressive and continuous.
- A recent initiative involves the introduction of the personal and social education programme into the curriculum. Each class teacher records on a regular basis the PSE elements that are incorporated into the particular subject lesson. The PSE policy and programme are of good quality and take good account of the ACCAC's guidelines.
- Pupils with special educational needs follow the NC curriculum and have access to all aspects of curriculum provision. The school takes considerable care when pupils are withdrawn that they do not lose out on the work done in the mainstream classes.
- Extra-curricular activities help to enrich pupils' learning experiences.
- The Cwricwlwm Cymreig features strongly across the subjects and in many of the good quality displays around the school.
- The school prospectus makes reference to the homework policy generally in terms of reading, spelling and mathematical tables. A clearer policy for homework with aims and procedures is required so parents are more secure in understanding its purpose.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and the welfare of pupils is good and is in line with the previous inspection report.

- A happy, family atmosphere prevails in the school and staff are constantly considerate and are very sensitive to the needs of pupils. The teachers know their pupils well and give careful consideration to pupils' personal and social needs.
- Pupils new to the school are fully integrated into the work and life of the school. They benefit positively from the support and guidance offered and are making good progress in their learning.
- Teachers are fully aware of pupils' individual learning and medical needs. Good procedures are in place to contact parents or other family members if there is a need to do so.
- The school does not have a formal policy for child protection though, in practice, it follows the Local Education Authority guidelines. All staff are aware of the procedures to undertake and the head takes final responsibility in this area.
- Staff are sensitive to standards of safety and are aware of the poor condition of the playground when pupils are out of class. A member of staff is qualified in first aid. Every care is taken to ensure that pupils work in a safe environment especially when undertaking practical activities. Policies on health and safety and on equal opportunities and racial equality indicate how much the school is sensitive to pupils' welfare and personal and social development. Other policies dealing with inclusion and accessibility issues have yet to be formalised.
- A policy and programme for developing pupils' personal and social education (PSE) are in place and are being effectively implemented. Pupils benefit from carefully considered and sensitively handled lessons in PSE.
- Effective use is made of PSE in a cross-curricular context. In aspects of science and physical education, emphasis is placed on the importance of diet and exercise as part of a healthy life style. A school nurse discusses personal matters relevant to pupils, before they transfer to the secondary school. Older pupils are taught the dangers arising from drug abuse in the Crucial Crew programme.
- When pupils first start school and transfer to the secondary schools, the arrangements and procedures for induction are well established and very effective.
- The school is a happy and supportive environment based on the good relationships that exist between adults and pupils. Relationships are very good at all levels and pupils work and play harmoniously together. Pupils feel valued as individuals and this helps establish their self-confidence.

5.5 Provision for pupils with special educational needs (SEN)

The quality of the provision for pupils with special educational needs is very good. Pupils make good progress towards the targets set for them and they achieve very well, relative to their age and ability. Provision in the last inspection was very good.

- The school's policy and procedures for SEN conform to the requirements of the Code of Practice and the policy is fully implemented. The school promotes a positive, supportive and inclusive learning environment.
- The special educational need co-ordinator (SENCo) liaises closely and very effectively with the teaching staff, the three learning support assistants (LSAs), relevant external agencies and the governing body.
- The SEN register and all other records are well organised and kept up to date.
- Pupils with SEN are regularly assessed to track progress. The school makes effective use of diagnostic assessments to identify weaknesses and to provide relevant support.
- The SENCo, together with the class teachers and LSAs, prepare individual education plans (IEPs) for pupils identified with SEN. The IEPs have realistic and achievable targets to enable pupils to achieve success.
- Parents are given information about SEN procedures in the school handbook. They are fully involved in the termly reviews of IEPs. The targets sent home ensure that the work done in school is effectively supported.
- Class and language withdrawal support is provided for pupils and the quality of the learning is very good and pupils make good progress. The planning in withdrawal sessions is detailed. Good liaison with the class teacher enables the work to be well-structured and relevant to pupils' needs and appropriately matches work in mainstream lessons.
- When working in small groups, pupils enjoy the work set for them. They concentrate well and in both the reading and writing activities, make visible progress and attain good standards.
- Links with outside agencies are very good and effective use is made of the advice and guidance provided.

5.6 Partnership with parents and community, schools and other institutions

The school's partnerships with parents and community, schools and other institutions are good as it was in the last inspection.

- Parents are generally supportive of the school. They appreciate the ready access they have to the head and staff and are supportive of the values that the school promotes. A useful

home-school partnership agreement has been drawn up that is readily accepted by most parents.

- Parents are kept well informed about the life and work of the school. Daily informal contact with teaching and support staff helps parents to know what is happening in the school. The school prospectus is a useful document and provides parents with valuable information, but fails to provide parents with all statutory information.
- The school's active Friends Association makes a valuable contribution to the life and work of the school. The Association organises many social and fund-raising events that enhance links with the local community and provide the school with a valuable source of additional income. Funds raised are used purposefully to enhance learning resources for all pupils.
- A number of parents give freely of their time, helping in the classroom, accompanying pupils on educational visits and supporting extra-curricular activities. Their commitment is greatly valued by staff and they make a positive contribution to pupils' learning.
- The school enjoys successful working partnerships with other schools in its 'family' of schools, especially with the secondary school to which pupils transfer. Arrangements for the transfer of pupils are good and ensure that Y6 pupils look forward to secondary school with confidence. Curriculum links are developing well; regular liaison meetings, an exchange of information and ideas. The introduction of bridging units that span KS2 and KS3, help to promote continuity in pupils' learning experiences.
- Close and effective links have been developed with the local pre-school playgroups.
- The school has established partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students from local secondary schools regularly undertake work-experience placements at the school. Students are well supported by staff and they make a positive contribution to the life and work of the school.
- The school's partnership with the community is successful. Close links with churches, chapels, local charities, institutions and businesses are particularly beneficial and give pupils insight into the life and work of their own community. The school and its various activities are well supported and valued by the local community.
- Overall, the positive partnerships with parents, schools and the local community make a valuable contribution to pupils' learning, motivation and standards of achievement.

5.7 Partnership with industry

The school's partnership with industry is good. Links were satisfactory in the last inspection.

- The school has made good progress in developing a partnership with industry, business and commerce in the locality. Teachers make good use of industry links to support work in many curriculum areas.

- Although the school has no formal, written policy for industry links, a number of successful strategies are in place to raise the economic and industrial understanding of pupils and give them insight into the world of work.
- Teachers have not had opportunity to undertake a relevant, industrial placement with a view to enhance their professional development or to enrich the curriculum provision for pupils.
- Through their visits to local retail and commercial sites and further afield including shops, fire station, post office, hospital, coastguard station and the Milford Haven Marina, pupils are gaining first-hand knowledge of different working environments. Also, as a result, pupils have a good understanding of the variety of work undertaken in their locality.
- The school actively encourages personnel from a wide variety of professions and occupations to speak to pupils about their work. The contribution of visitors such as police and fire service personnel, a water ranger, a mountaineer and a diver together with professional musicians, artists and crafts people, has a positive impact on pupils' learning and motivation.
- Older pupils have visited the Milford Haven Marina and Museum, the coastguard station and the Port Authority and have a good understanding of the nature of work involved in the running of a busy port and waterway.
- The school enjoys a very productive partnership with the local hospital. Younger children visit the hospital and understand the many occupations involved in its running. Children make good use of the 'dressing-up' uniforms provided by the hospital in their role-play activities.
- Older pupils' understanding of the work of the emergency services is enhanced by the school's involvement in the Crucial Crew programme.
- The head and staff are committed to the continuing development of a positive partnership with industry. The links established contribute significantly to pupils' learning, motivation and standards of achievement.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation is satisfactory.

- The head has successfully addressed the key issues from the time of the last inspection. The majority of the policies and schemes of work have been reviewed, modified or reconsidered afresh. This process continues to be ongoing.
- The school underwent a supported self-evaluation review conducted by LEA advisers in 2002 related to geography and as part of a quality mark visit to monitor arrangements for

SEN. The recommendations of both reviews have been fully implemented. The school has not, however, had an external financial audit for the last five years.

- The SDP effectively serves as the school's self-evaluation statement and is closely related to the school's use of subject schemes of work. It is generally a well-planned document with targets identified and success criteria given for each specific component.
- The targets identified in the SDP are short term and the planning for improvements is thereby limited. The absence of any medium or long term targets reduces the impact when planning for future improvements. A more definitive free standing statement on self-evaluation that is more specific, covering a longer period of time is required to allow the school to evaluate the direction it wishes to go in the future.
- As part of its self-evaluation, in practice, the school senior management team has been involved in monitoring staff in class lessons in the core-subjects. Subject co-ordinators are regularly engaged in evaluating provision and standards in pupils' written work and are compiling portfolios containing samples of pupil's work. In some instances, the work is also being levelled to gauge pupils' performance. The monitoring of lessons by co-ordinators to include the foundation subjects is, however, underdeveloped.
- The key issues from the last inspection have been appropriately addressed. The school has made good progress in most areas of the curriculum.

6.2 Leadership and efficiency

The quality of leadership and the efficiency with which the school is run are good. A similar view was expressed at the time of the last inspection.

- The head gives good direction and promotes high standards. The deputy head provides significant support and her organisational skills are used to complement the good management of the school. The Senior Management meet regularly to discuss the outcomes of particular initiatives. They are approachable and their contributions valued by other staff members and parents.
- The whole school staff are united by a sense of common purpose and are ready to offer one another advice. Staff demonstrate a degree of self-criticism in their approach to work.
- Staff are clear about their respective roles and they fulfil their responsibilities honestly and with a sense of purpose and a commitment to work together as a team.
- The school's mission statement and the secular curriculum policy are aimed at providing equal opportunities for all pupils to achieve their potential in a safe and secure environment. All pupils are included in all aspects of the school's life and work. Parents are made welcome and many, including grandparents, are involved in helping in class and in other tasks. Effective measures are in place to eliminate any form of bullying, racial stereotyping and other forms of prejudice.

- The governing body is positively involved in focusing on different aspects of development. All policies and subject schemes of work are appropriately monitored and regular reports are submitted to the governors by the head and staff. Members of the governing body have curriculum responsibilities and regularly visit classes to see the work in progress. The governing body is currently in the first cycle in the process of performance management and has set targets for the head and deputy head. The annual reports to parents comply with requirements.
- The school budget is in surplus and governors make regular checks into ongoing expenditure. Financial priorities are thoroughly discussed and agreed in accordance with the principle that any expenditure should be of direct benefit to the pupils. The school offers good value for money by ensuring that classes are small and teachers receive the maximum support that is affordable.
- The SDP is well constructed on a short-term basis and a list of priorities appropriately identified. Although the SDP is a useful instrument, the absence of further medium and long-term targets restricts its use as a long-term development plan.

6.3 Staffing, accommodation and learning resources

The quality of the staffing is good. The quality of the accommodation and the adequacy of learning resources are satisfactory. The management of resources, including finance, was good in the previous inspection.

- The school is appropriately staffed and includes an effective number of support staff. The head has responsibility for the Y5 and Y6 class for two days a week and a part-time teacher for the other four days. All subjects are taught by class teachers, with the exception of music and games in KS2 that are taught by subject specialists. A peripatetic teacher teaches Welsh as a second language to all classes.
- All staff are well qualified, committed and work well together. Classroom assistants make a significant contribution to children's learning.
- The impact of continuing professional development is good. The school has a monitoring policy for teaching and learning. The introduction of Performance Management criteria for all staff and governors is also effectively improving the quality of the teaching and children's learning.
- The caretaker and cleaning staff ensure that the environment is clean and tidy and they serve the school very well. The lunchtime supervision and catering staff are effective and efficient. The school secretary has responsibility for school administration for only one day a week.
- The school buildings do not have an adequate security system. Communication links between the main building and hall and canteen are unsatisfactory. It is a matter of some urgency that a secure system is installed in the school.
- Overall, the accommodation is barely satisfactory. The school was built at the beginning of the last century. A hall was recently added some distance away from the main building.

The hall now serves as a classroom and indoor physical education takes place in the school canteen, a room sited away from the main building. Its low height and small floor area restricts physical activities. There is no covered walkway and pupils cross between the buildings in all weathers.

- The reception class has no appropriately secure outdoor area for promoting children's physical development. Staff effectively ensure that the physical education curriculum is fully implemented and as a result, the children's physical development is very good.
- The school has a hard surfaced play area used at playtimes and for games. The surface is gritty, abrasive and uneven and does not provide a secure grip for rigorous activities. It represents a safety hazard when pupils use it at playtimes and at lunchtimes.
- The quality of the learning resources is generally satisfactory. The school has an adequate number of computers and the central thoroughfare has been successfully converted into a library area. Resources for geography and religious education are limited. There are also insufficient reading and reference books available to encourage pupils in the independent use of books and in support of the curriculum.
- The school makes good use of the local environment and older pupils participate in residential visits. Visitors to the school speak on a broad range of subjects to enhance pupils' learning.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for the under-fives is appropriate to their needs and they are making good progress towards the Desirable Outcomes for Children's Learning. Standards are very good in five of the areas of learning and good in the sixth area of creative development. In the previous inspection, standards were very good in two of the learning areas and good in the other four areas. This represents a significant improvement.

Children's language, literacy and communication development is very good.

- Children make very good progress in their language skills. They listen attentively to each other and the teacher and respond enthusiastically to opportunities to talk maturely about their experiences. They enjoy listening and responding to stories, songs and poems.
- Children enjoy books and handle them carefully and understand how they are organised. Many children have made a confident start to their reading and are able to talk about aspects of the text.
- The majority of the children have good pencil control and form recognisable letters, most of which are correctly formed. The more able write independently using a dictionary and

their phonic skills aid their spelling. Children are developing a good vocabulary in Welsh and most ask questions and respond accurately in simple sentences using good diction.

Children's mathematical development is very good.

- Children's understanding of number is developing very well. They recognise the numbers up to 40; they count up to 20 in twos and some count to 40.
- They use mathematical vocabulary to identify two and three dimensional shapes and use terms such as "heavier or longer than" to describe objects. Children understand the purpose of money and use coins in their structured play and work out simple problems.
- Children recognise and recreate pattern and have an awareness of number operations such as addition and subtraction and are beginning to understand the language involved. Children count up to ten accurately in Welsh.

Children's knowledge and understanding of the world is very good.

- A comprehensively planned programme of activities, which enable children to appreciate their own and other cultures, enhances children's knowledge and understanding of the world. They take part in St. David's Day activities, visit local places of interest and develop simple mapping skills to help understand their immediate environment. They visit the local hospital, post office and railway station to learn about people who help us.
- Children learn about other cultures, for example, a Japanese lady visited the class to demonstrate appropriate aspects of life in Japan. They understand the features of the different seasons and the concept of time in relation to the sequence of their normal day. They discuss past events in the context of their immediate family. Children begin to develop good investigation skills, through structured activities, such as cooking and in discussing food hygiene. They use computers and listening centres confidently with increasing skill to support learning.

Children's physical development is very good.

- Children move with control and co-ordination. They show good awareness of space and confidently show good running, jumping, skipping and catching skills. In dance lessons, children respond quickly to music and make imaginative shapes, individually and in pairs.
- Children learn how to use crayons and paint brushes correctly, use construction kits effectively and handle small tools with care and increasing skill. Children use a computer keyboard and control the mouse effectively.

Children's creative development is good.

- Children enjoy a wide range of musical activities. They sing simple songs and rhymes in Welsh to develop their diction and intonation. They draw plans to make models and instruments and evaluate their effectiveness; for example, they made simple musical instruments, compose their own tunes using simple musical notation and evaluate their performance.

- Children play imaginatively in role-play situations such as, the shoe shop and thereby reinforce other learning areas. Children experiment with colour, shape and texture and explore the properties of different materials.

Children’s personal and social development is very good.

- Children understand the code of conduct expected by the school and know the difference between right and wrong. They work and play together co-operatively showing care, consideration and respect for one another and staff. They sustain attention and concentrate on their tasks and are sensitive to the needs and feelings of others. Children respond thoughtfully to acts of worship and recognise the special nature of the occasion.

English

Standards of pupils' achievement in KS1 are very good and in KS2 are good. In KS1 and KS2, standards are very good in speaking and listening and good in reading and writing. This is an improvement on the last inspection.

Good features

- Pupils hear a broad range of stories and poems, conveying a range of messages that relate well to their emotions, feelings and first-hand experiences.
- In class discussions, pupils speak with confidence and are articulate when discussing stories and poems. They readily read their own poems and are very appreciative of one another's efforts.
- Class activities arising from stories and poems include pupils' use of simple dictionaries to help with spelling. In addition, regular phonic recognition activities help pupils to spell words accurately and to categorise words into common groupings.
- Pupils are developing a good vocabulary of words and phrases to help them produce, in their emerging written work, some simple sentences of good quality.
- Younger pupils undertake "My favourite" book reviews. They explain what "author," "character" and "illustrator" mean in simple terms.
- Older pupils write sentences using a capital letter and full stop correctly. They select the right word to fill in the gap. In writing simple stories they use appropriate descriptive language.
- Pupils have spelling books and regularly check spellings by "look and say" and "cover and check."
- Older pupils write descriptive accounts following a visit to a supermarket or on making new-year resolutions. They correctly choose words that make sense in a sentence and underline verbs correctly in sentences. Pupils construct their own glossaries and competently identify words with unusual past tense, such as sleep/slept, eat/ate.

- In KS1 and KS2, pupils achieve good standards in reading. They read at an appropriate level and are making good progress when involved in shared, paired and group reading activities.
- In KS1, pupils use their knowledge of phonics effectively to help them de-code unfamiliar words. In KS2, many pupils read with good understanding and expression and anticipate the text well.
- In KS2, pupils have a good understanding of the major elements that make up an interesting story. They use good quality descriptive vocabulary to enhance their work.
- Pupils understand and recognise the terms, nouns, verbs and adjectives and the basic use of punctuation. Pupils know what homonyms are and what are singular and plural prefixes as well as verbs in the first, second and third person. They have a good understanding of punctuation.
- In creating their own newspaper reports, pupils appreciate the main features of a headline and successfully discount unimportant words. Able pupils decide on the tense of various verbs and of how to change texts from third person to first and from the past to the present.
- Older pupils in KS2 understand the way poems are structured and organised into a particular genre, for an intended audience. They create their own humorous poems and appreciate how humour can be used to persuade people to listen to the message.
- Pupils edit their work and re-draft using the computer. They make very good use of information and communications technology (ICT) to develop reading and writing skills. They write reviews by stating what the story is about and offer their opinion of the way characters are described as well as evaluating the story overall.
- Pupils correctly identify different types of stories including, legends and fables and know the difference between fiction and non-fiction. They write their own plays to perform. They are good at writing dialogue and in presenting, in written form, reasons for and against certain controversial topics, for instance, the culling of badgers.

Shortcomings

- Pupils' reading standards are good but the repertoire of reading material is only adequate. It is unduly narrow and, in some cases, unnecessarily restricts pupils' reading experiences.
- The amount of good quality creative writing by pupils in KS2 is also generally limited.

Mathematics

Standards of achievement are good in KS1 and KS2. In the last inspection standards were good in KS1 and satisfactory with good features in KS2.

Good features

- By the end of KS1, pupils have a good knowledge of number and calculate with increasing accuracy. Older pupils demonstrate good understanding of place value and recognise odd and even numbers.
- Older pupils name and describe the features of a circle, triangle and rectangle and refer to properties such as the number of sides and the angles. They make and describe symmetrical patterns and recognise right angles in two-dimensional shapes.
- Pupils find different ways of making up 45p using only silver coins and are confident in working with numbers up to 50. They count on confidently to find missing numbers in addition equations up to 10.
- Older pupils in KS1, read time accurately to include half past and to the hour as well as quarter past, using notational time.
- Younger pupils in KS2 write in figures and words to at least 1000. They know what each digit in a three digit number represents and they partition 3 digit number into hundreds, tens and units.
- Pupils recognise and use the four-point compass accurately. The more able work correctly using the eight-point compass. They understand an appropriate range of mathematical vocabulary and can find objects on a simple map grid using the points of the compass.
- Pupils use the four numbers operations to solve simple problems involving numbers and money. They know that one whole turn is 360° or four right angles.
- Older pupils in KS2 understand what each digit in a four digit number represents and they partition four digit numbers appropriately. When carrying out computation with number, pupils estimate their answers with reasonable accuracy. They draw geometric shapes using co-ordinates in one quadrant and accurately use co-ordinates to draw shapes in four quadrants, using negative numbers.
- Pupils apply formulae for working out the perimeter and area of simple compound shapes and they draw and interpret correctly simple distance time graphs.
- By the end of KS2, pupils have a good knowledge of fractions, decimals and percentages and have a good recall of the number facts in multiplication.
- Pupils make good use of ICT when undertaking mathematical activities.

Shortcomings

There are no significant shortcomings.

Science

Standards of achievement are good in KS1 and KS2. In the last inspection, standards were good in KS1 and satisfactory with good features in KS2.

Good features

- Pupils develop an understanding of a fair test when comparing and conducting an experiment.
- Pupils in KS1 investigate different materials for wall covering in the different rooms of a house. They test which materials are best in wet or dry conditions and compare the results with their predictions.
- Pupils understand that an electrical circuit has to be complete in order to work. They find out which materials are suitable for the circuit to become complete and record their findings.
- Pupils study food hygiene and find out which foods promote a healthy lifestyle. They have a good knowledge of living things and describe the conditions necessary to keep things alive.
- Younger pupils in KS2 investigate the properties of different sorts of rocks. They conduct tests to find out which are the hardest and about ways to test fairly. They understand the importance of the question; 'How do you know?'
- Pupils understand the concept of a force, including pushing and pulling. They use appropriate investigation skills to measure the force needed to move objects using a Newton meter.
- Pupils investigate the properties of light and shadows and compare how the height of the torch alters the length of the shadow. They record their results in graphical form correctly, using information and communications technology.
- Pupils have a good scientific vocabulary and discuss their investigations by explaining the need to find out how the investigation was carried out and the implications of outcomes.
- Older pupils in KS2 conduct experiments to find which materials are conductors or insulators and the more able pupils use the interactive whiteboard in conjunction with a computer program to investigate materials that become electro-magnets, when an electrical current is passed through them.

Shortcomings

- Pupils' investigation skills are limited. The use of prescribed recording sheets unduly narrows the focus of pupils' learning experiences.

Welsh second language

Standards of achievement are good in KS1 and KS2. This is an improvement on the last inspection where standards were satisfactory in KS 2.

Good features

- Pupils pronounce words, phrases and sentences accurately and with good diction and intonation. They have a good recall of a broad range of Welsh songs that help them to perfect their intonation and expression.
- In KS1, pupils accurately recall the names of building materials in Welsh in relation to the story of the three little pigs. They also name the different types of building to be seen in their village. In accumulating a working vocabulary, pupils competently build up a complete sentence when responding orally.
- Older pupils confidently read a simple script when enacting their visit to an imaginary estate agent, set in the corner of the class and when looking at the various types of houses that are for sale. They read many of the sentences from the text unaided.
- In celebrating St. David's Day, pupils learn how to label each item of clothing associated with a Welsh ladies costume and the Welsh football kit.
- Pupils recognise common patterns that make up sentences. Older pupils string sentences together and can vary their sentence patterns and select words and phrases correctly for a specific purpose. Pupils successfully fill in missing words from the story of Dewi Sant.
- In KS2, younger pupils accumulate a range of phrases and recall accurately responses to questions related to the weather, days of the week and months of the year.
- Pupils interpret correctly the meaning of Welsh road signs and of Welsh villages and towns on a Welsh map of Pembrokeshire.
- In learning about their local area in Welsh, pupils have a good appreciation of their environment and its distinctive features.
- Older pupils in KS2 engage successfully in simple conversation to communicate ideas and information. They are competent in reading simple Welsh texts and answering questions about it. Pupils know how to form sentences to create a dialogue.
- Pupils learn about Welsh heroes from the past and the part they played in developing Wales. They respond immediately and confidently in oral discussion, when asked about their likes and dislikes, on a range of topics including animals, foods and sport.
- Pupils write using complete sentences and older pupils sequence sentences to form paragraphs and mini-stories and offer descriptive texts of good quality.

Shortcomings

- Pupils' use of ICT to enrich their learning experiences is underdeveloped.

Design and technology

Standards of achievement are good in KS1 and KS2. In the last inspection standards were unsatisfactory.

Good features

- In KS1 and KS2, pupils develop good skills when working with a wide range of materials and components.
- Pupils in KS1 design and make glove puppets. They draw their designs, list the materials for use and evaluate the finished product. They demonstrate good skills in cutting, sticking, gluing and decorating.
- Pupils plan an efficient floor area for a home and make three-dimensional models from their drawings. They design and make furniture and fittings for their models and evaluate their work.
- Pupils consider the advantages of healthy eating for their bodies and design a healthy fruit salad testing the ingredients and evaluating the tastes of their different recipes.
- Younger pupils in KS2 study the advantages of hydraulic and pneumatic power for their models of diggers. They list the materials needed and write instructions clearly and logically for the construction of their models.
- Older pupils use ICT effectively to develop modelling and logo skills.
- Pupils research the need for bags for different purposes, create designs and list materials, produce the bag from their designs and evaluate the usefulness of the product. In the making of the articles, pupils display good stitching and cutting techniques.

Shortcomings

- Although pupils in KS1 construct models or articles of good quality they only know about a limited number of devices.
- Pupils in KS2 have limited design skills and are too reliant on constructing models, using commercially made kits.

Information technology

Standards of achievement are good in KS1 and KS2. In the last inspection, standards were satisfactory in KS1 but unsatisfactory in KS2.

Good features

- In both key stages, pupils confidently use a range of ICT, including computers, listening stations, voice recorders and the interactive white board.

- In KS1, pupils make good progress in developing their keyboard skills and in handling the mouse. They are aware of the particular functions of the icons and can click and drag confidently.
- Pupils save, edit texts and print out work competently. They use colour magic to colour, fill and paint in a variety of contexts across the curriculum.
- Pupils load and access CD ROMs for information and use the Internet to search for information on a range of topics.
- In KS2, pupils use IT throughout the curriculum and use word processing and data base skills effectively. They insert clip art pictures appropriately into their text to illustrate their writing.
- Pupils use spreadsheets confidently to collate and record information for their project on temperature and the weather. They create questions to gather information for their project on houses.
- Pupils use directional language to control and produce a sequence of instructions to control the movement of a roamer to enhance their learning of the eight-point compass.
- Older KS2 pupils use the Internet and access CD ROMs for information with confidence for their project on World War Two. They produce a variety of block and line graphs together with pie charts to display their information.
- Pupils use the interactive white board confidently both interacting with the teacher and when undertaking independent learning in science.

Shortcomings

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

History

Pupils achieve good standards in KS1 and very good standards in KS2. In the last inspection, standards were satisfactory with good features in KS1 and good in KS2.

Good features

- In KS1, pupils have a good understanding of how things today differ from those used in the past and give valid reasons why they are different. They look at homes today and compare them effectively with, for instance, those of the Victorian past by comparing certain items seen in kitchens, bathrooms and elsewhere in the homes with those used today.
- The use of time lines when covering various historical periods helps to reinforce pupils' understanding of chronology. They have a good appreciation of what is meant by past and present.

- Pupils act as historical detectives by using their observational, problem-solving and communication skills effectively to identify various Victorian artefacts on display in the classroom. They successfully decide what the majority would have been used for and what we use instead today.
- In KS2, pupils understand the importance of historical evidence as sources to discover what happened in the past and effectively use actual historical texts and photographs in doing so.
- Pupils think for themselves about the evidence and propose their own interpretations and explanations of past events.
- Pupils make good use of role-play activities, for instance, in the study of World War Two, how neighbours react to a bombing raid, so as to come to a better understanding and appreciation of how people felt at that time.
- Pupils write extensively in history and produce very good accounts of past events. They use their imagination and creative skills purposefully to describe and explain the human dimension to many historical periods.
- For each historical period, pupils involve themselves in looking in depth at some aspect related to the Welsh dimension, thereby increasing their knowledge and understanding of the distinctive characteristics of Welsh culture and heritage.
- Pupils make good use of ICT in their work and especially in the use of CD ROMS, the Internet and more recently, the interactive white board.

Shortcomings

There are no significant shortcomings.

Geography

Standards of achievement are good in KS1 and KS2. Standards were only satisfactory at the end of KS2 in the previous inspection.

Good features

- In KS1, pupils extend their knowledge of homes by looking at homes around the world and for this, they locate accurately particular countries using a globe and a world map.
- Pupils consider carefully the various types of houses for sale at a fictional estate agent shop, set up in the corner of a classroom. They discuss their designs and plans as well as their location on building sites with understanding.
- Pupils know about how to care for the countryside and about some of the rare flowers that grow, for instance, on Snowdon.

- Pupils draw a plan of the school and of the classroom and understand how to interpret them by using various symbols to represent objects and their exact location.
- Pupils have a good understanding of how maps are made and use simple grid references and symbols to locate places.
- In KS2, pupils write about places they have been to on holiday and identify their location on various maps. The walls of the classroom have the names of the points of the compass to help pupils understand direction and location.
- Pupils compare and contrast their village with Chembakoli, a village in India and with the capital of Wales. They write good quality descriptive accounts about them and show they understand the many human and physical geographical differences between them.
- In both key stages, pupils possess sound knowledge of their local area, including Haverfordwest, the Cleddau and Milford Haven. Older pupils write extensive accounts in their respective projects, such as, the local waterways and the dock area at Milford as well as topics on mountains around the world.
- Older pupils use ICT and CD ROMS effectively to investigate the environment by looking at issues related to conservation, ecology and pollution especially in relation to the local disaster when the "Sea Empress" ran aground.
- Aspects of human geography are discussed thoroughly by older pupils, when discussing people's occupations in Pembrokeshire and how different types of environment affect people's lifestyles. They also understand how climate affects the environment in their study of contrasting villages in Wales and India. Pupils understand the difference between a staple and a cash crop.

Shortcomings

There are no significant shortcomings.

Art

Standards achieved are good in KS1 and KS2. The standards in the previous inspection were also good.

Good features

- Pupils develop their skills appropriately and use a wide range of materials, equipment and techniques. They work with a local Welsh artist to produce ceramic tiles that are used to create a mural of Hook.
- In KS1, pupils make good use of their skills of observation and understanding of line and tone when drawing toys and natural objects.
- Pupils take care when choosing colours and show skill in mixing them and using the different shades and hues imaginatively in their work in the style of Matisse.

- Pupils demonstrate good creative skills when designing and producing their patterns, using vegetables as pattern blocks. They use different colours and shapes to explore pattern and evaluate their own and other's work. They demonstrate ICT skills by creating a variety of patterns using colour magic.
- Younger pupils in KS2, use their sketchbooks to draw portraits demonstrating their skills in line and tone. They mix and use colours to create posters warning of the dangers from over exposure to the sun. They explore shape and colour demonstrating their skills of printing, rubbing and painting fish and sea creatures.
- Older pupils in KS2 produce good quality sketches of portraits and observational drawings, showing good use of perspective, line and tone.
- They study the techniques of famous artists such as Monet and Matisse and paint their own pictures in the style of these artists. Pupils learn about the work of Welsh artists; for example, John Smout and use his ideas as an inspiration for their pictures to show structured landscapes.

Shortcomings

There are no significant shortcomings in the work.

Music

Standards of achievement are good in KS1 and KS2. In the last inspection standards were satisfactory.

Good features

- In KS1, the majority of pupils demonstrate good understanding of tone and rhythm as they sing a variety of songs and hymns. Their diction is good and they begin to pay appropriate attention to the quality of the sounds.
- Pupils explore sounds in a variety of ways. They develop good creative and composing skills as they explore and analyse a range of sound stories.
- In assemblies, pupils sing in tune enthusiastically and with enjoyment. They listen to and appreciate the music of Welsh composers such as Carl Jenkins.
- In KS2, pupils display a good understanding of rhythm; they compose, perform and evaluate their rap songs on the theme of 'keep our school tidy.'
- Older pupils in KS2 discuss the content of songs from the period of World War Two to explore social issues. They sing in two-part harmony and demonstrate an awareness of diction, dynamics and pitch. They respond to the meaning of the words by singing with expression.
- Pupils receive good specialist tuition in violin, brass and woodwind instruments.

- Extra-curricular clubs rare held during the lunch hour for recorder lessons and the school choir. Pupils perform in school and local concerts and such activities make a valuable contribution to the musical life of the school.

Shortcomings

- Pupils' skills in using graphical and musical notation are limited.

Physical education

Standards of achievement in KS 1 are very good and are good in KS2. Previously, standards were satisfactory in KS1 and good in games at the end of KS2.

Good features

- In KS1, pupils understand that warm up activity help to warm up the body.
- Young pupils perform bodily movements, such as, running by raising the legs up high, skipping with knees high and other movements to help improve their muscular and co-ordination functions.
- In KS1 pupils use their bodies very effectively to form arches and dishes and to do so on their backs and fronts. All pupils try very hard to sustain their stretching movements and to maintain poise and balance. They perform bodily activities accurately and thoroughly.
- Although no games lessons were seen, pupils expressed how they enjoy games, such as football, rugby, netball, hockey, cricket and rounders and they know the rules well. In the summer, pupils also develop their athletic skills. Pupils benefit from attending after school clubs for netball and rugby and an outside gymnastics club and this is evident in the skilful way they perform in their PE lessons.
- In KS2, pupils enjoy building up their skills in using hockey sticks by stopping and hitting the ball with increasing accuracy. Their physical co-ordination is good and they are making good progress in developing appropriate ball skills.

Shortcomings

There are no significant shortcomings in the work seen

Religious education

Standards of pupils' achievement are good in KS1 and KS2. The scheme of work for religious education reflects the requirements of the local education authority Agreed Syllabus. Standards were also good in the last inspection in KS1 and KS2.

Good features

- In KS1, pupils have a good understanding of Biblical stories from the Old and New Testaments. They appreciate that the Bible has many books and covers a long period of time.
- Pupils understand, in simple terms, the meaning and value of some of the major religious festivals, such as the Hindu festival of Holi as the celebration of the colour of spring in India. They know about the ritual people undertake during this event. Younger pupils correctly sequence the main events in the story and older pupils write accurate accounts and explanations of the story including the lighting of the Holikas (bonfires).
- Pupils use the computers to research and investigate Hindu festivals and celebrations. They appreciate how Hindus have a place of worship in their homes.
- Pupils have a good understanding of Christian festivals, such as, Christmas and Easter and understand the meaning of Lent.
- An important aspect of pupils' work is the cross-curricular PSE dimension and they have a deepening understanding of family and friends and how to care for other people and the environment.
- In KS2, pupils continue to develop a good understanding of special places and special books, including the Bible, Qu'ran, Adi Granth and the Vedas and Upanishads.
- Pupils learn about the various symbols of faith in various world religions. They extend their knowledge of Biblical stories by studying the parables of Jesus.
- Pupils appreciate the characteristics of different types of communities, including religious communities and offer good reasons as to why they are important in life. They can correctly explain the significance of Bar Mitzvah in Judaism and the Holy Communion in Christianity.
- Older pupils investigate a broad range of religious texts and appreciate that their original languages are different. They make a close study of the Welsh Bible and know the story about William Morgan. Pupils have some knowledge about a range of festivals and celebrations in all the major religions of the world.
- Pupils know the basic facts about Hinduism, Judaism, Christianity, Islam and Sikhism in relation to their texts, teachings and teachers and selected extracts from their holy books. Their investigations include the use of ICT and a range of relevant software. Good use is made of the interactive white board when presenting information.

Shortcomings

- In KS2, pupils' knowledge about religion is very good and the coverage is impressive, but their "understanding" of the deeper principles and precepts less secure.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The key issues in the previous report were to:

- **raise the standards of achievement in both key stages in DT and in IT in key stage2;**
- **ensure that schemes of work, which promote high quality provision, are completed for all subjects;**
- **develop and implement a whole-school policy which enables consistent and accurate assessment to be made and used to inform planning;**
- **produce a SDP which identifies and prioritises clear targets for improvement and is an integral part of financial planning;**
- **maintain the good and very good features of the school.**

In reply to the first key issue; an in-service training day was held for staff and a new scheme of work designed to cover the NC requirements over a two-year cycle. DT is now taught on an alternate basis with art.

The second key issue was resolved when teachers attended a NOFF training. More computers were purchased for the school to allow for a mean average of four per class. A network system was introduced and new initiatives continue to be developed.

In response to the third key issue; schemes of work were designed to complement Curriculum 2000 and various commercial schemes purchased to consider their assessment procedures.

The final two key issues were addressed by: formulating a whole-school assessment policy with detailed procedures for using assessment to inform the planning and, producing a new SDP with clear targets.

8.2 Key issues for action

Whilst recognising the high standards achieved in this inspection and the real progress made since the last inspection, the head and governing body need to:

- attend to those areas that are judged to be satisfactory so that standards are raised to good or better;
- involve pupils in evaluating their achievements and setting targets for improvement;
- purchase additional resources for geography, religious education and general reading books in English and reference books for a school library;
- devise a homework policy with clear aims and procedures and formal policies for child protection, inclusion and accessibility;

- ensure that the annual reports to parents are evaluative and inform parents about pupils' strengths and weaknesses;
- produce a whole-school self-evaluation statement that expresses more specific medium and long term targets as part of planning for improvement;
- install, as a matter of some urgency, a security system for the school buildings, improve the quality of the playground surface and provide a secure play area for the children under-five;
- ensure that the school prospectus fully complies with statutory requirements.

APPENDIX

A. Basic information about the school

Name of School	Hook Primary School
School type	Community
Age -range of pupils	4-11
Address of school	Newtown Road Hook Haverfordwest Pembrokeshire
Post-Code	SA62 4ND
Telephone Number	01437 890343

Headteacher	Mr John Roach
Date of appointment	December 1986 commenced April 1987
Chair of Governors	Mrs S Pettit
Registered Inspector	Mr B Wigley
Dates of inspection	18-20 March 2003

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	9	10	13	15	12	16	8	89

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.6

<i>Staffing information</i>	
Pupil:teacher	19.34:1
Average class	22.2
Teacher : class ratio	1.5:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	KS1	KS2	Whole School
Term 1	92.4	93.4	92.7
Term 2	94.4	94.1	92.1
Term 3	92.1	95.1	94.2

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

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2:					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	6	13	69	13	0
		National	0	4	13	62	20	0
EN: Reading	Teacher Assessment	School	0	6	13	69	13	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	6	13	75	6	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	0	19	63	19	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	19	63	19	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	19	81	0	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	81	In Wales:	80

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

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002								Number of pupils in Y6: 21					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School								23	38	38	0
		National	0	0	0	0	0	1	6	17	43	30	0
	Test/Task	School								5	38	52	0
		National	0	2	1	1	0	0	5	12	41	38	0
Mathematics	Teacher assessment	School								14	57	29	0
		National	0	2	1	1	0	0	4	19	43	30	0
	Test/Task	School								14	43	38	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher assessment	School									19	81	0
		National	0	0	0	0	0	0	2	13	50	33	0
	Test/Task	School								10	48	38	0
		National	0	2	0	0	0	0	1	10	47	38	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:	87.3	In the school:	86
In Wales:	63	In Wales:	63

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

D. Evidence base of the inspection

- Three inspectors spent a total of six days at the school, with two inspectors spending two and a half days and one inspector one day respectively.
- Pre-inspection meetings were held with the head, staff, governing body and parents.
- Forty questionnaires were analysed and overall percentages and additional comments noted.
- Forty-two lessons or part lessons were inspected.
- Interviews were held with the staff and pupils on a range of issues.
- School documents and teachers' planning files were scrutinised and analysed.
- Inspectors attended whole school and class acts of collective worship.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr B Wigley Registered Inspector	Welsh second language English History Geography Physical education Religious education	Context Main findings Standards achieved in subjects and areas of learning Teaching Curriculum Quality of self evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action
Mrs J M H Warr Lay Inspector		Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry
Mr C A Brace Team Inspector	Early years Mathematics Science Design and technology Information technology Music Art	Standards achieved in key skills across the curriculum Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting Support, guidance and pupils' welfare Provision for pupils with special educational needs Staffing, accommodation and learning resources

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