

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

**LAMPHEY PRIMARY SCHOOL
LAMPHEY
PEMBROKESHIRE
SA715NW**

School Number: 668/2222

Date of Inspection: 17-19 October 2005

by

**Mr Jeffrey Harries
W246/78220**

Date: 19 December 2005

Under Estyn contract number: T/049/05P

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Lamphey Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Lamphey Primary School took place between 17-19 October, 2005. An independent team of inspectors, led by Mr Jeffrey Harries undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

There are three types of inspection.

For every inspection, 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 key subjects.

For **full** inspections, there are also reports on every subject.

Estyn decides on the type of inspection given to a school, based mainly on its performance in the past. Most schools receive a standard inspection. All special schools, pupil referral units and any new schools or combined schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

The governing body is responsible for changing its current development plan to incorporate actions in response to the recommendations within 45 days of receipt of the report, showing what the school will do to address the recommendations. This plan, or a summary of the plan, will be distributed to every parent in the school.

Contents	Page
Context	5
Summary	6
Recommendations	11
Standards	12
Key question 1: How well do learners achieve?	12
The quality of education and training	14
Key question 2: How effective are teaching, training and assessment?	14
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key question 4: How well are learners cared for, guided and supported?	17
Leadership and management	19
Key question 5: How effective are leadership and strategic management?	19
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key question 7: How efficient are leaders and managers in using resources?	20
Standards achieved in subjects and areas of learning	22
The under-fives	22
Mathematics	24
Science	25
Information technology	26
History	27
Art	29
School's response to the inspection	30
Appendices	31
A Basic information about the school	31
B School data and indicators	31
C National Curriculum assessments results	32
D Evidence base of the inspection	33
E Composition and responsibilities of the inspection team	33

Context

The nature of the provider

Lamphey Primary School is situated in Lamphey village, approximately two miles to the east of Pembroke town. It was built in 1910, and has been remodelled with additional classrooms built since 1967. It is a very popular school, catering for pupils from the village and outlying districts together with many pupils from the towns of Pembroke and Pembroke Dock. There are 168 fte pupils between the ages of three and 11 years on roll, a figure similar to the last inspection. Around 82% of pupils come from outside the catchment area. Approximately half of the pupils live in a rural setting with the remainder living in, or on the outskirts of the nearby towns. In the main, employment opportunities for families include farming, light industry and oil refining. The rate of pupil mobility is low, many families are of a professional background with few pupils from economically disadvantaged areas.

The entry of children into the nursery is controlled and administered by Pembrokeshire County Council (the local education authority [LEA]). The majority of children entering the nursery class have attended the village pre-school playgroup. They have developed the necessary personal and social skills to make a trouble-free transition into school.

All pupils' home language is English and 98% are of white ethnicity. Around 7.6% of pupils are registered as being entitled to free school meals, a figure significantly lower than county and national averages. Approximately 13% of pupils have special educational needs (SEN) with one pupil having a statement of SEN.

The school, in accordance with the LEA language policy, is a category C school. The aim is to educate pupils to become conversant in English and Welsh to an appropriate standard by the end of Key Stage (KS) 2. There are seven full-time and three part-time teachers, two of whom share equally the teaching of the reception-age class. There are three full-time and two part-time learning support assistants (LSAs) together with two part-time higher level teaching assistants (HLTAs). Pupils are taught in eight single-age classes with nursery-age children taught on a part-time basis during the afternoons only.

The school's priorities and targets

The school's aims include:

- providing a happy, safe learning environment with equal opportunities for all pupils;
- developing pupils' skills in all subjects of the National Curriculum (NC) and religious education, with due consideration to age, aptitude and ability;
- enhancing pupils' spiritual, moral, social and cultural development;
- developing pupils' awareness and appreciation of their locality and educate for sustainable development and global citizenship;
- developing an awareness, knowledge and appreciation of the Welsh language, culture and traditions.

- sustaining a full training programme for staff to keep abreast of current educational practices.

The school's main priorities and targets for 2005-2006 include:

- enhancing pupils' and teachers' ICT skills and develop a school website;
- developing further the active learning approach in early years;
- continuing the 'Catch-Up' numeracy programme for Y3 pupils and extend it to Y4 pupils;
- improving indoor and outdoor facilities for nursery children;
- continuing to develop education for sustainable development and global citizenship;
- improving learning resources in a range of subject areas.

The school was last inspected in 1999. Since that time, the school opened a nursery unit in 2000, and since 2002, it has its own designated area in the east wing of the school. Significant internal modifications and outdoor facilities have been developed. The present headteacher was appointed in January 2005 following a period as acting-headteacher. The present deputy was appointed in September 2005. The school attained the Investor in People Award in 2000, which was reviewed successfully in 2002 and 2004. The Basic Skills Quality Mark was attained in 1999 and was awarded for the third time in 2005.

Summary

1. Lamphey Primary School is a good school with some outstanding features. It has continued to make very good progress since the last inspection. It is managed by a very supportive governing body (GB). The headteacher and staff work conscientiously to fulfil the school's aims and objectives. The inspection team agreed with the judgement made by the school in all of the seven key questions. The school's leadership, quality of teaching, and pupils' enthusiastic approach to learning are major strengths.

Table of grades awarded

2. The inspection team judged the school's work as follows:

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

Standards

Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	85%	3%	0%	0%

3. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's (WAG) target for 2007, in that standards are at least 98% Grade 3 or better in all classes, and Grade 2 or better in at least 65%.

4. The overall quality of the educational provision for children under five is appropriate for their needs, and the children are making good progress towards the Desirable Outcomes for Children's Learning.

5. The standards of achievement of children under five are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative Development	Grade 2
Physical development	Grade 2

6. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	1	2
Science	2	2
Information technology	2	2
History	1	1
Art	2	2

7. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.

8. In the early years, the standards and progress children make in the key skills across the curriculum are consistently good. In KS1 and KS2, pupils' speaking and listening skills are good with outstanding features. They listen carefully and speak very clearly at length with good pronunciation and intonation, using a very good range of vocabulary. They make good use of their numeracy skills particularly in science, design and technology, history and geography. Standards in reading, writing and the use of information and communications technology (ICT) across the curriculum are consistently good. The vast majority of pupils read accurately and gather information from books, however limited space is available in the library for pupils to read for pleasure.

9. Pupils use their writing skills well, for example, in recording accurately their scientific experiments and writing extended accounts in history. Handwriting skills are variable; a significant minority of pupils does not consistently adapt the style to the school's requirements. Pupils make appropriate use of ICT programmes to support their work in science and mathematics and use the internet and CD-ROMs to gather information in a range of subjects.

10. Pupils' bilingual skills are developing appropriately. Pupils have a good understanding of teachers' instructions, ask a wide range of questions to visitors, and confidently respond in Welsh. Pupils' creative skills are developing well; their problem-solving, investigative and decision-making skills are good, particularly evident in their work in mathematics and science.

11. In 2005 at the end of KS1, pupils' attainment according to teacher assessment in the NC core subjects of English, mathematics and science was well above local and national averages with all pupils attaining level two or better. When compared with similar schools across Wales, school performance is in the top 25%.

12. In 2005 at the end of KS2, pupils' attainment according to teacher assessment in the NC core subjects of English, mathematics and science was well above local and national averages. When compared with similar schools across Wales, school performance is in the top 25%.

13. Pupils' behaviour is very good and contributes significantly to the standards pupils achieve and to the quality of life in the school. Older KS2 pupils are developing into mature citizens. The school is a happy, caring and orderly community where pupils demonstrate care, respect and courtesy towards all involved in its life and work.

14. Pupils' attitudes toward learning, the interest they show in their work and their efforts to sustain concentration, often for extended periods, are outstanding features. Pupils work diligently in lessons and are keen to do their best.

15. Attendance rates for the past three terms average 93% and there are no instances of unauthorised absence. The school does not fully comply with registration requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

16. The school is highly successful in preparing pupils to take an active role in the life and work of the local community.

The quality of education and training

17. The quality of teaching in the subjects and areas of learning inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	70%	10%	0%	0%

18. The quality of teaching is a strength in the school. The percentage of Grade 2 and Grade 1 lessons is much higher than the Welsh Assembly Government target for 65% to be good or better by 2007. Lessons of a good standard were observed in every class.

19. Teachers have a very good relationship with the pupils whose efforts and good work are praised regularly which contributes to pupils' making consistently good progress. In all classes, lessons are planned well with clear learning objectives always shared with the pupils. The continuation and progression of developing new skills are well structured in all lessons. Planning for the under fives is appropriate.

20. Teachers have good subject knowledge and use a good range of teaching strategies and resources, particularly evident in the use of role-play in history. Good use is made of interactive whiteboards to keep pupils' attention. Challenging tasks are set for pupils of all abilities, and appropriate summing up of lessons reinforces new learning. Teachers promote equal opportunities and the needs of specific groups of pupils are given active attention, including those with SEN.

21. Assessment, recording and reporting procedures are good and fully meet statutory requirements. The information gathered provides a database which is used purposefully to track the progress of individual pupils as they move through the school, to inform target-setting and to highlight pupils' needs for additional attention.

22. Well-organised records of pupils' achievements are maintained which provide a clear record of progress year on year. Pupils are encouraged to evaluate the quality of their achievements and identify how they can improve their work further.

23. Parents and carers are regularly informed about their child's progress. Annual reports are detailed and of good quality; they celebrate pupils' achievements and give guidance on the way forward.

24. The school provides a broad and balanced curriculum to which all pupils have equality of access. This provision fully meets statutory requirements. The curriculum experiences provided for the under fives have good features which outweigh some shortcomings. They promote the children's all-round development and help them learn effectively both indoors and outdoors. Some teacher-led activities are formal with insufficient opportunity for children to enhance and extend their learning through play. The active learning approach adopted in the early years is in its initial stages and has been identified for further development in the School Development Plan (SDP).

25. The programmes of study in KS1 and KS2 provide a flexible and coherent continuum of learning experiences for pupils across all NC subjects and religious education.

26. The arrangements for learning support, including withdrawal sessions, help to meet the additional learning needs of pupils, including those with SEN.

27. There is good provision for developing learners' basic and key skills and this has a positive impact on standards. The varied programme of residential, extra-curricular activities, educational visits and visitors to the school significantly enrich pupils' experiences.

28. Learning experiences promote pupils' spiritual, moral, social and cultural development effectively. The provision to promote pupils' personal and social development is a distinctive feature.

29. There is a well-established programme for personal and social education (PSE) which includes circle time, and the regular meetings of class and school councils make a strong contribution to developing responsible young citizens. Whole-school and class assemblies are managed well and afford opportunities for reflection which promote pupils' spiritual and moral development.

30. The school successfully develops pupils' awareness, understanding and appreciation of Y Cwricwlwm Cymreig and other cultures. The school actively encourages pupils to use their developing bilingual skills with particularly effective use of the *Tocyn Iaith* scheme.

31. The school's partnerships with parents, the local community, other schools and higher education institutions are good and successfully enrich the life and work of the school and enhance pupils' learning experiences. In the pre-inspection meeting and in the questionnaires returned to the inspection team, parents express high levels of satisfaction with the school. A constructive home-school agreement is in place.

32. The school's commitment to work-related education is good and pupils' learning has been enriched by a range of productive partnerships with local employers and relevant agencies. This aspect of the school's work has improved significantly since the last inspection.

33. Pupils' awareness and understanding of sustainable development is good with outstanding features. Older KS2 pupils have a very good understanding of how they can improve the quality of life now without damaging the planet for the future. Pupils have a good awareness of global citizenship and how global forces can shape the lives of people.

34. Pupils are very well cared for, guided and supported in a caring and happy community. There are good arrangements to help ensure their well-being and safety including appropriate risk assessments. Child protection procedures are appropriate. Many families take advantage of the after-school club.

35. Despite there being little diversity in the school's population, good experiences are provided for pupils to appreciate ethnic diversity and tolerance towards others. There are appropriate policies in place to promote good race relations.

Leadership and management

36. The quality of leadership shown by the headteacher is good with outstanding features. She has a clear vision for improving and developing the school and is supported skilfully by the senior management team, the teachers and support staff. Members of staff are well managed and work effectively as a team. The ethos of the school supports a good quality of life, which is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider community.

37. The governing body (GB) makes a very good contribution to the success of the school. It meets regularly and fulfils all regulatory and legal requirements. Governors take an active role in the strategic direction of the school, are involved in monitoring the quality of provision and have a clear understanding of its strengths and the areas for development. The GB has a very good oversight of the budget and supervises expenditure well.

38. By judging success and evaluating its own performance, the school utilises a very good range of strategies, using a wide range of data and qualitative evidence. This is a significant improvement since the last inspection. Subject co-ordinators sample work regularly, visit classes to monitor lessons and undertake an annual audit of the provision.

39. The SDP is a detailed plan for 2005-2006, showing clearly the school's priorities, and includes timetables, success criteria and agreed costs.
40. The inspection team agrees with the school's judgement regarding its strengths and areas for improvement.
41. The school has made very good progress since the last inspection in terms of addressing the key issues identified in the report.
42. The school employs a sufficient number of qualified and experienced teachers. The LSAs and HLTAs are suitably trained and provide invaluable support for teachers and learners.
43. Overall, learners have access to a very good range of resources that match the demands of their learning experiences. The outdoor environment is an outstanding resource. Although stocked with attractive non-fiction books, the library is under-used as an area for pupils to read for pleasure.
44. The accommodation is adequate for the number of pupils on roll with significant building improvements completed.
45. The school runs smoothly from day to day. The school's administrative secretary performs her duties effectively and efficiently.
46. Overall, the school provides very good value for money.

Recommendations

47. The school needs to:

R1 maintain and further improve the consistently good standards of achievement;

R2 maintain and further improve the high standard of educational provision;

R3 further develop the active learning approach in early years;

R4 ensure registration of pupils fully complies with statutory requirements.

The school is addressing aspects of recommendations one, two and three in its current SDP.

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

48. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

Pupils' standards of achievement:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	85%	3%	0%	0%

49. The overall quality of educational provision for the under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments show that attainment on entry to school is above average for the majority of children.

50. Standards of achievement for children under five are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

51. In the subjects inspected in Key Stage 1 (KS1) and KS2, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	1	2
Science	2	2
Information technology	2	2
History	1	1
Art	2	2

52. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.

53. In the early years, the standards and progress children make in the key skills across the curriculum are consistently good. Nursery and reception age children listen very attentively to their teacher and the LSAs. Children talk very clearly and at length and communicate well in role-play activities.

54. Reception age children respond very well orally to likeable characters in storybooks, discuss readily and respond positively to teacher questioning with the vast majority gaining fluency in Welsh. The more-able children develop good early reading skills. The vast majority develop their ICT skills particularly well.

55. In KS1 and KS2, pupils' speaking and listening skills are good with outstanding features. They listen carefully and speak very clearly at length with good pronunciation and intonation, using a very good range of vocabulary. They make good use of their numeracy skills particularly in science, design and technology, history and geography.

56. Standards in reading, writing and the use of information and communications technology (ICT) across the curriculum are consistently good. The vast majority of pupils read accurately and gather information from books, however limited space is available in the library for pupils to read for pleasure. Pupils use their writing skills well, for example, in recording accurately their scientific experiments and writing extended accounts in history. Pupils make appropriate use of ICT programmes to support their work in science and mathematics and use the internet and CD-ROMs to gather information in a range of subjects.

57. Pupils' bilingual skills are developing appropriately. Pupils have a good understanding of teachers' instructions, ask a wide range of questions to visitors, and confidently respond in Welsh.

58. Pupils' creative skills are developing well; their problem-solving, investigative and decision-making skills are good and evident in their work in mathematics and science.

59. In 2005 at the end of KS1, pupils' attainment according to teacher assessment in the national curriculum (NC) core subjects of English, mathematics and science was well above local and national averages with all pupils attaining level two or better. When compared with similar schools across Wales, school performance is in the top 25%.

60. In 2005 at the end of KS2, pupils' attainment according to teacher assessment in the NC core subjects of English, mathematics and science was well above local and national averages. When compared with similar schools across Wales, school performance is in the top 25%.

61. Pupils' behaviour is very good and contributes significantly to the standards pupils achieve and to the quality of life in the school. Older KS2 pupils are developing into mature citizens. The school is a happy, caring and orderly community where pupils demonstrate care, respect and courtesy towards all involved in its life and work.

62. The school's 'golden rules' are simple, relevant and are clearly understood by pupils and they acknowledge the consistent and fair approach of the headteacher and staff with regard to behaviour and discipline. Pupils are mature, confident and display a high degree of self-discipline.

63. Pupils' attitudes toward learning, the interest they show in their work and their efforts to sustain concentration, often for extended periods, are outstanding features. Pupils work diligently in lessons and are keen to do their best. They display great enthusiasm towards their work and know their teachers appreciate their efforts.

64. Attendance rates for the past three terms average 93% and there are no instances of unauthorised absence. Pupils are generally punctual and keen to attend school; registration sessions and lessons start promptly and pupils settle quickly.

65. The school does not fully comply with registration requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*. On those mornings when whole-school assemblies take place at the start of the school day, pupils are not registered until they return to their classes.

66. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are fully committed to the local community and the school participates in many aspects of community life. Exemplary use is made of the community as a learning resource and pupils regularly serve the community by supporting many civic, cultural, environmental and charitable projects.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

67. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

68. The quality of teaching in the subjects and areas of learning inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	70%	10%	0%	0%

69. The quality of teaching is a strength in the school. The percentage of grade 2 and grade 1 lessons is much higher than the Welsh Assembly Government target for 65% to be good or better by 2007. Lessons of a good standard were observed in every class.

70. Teachers have a very good relationship with the pupils and are very familiar with their backgrounds. The efforts and good work of the pupils are praised and regular encouragement ensures consistently good progress. Teachers use very effective strategies to attract and maintain pupils' attention.

71. In all classes, lessons are planned well with clear learning objectives always shared with the pupils. The continuation and progression of developing new skills are well structured in all lessons. Planning for the under fives is appropriate.

72. Teachers have good subject knowledge and use a good range of teaching strategies and resources, particularly evident in the use of role-play in history. Good use is made of interactive whiteboards to keep pupils' attention.

73. In the best lessons, direct teaching is well organised at a lively pace and good quality questioning encourages pupils to give appropriate responses and explain their thinking and this helps extend their understanding of work. Challenging tasks are set for

pupils of all abilities, and appropriate summing up of lessons reinforces new learning. Teachers promote equal opportunities and the needs of specific groups of pupils, including those with SEN, are given active attention.

74. Assessment, recording and reporting procedures are good and fully meet statutory requirements. Following on from the entry profile and baseline assessment undertaken in the early years, teachers and LSAs regularly observe the children during their activities and assess aspects of their development.

75. In KS1 and KS2, there is a regular schedule of end-of-term assessments in the core subjects and appropriate use is also made of standardised tests. Teachers use published optional assessment materials to help them make annual assessments in the foundation subjects. Pupils with SEN are identified at an early stage and procedures inform the support strategies to be implemented.

76. The information gathered provides a database which is used purposefully to track the progress of individual pupils as they move through the school, to inform target-setting and to highlight pupils' needs for additional attention.

77. Well-organised records of pupils' achievements are maintained which provide a clear record of progress year on year; these are easily accessed from the individual pupil portfolios.

78. Pupils from reception to Y6 are encouraged to evaluate the quality of their achievements and identify how they can improve their work further. Their individual targets are reviewed each term in discussion with teachers.

79. Teachers mark pupils' work regularly. Although inconsistencies were observed in the quality of marking, the best practice indicates what steps pupils need to try next in order to continue making progress.

80. Parents and carers are regularly informed about their child's progress. Annual reports are detailed and of good quality; they celebrate pupils' achievements and give guidance on the way forward.

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

Grade 2: Good features and no important shortcomings

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

82. The school provides a broad and balanced curriculum to which all pupils have equality of access. This provision fully meets statutory requirements.

83. The curriculum experiences provided for the under fives have good features which outweigh some shortcomings. They promote the children's all-round development and help them learn effectively both indoors and in the outdoor environment. Some teacher-led activities are formal with insufficient opportunity for children to enhance and extend their learning through play. There is evident progression between the activities

planned for children in the nursery and those in reception. The active learning approach adopted in the early years is in its initial stages and has been identified for further development in the SDP

84. The programmes of study in KS1 and KS2 provide a flexible and coherent continuum of learning experiences for pupils across all NC subjects and religious education. A relatively new scheme of work for art is now guiding the careful planning in this subject.

85. The arrangements for learning support, including withdrawal sessions, help to meet the additional learning needs of pupils, including those with SEN.

86. There is good provision for developing learners' basic and key skills and this has a positive impact on standards. Firm foundations are laid with the under fives in the early years. A high priority is given to providing additional support in numeracy in Y3 and Y4. Key skills are incorporated into every subject and noted consistently in teachers' planning.

87. The varied programme of residential experiences, educational visits and visitors to the school significantly enrich pupils' curricular experiences. Pupils have access to a range of extra-curricular activities including sport, music and Buzz Club.

88. Learning experiences promote pupils' spiritual, moral, social and cultural development effectively. The provision to promote pupils' personal and social development is a distinctive feature. Whole-school and class assemblies are managed well and afford opportunities for reflection which promote pupils' spiritual and moral development.

89. There is a well-established programme for personal and social education (PSE) which includes circle time, and the regular meetings of class and school councils make a strong contribution to developing responsible young citizens.

90. The school successfully develops pupils' awareness, understanding and appreciation of Y Cwricwlwm Cymreig. Appropriate emphasis is placed on developing pupils' awareness of other cultures.

91. The school actively encourages pupils to use their developing bilingual skills with particularly effective use of the *Tocyn Iaith* scheme.

92. Lamphey School is a socially inclusive community. This is reflected in the quality of relationships throughout the school. Pupils have equality of access and opportunity within the curriculum provided and the school is focused on helping all of them to achieve high standards.

93. The school's partnerships with parents, the local community, other schools and higher education institutions are good and successfully enrich the life and work of the school and enhance pupils' learning experiences.

94. In the pre-inspection meeting and in the questionnaires returned to the inspection team, parents express high levels of satisfaction with the school and are supportive of the aims and values that the school promotes. The Friends Association organises many

social and fund-raising activities that enhance links with the local community and provide the school with a valuable source of additional income.

95. Communication with parents is well-established and effective. Parents are kept well informed through regular newsletters, curriculum topic information, an informative annual report of the governing body (GB), a useful prospectus and by regular meetings with teachers to discuss their children's work and progress. A constructive home-school agreement is in place that has been well received by parents.

96. The school enjoys successful working partnerships with other schools in its family of schools, and with the secondary school to which pupils transfer. Curriculum, pastoral and administrative links are well developed and help promote continuity of education as pupils move from KS2 to KS3.

97. The school enjoys a very successful partnership with an initial teacher training institution. Strong links with a local college provides regular training facilities for students undertaking vocational qualifications. Students are well supported by staff and they make a positive contribution to the life and work of the school.

98. The school's commitment to work-related education is good and pupils' learning has been enriched by a range of productive partnerships with local employers and relevant agencies. This aspect of the school's work has improved significantly since the last inspection.

99. The headteacher has undertaken a relevant industrial placement with a major food retailer, which has contributed to her professional development and management skills, however, no other teachers have undertaken such placement.

100. Pupils' awareness and understanding of sustainable development is good with outstanding features. The school demonstrates a strong commitment to the environment and makes good efforts to act in a sustainable way. Pupils are involved in re-cycling schemes and regularly consider issues of sustainability and how to manage energy and water consumption. Older KS2 pupils have a very good understanding of how they can improve the quality of life now without damaging the planet for the future. Involvement with the Green Giant project stimulates the pupils' understanding of environmental issues.

101. Pupils have a good awareness of global citizenship and how global forces can shape the lives of people. Teachers actively encourage pupils to watch news bulletins and read national newspapers to give them a view of global events. Pupils respond with empathy and concern for the people involved in recent natural disasters and actively raise funds to support those affected.

102. Pupils' entrepreneurial skills are enhanced by opportunities to take part in a range of competitions sponsored by industry and relevant agencies, and through involvement in enterprise activities.

103. The school is committed to life-long learning, and national priorities are well reflected in its life and work. Pupils know their community well and understand what is needed for its continued success.

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

Grade 1: Good with outstanding features
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104. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

105. Pupils are very well cared for, guided and supported. This is a major strength of the school. Observations of pupils during lessons, break and lunch-times reveal how effectively the school manages its care arrangements. Consequently, the school is a happy and caring community. Pupils feel secure and at ease, and know to whom to turn for reassurance and guidance when necessary.

106. Effective procedures are in place to monitor pupils' academic achievements, to guide them appropriately and to communicate with parents about progress. The school enjoys positive partnerships with parents and carers. They have ready access to the headteacher and staff, feel valued and are confident their views are well considered by the school and acted upon.

107. There are very good arrangements to help the youngest children settle into the nursery and again, when they transfer to reception class. Pupils who enter school at other times are quickly integrated and involved in school life as a result of the positive and caring ethos which prevails.

108. Procedures for promoting PSE are integrated most effectively into the life and work of the school. Pupils know their viewpoints are valued, they are encouraged to talk, and they know they are listened to. As a result of suggestions from pupils, a 'playground buddy' scheme operates this term.

109. The school has supportive and beneficial liaison with many specialist support services.

110. Pupils' punctuality and attendance are monitored carefully. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary.

111. The attention given to the supervision and care of pupils by teachers, support staff and other ancillary workers means that pupils are looked after well. There are good arrangements to help ensure pupils' well-being and safety. These include, for example, appropriate risk assessments, staff qualified in first aid and visits from the local police. Many families take advantage of the after-school club.

112. There is a strong emphasis on all aspects of health education and pupils are involved in the Healthy Schools initiative. Procedures for child-protection are carefully documented and known to all teachers.

113. The school pays particular attention to issues of equal opportunity. There is equal access to the curriculum for learners with disabilities and the main building allows ease of physical access.

114. Despite there being little diversity in the school's population, good efforts are made through aspects of the curriculum to provide suitable experiences for pupils to

appreciate ethnic diversity and tolerance towards others. There are appropriate policies in place to promote good race relations.

115. The measures taken by the school to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are effective. Such incidents are extremely rare and the school functions well as a harmonious community where all pupils are valued equally.

Leadership and management

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

Grade 1: Good with outstanding features

116. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

117. The quality of leadership shown by the headteacher is good with outstanding features. She has a clear vision for improving and developing the school and is supported skilfully by the senior management team, the teachers and support staff. There are clear aims and policies that are focused on pupils' needs and are understood and implemented by staff and governors. All members of the staff are well managed and work effectively as a team. The ethos of the school supports a good quality of life, which is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider community.

118. The school considers national priorities very well, for example, it has developed many initiatives to develop pupils' understanding of sustainable development and global citizenship. Very good links with other educational providers and local partners are an outstanding feature in the school.

119. Performance data is analysed in detail. Benchmark information is used to compare the school's performance with other schools. Quantitative whole-school targets are set which are challenging and realistic.

120. By judging success and evaluating its own performance, the school utilises a very good range of strategies, using a wide range of data and qualitative evidence. Subject co-ordinators sample work regularly, and evaluate their areas of responsibility, visiting classes to monitor lessons and undertake an annual audit of the provision. Co-ordinators share evaluation outcomes at staff meetings and act upon them. An effective system of staff appraisal promotes teachers' continuous professional development with appropriate support and training provided for teachers to meet their targets.

121. The GB makes a very good contribution to the success of the school. Governors are highly supportive of the headteacher, staff and pupils and are fully committed to the aims, objectives and vision of the school. Governors are supplied with comprehensive information about the life and work of the school through the headteacher's reports and many governors are actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised.

122. Governors fully understand their responsibilities and they have a very good oversight of the budget and supervise expenditure well. Decisions on expenditure are

closely linked to the priorities identified in the SDP and they make every effort to secure best value for money.

123. Governors take an active role in the strategic direction of the school and have a clear long-term vision for the school's future. They are involved in monitoring the quality of provision and have a clear understanding of the strengths of the school and the areas for development in the future.

124. The GB meets regularly throughout the school year and fulfils all regulatory and legal requirements. Appropriate policies are in place to meet all statutory requirements and these are monitored and reviewed on a regular basis.

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

Grade 1: Good with outstanding features
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125. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

126. The headteacher, governors and staff are committed to maintaining and further improving standards of achievement. All members of staff are involved in the self-evaluation process, with the views of governors, parents and pupils taken into account.

127. Through sub-committees and the headteacher's report, governors play a very active part in monitoring the quality of the provision and have a thorough understanding of the school's strengths and priorities to be implemented through the SDP.

128. The role of curriculum co-ordinators with regard to monitoring and evaluating work is very effective. They have a very good overview of the education provided and identify needs to be developed following formal monitoring in the classroom. Their plans for improvement are implemented effectively through the SDP.

129. The SDP is a detailed plan for 2005-2006, showing clearly the school's priorities, and includes timetables, success criteria and agreed costs. The headteacher has outlined her vision for the school over the coming five years.

130. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and weaknesses for improvement and is supported by a wide range of documentary evidence. A wide range of assessment and test results are closely analysed, including baseline tests and teacher assessments at the end of both key stages. The school makes good use of this analysis to earmark strengths and weaknesses. Under-achieving pupils are identified, given extra support and monitored closely.

131. The school has made very good progress since the last inspection in terms of addressing the key issues identified in the report. It has continued to build on the high standards achieved. The allocation of time to individual subjects has been successfully addressed following ESTYN guidelines. A rigorous programme of monitoring and self-evaluation procedures has been devised and fully implemented. Targets for school improvement are incorporated in the present SDP to facilitate the evaluation of progress.

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

Grade 1: Good with outstanding features
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132. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

133. The school employs a sufficient number of qualified and experienced teachers to teach the curriculum. The arrangements for their deployment and responsibilities, such as the job-share in the early years, are well considered. A specialist outreach teacher visits school to support a disabled pupil and two suitably qualified part-time HLTAs are employed, one of whom covers the organised non-contact planning, preparation and assessment (PPA) time.

134. Curriculum leaders make an important contribution to the development of their subjects and areas; they monitor and evaluate aspects of their subjects and offer guidance to other staff. As part of their programme for continuing professional development, teachers' training in IT and art is impacting favourably on standards in these subject.

135. The LSAs are suitably trained and provide invaluable support for teachers and learners. Students on regular placements also contribute to the support in early years and KS1. In the nursery, the use of experienced volunteers ensures that the adult-child ratio is appropriate.

136. The caretaker contributes very effectively to the maintenance and cleanliness of the school and grounds.

137. Overall, learners have access to a good range of resources that match the demands of their learning experiences; the school budget is used effectively to ensure a good level of resource provision. Although stocked with attractive non-fiction books, the library is under-utilised as an area for pupils to read for pleasure.

138. The outdoor environment is an outstanding resource and provides a stimulating learning resource with help from the Land for Learning initiative. The SDP notes the intention to further enhance the outdoor environment for the early years.

139. The accommodation is adequate for the number of pupils on roll with significant building improvements completed. However, the two classrooms situated in the playground provide only limited, basic provision for the pupils and the classroom occupied by nursery children is restricted for their needs.

140. Spending decisions are well linked to priorities in the school's plans. Recent decisions have led to significant improvements in information technology resources and there has been significant expenditure over recent years in upgrading the fabric of the school.

141. The headteacher and chairman of the GB authorises spending decisions in the school, and the GB finance sub-committee is assiduous in its monitoring role, revising and directing significant areas of spending. There are secure processes in place to ensure good value for money.

142. The school operates effectively from day to day. The school's administrative secretary performs her duties effectively and efficiently.

143. Overall, the school provides very good value for money.

Standards achieved in subjects and areas of learning

Provision for the under-fives

144. The overall quality of the educational provision for the under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Language literacy and communication

Grade 2: Good features and no important shortcomings

145. In the nursery, children generally listen well in the adult-directed activities and willingly respond to instructions and questions. They recall songs and jingles with evident pleasure, choose to browse through picture books independently, use the listening station confidently and follow stories read to them with interest. The children understand that written symbols have sound and meaning and learn to recognise their own names.

146. In the reception class, children sit quietly and listen most attentively to adults and each other. They answer questions readily, offer comments or suggestions which show their understanding of what they see and hear, and talk about their work confidently. They make good progress identifying sounds and key words correctly and make a start on reading independently from appropriate books. Their emergent writing skills are developing well.

Personal and social development

Grade 1: Good with outstanding features

147. Nursery children settle very well into their school routines and they explore and experiment confidently with the new learning opportunities. They relate positively to the adults who care for them and happily join hands to greet each other in Welsh. They play alongside each other harmoniously, concentrate well on their play activities and help to put things away tidily. At *amser snac* they take turns to choose fruit. They show sensitivity when a friend is distressed. The children manage their personal hygiene and dressing themselves well, with adult support.

148. Children in reception enjoy good relationships with the known adults and with each other. They work and play together with enjoyment and appropriate self-discipline. They show very good attitudes towards their learning and are developing responsibility for some of the choices they make. The children understand how to take turns and share, and in a session in the hall, they help each other readily. They use simple Welsh words and phrases confidently and know how to behave appropriately when saying a

prayer. They manage dressing and undressing, and their personal hygiene, independently.

Mathematical development

Grade 2: Good features and no important shortcomings

149. In the nursery, children develop early mathematical concepts and vocabulary, for example, by singing number rhymes, counting by rote to ten, showing five fingers and putting candles on a birthday cake. They count and make simple comparisons in the context of a craft activity, know some simple two-dimensional shapes and understand that money is needed for shopping in their role-play outdoors.

150. Children in reception are developing a sound understanding of numbers up to ten. Most of them add by combining two sets of objects or threading coloured beads and many know how to use the symbols for plus and equals. Their mathematical development is reinforced through a variety of activities such as decorating biscuits with a number of sweets. They name and describe some three-dimensional shapes very well.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

151. Children in the nursery begin to understand the passing of time as they celebrate birthdays, learn the days of the week and months of the year. They observe daily changes in the weather and record these using symbols. The children are developing a good understanding of some people at work, such as the postman and policeman. They know that the bulbs and seeds they have planted need water to grow.

152. Reception children are developing understanding about changes over a period of time by looking at how they themselves have changed since they were babies and by comparing old and newer objects such as cameras and irons. They are learning how to solve problems as they create their junk models. The children experiment and make discoveries using their sense of taste, touch and smell. They acquire and use their ICT skills confidently.

Creative development

Grade 2: Good features and no important shortcomings

153. In the nursery, children enjoy singing rhymes and songs. After listening to the sound made by a non-pitched percussion instrument, they successfully make and play their own 'rain-makers' outdoors. They use a reasonable range of materials to create representational images. During role-play activities, children dress and interact appropriately, and sustain their imaginative play well.

154. In reception, children sing songs in tune in English and Welsh and clap rhythmically when they hear music played. They experience using a range of materials to create their art and craft images which include pictures, collages and model-making. They also use the computer to produce imaginative pictures.

Shortcomings

155. At times, nursery and reception age children do not make their own choices and develop their own ideas sufficiently.

Physical development

Grade 2: Good features and no important shortcomings

156. Nursery children handle small toys and objects with good manipulative control. They display good hand and eye co-ordination, for example, when building a tall tower with wooden blocks. The children enjoy their energetic play outdoors. They develop a good awareness of space as they control the wheeled toys well. They explore the new adventure frame carefully, developing balance and control of their bodies.

157. Reception children handle small tools and materials with dexterity and develop more precise pencil control, for example, as they practise their writing skills. They control the mouse well to move objects on the computer screen. In the hall, they make good efforts to send and catch a range of balls. They understand the need to warm-up before exercising and know the importance of a healthy diet. Outdoors, they enjoy the challenge of climbing, crawling and balancing on the new equipment.

Mathematics

Grade 1	Good with outstanding features	Key stage 1
Grade 2	Good features and no important shortcomings	Key stage 2

Good features

158. In both key stages, pupils understand and use the language of number very well.

159. In KS1, pupils very quickly become familiar with number sequences and identify and use patterns, including odd and even numbers. Y1 pupils reliably count collections of objects and count orally up to 20 and beyond. By the end of the key stage, pupils' understanding of number and place value is good with outstanding features. Pupils calculate accurately at a rapid pace and work confidently with numbers to 100 and beyond. They use a very good range of strategies to reach solutions. Their skills of estimation and problem solving are well developed.

160. KS1 pupils use a variety of practical resources very well to help them develop understanding of number and solve simple problems. They record their work in a variety of ways.

161. Y2 pupils confidently count and record collections of coins and give change from £1.00. They sequence times of the day and collect, record and interpret data from an area of interest, making appropriate use of ICT.

162. By the end of KS1, pupils have a very secure understanding of simple fractions, understand angle as a measure of turn, and know the properties of two-dimensional and three-dimensional shapes.

163. Pupils in KS2 develop further their understanding of place value and patterns and strategies to support their problem-solving strategies. The vast majority have quick mental recall of multiplication facts.

164. Pupils in Y3 have a broad knowledge of shape, space and measures. They extract information from tables and lists and confidently sort numbers using a Venn diagram.

165. In their understanding and using properties of position and movement, Y4 pupils make rapid progress when plotting specific locations using co-ordinates. More-able pupils plot, use and interpret co-ordinates in all four quadrants making good use of their knowledge of negative numbers.

166. Y5 pupils recognise and estimate a good range of angles. They measure angles accurately and use their IT skills to input accurate directions on a LOGO programme.

167. Y6 pupils have a secure knowledge of place value when working with large numbers. They use calculators effectively to check their answers when undertaking money problems.

168. Older KS2 pupils have good knowledge of the relationship between fractions, percentages and decimals and use this to effect in their quick calculations of mental problems.

169. KS2 pupils collate data, often based on class questioning or on investigations in other subjects, and create and analyse different forms of graphs with growing confidence. ICT is used well to support their learning and in the presentation of their work.

Science

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

170. In both key stages, pupils make good progress in developing their scientific enquiry skills. They demonstrate increasing competence in carrying out a variety of interesting investigations. By the end of KS2, pupils are able to plan investigations confidently, and obtain and consider information sensibly; this is an outstanding feature of their work.

171. Pupils in both key stages develop a good understanding of scientific terms and vocabulary. They present their work systematically using a range of appropriate methods which include labelled diagrams, tables and computer-generated graphs.

172. In Y1, pupils respond well to the activity which enables them to recognise and name the major external parts of the human body.

173. In Y2, pupils have a very good understanding of what constitutes a healthy and balanced diet. They sort foods into different categories and give good examples of how different food groups contribute to their health and growth, for example, carbohydrates give you fuel for energy.

174. In Y3, pupils make good progress in developing their knowledge and understanding of materials by observing closely, comparing and describing the properties of a selection of minerals. They record their findings clearly in table form.

175. Pupils in Y4 engage in role-play and model-making in order to demonstrate their understanding of movement in humans and other animals. They know humans have skeletons and muscles to support and protect their bodies. They observe some invertebrates moving and compile interesting fact files about them.

176. In Y5, pupils display good skills in planning and conducting an investigation. They understand the requirements of a fair test and are competent at forming a hypothesis and testing their predictions. They gather information using ICT to enable them to identify factors which could affect pulse rate. They understand well the main functions of the heart and lungs.

177. In Y6, groups of pupils collaborate responsibly to test the solubility of a number of substances. They understand how to change one variable and the need for consistency and accuracy when measuring and read carefully thermometers and stop watches to get best results. They share ideas freely and make sensible suggestions to improve their investigation.

178. Pupils in both key stages are developing a sound awareness of sustainability issues. In Y2 and Y6, pupils benefit from their involvement in the 'Green Giant' project. The older pupils show good understanding of aspects of interdependence in their rural community.

Information technology

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

179. In both key stages, tasks and programs are linked effectively to the subject matter with ICT being used as a tool to support and enrich learning.

180. In KS1, pupils make good progress in developing their keyboard skills and they handle the mouse with confidence. Pupils work independently and co-operatively at computer related activities including developing good word processing skills.

181. Y1 pupils reduce and enlarge graphics and drag them around the screen with developing confidence. With adult support, they cut, copy and paste.

182. Pupils in Y2 confidently use a symmetry tool program on whiteboard to make Rangoli patterns. They vary brush sizes on a paint and graphics program to produce quality art work. Pupils effectively use word processing packages and incorporate images alongside text. They use LOGO packages and the digital camera with developing confidence and use ICT to sort and classify information and to present their findings.

183. At KS2, pupils build effectively on the knowledge, understanding and skills acquired at KS1. Word processing skills develop well and they confidently change font, size, style and colour. They use a database effectively to store information and show an increasing competence in using it. Pupils are well aware of the importance of entering accurate information and given instructions and use the facility to formulate a variety of graphic form.

184. In Y3, pupils effectively use the interactive whiteboard to develop a presentation about the islands of Pembrokeshire, selecting background, colour, text and images to make a bold and interesting opening page.

185. Y4 pupils effectively use a graphics program to enhance their design skills and knowledge of symmetry. They independently save and print their completed work on to hard disk.

186. Pupils in Y5 use a multi-media package well to share, exchange and combine different forms of information, showing an awareness of audience. They make improvements by changing text to headings and adding sound effects. Pupils use their word processing skills effectively when displaying their work on the Tudors.

187. Y6 pupils work co-operatively to plan and create a web page. They use search engines confidently to access information on a wide range of topics. Pupils work well in pairs on laptop computers to communicate and handle information when designing a driving licence.

188. Pupils of all ages and abilities use the computers frequently and competently as an integral part of their learning. Pupils find and select information they require and present their findings using a range of computer facilities. Pupils in both key stages use the interactive whiteboard both as a learning and as a teaching tool to very good effect.

Shortcomings

189. In communicating information, KS2 pupils do not e-mail on a regular basis.

History

Grade 1	Good with outstanding features	Key stage 1 and 2
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Good features

190. In both key stages, pupils communicate their knowledge and understanding of a range of events in a wide variety of ways. They creatively act out episodes from the past through drama and role-play. These are outstanding features.

191. Pupils in both key stages undertake visits to places of historical interest to enhance their knowledge and understanding. Following visits to Carew Castle, a Tudor merchant's house, Castell Henllys, Lamphey Palace and others, pupils organise and communicate historical information for colourful wall displays making appropriate use of ICT. Older KS2 pupils know the significance of primary and secondary historical sources.

192. In KS1, pupils begin to sequence events correctly. They use correct terminology and sequence pictures and events correctly resulting in pupils having a good understanding of chronology.

193. KS1 pupils know facts about numerous historical personalities including Caradog, Gerallt Gymro, Llewelyn, Betsi Cadwaladr, Laura Ashley and others. They recall details of their lives and their contribution to Welsh culture.

194. In KS1, Y1 pupils interpret history accurately, using photographs and artefacts, evident in the study of life in school in Victorian times. They have very good knowledge and understanding of the Welsh Not and its effect on pupils, particularly that of Sir O M Edwards.

195. In their study of characters from Welsh history, Y2 have outstanding knowledge and understanding of how and why Caradog fought against the Romans. They imaginatively role-play an episode of his meeting with Emperor Claudius, using a wide range of historical vocabulary.

196. In both key stages, pupils write extendedly when recording past events, using ICT appropriately. This is an outstanding feature.

197. In KS2, pupils build on the knowledge, understanding and skills acquired in KS1. They are very familiar with chronological frameworks and make very good use of displayed time lines to consolidate their understanding of chronology.

198. Y3 pupils develop good skills in interpreting history when they study the artistic skills of early man.

199. In their study of the Romans, Y4 pupils research the main buildings found in a typical town; they interact very well in group activities and present results with increasing independence. They use ICT appropriately to gather information on different aspects of Roman life.

200. As part of their study of life in the Tudor period, Y5 pupils role-play a meal time and life in a typical Elizabethan school; they develop a very good knowledge and understanding of the characteristics of the period and enhance their enquiry skills by studying and using a range of artefacts.

201. In Y6, pupils develop a good knowledge and understanding of life in a Victorian school, the Rebecca Riots, Lamphey during the second world war and a number of famous people in world history.

Art

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

202. In both key stages, pupils develop appropriate understanding of the visual language of art, craft and design. They make good progress in exploring, experimenting and applying these elements to their work.

203. Pupils make effective use of ICT to help them observe and talk about a range of images, and to research for information. They use well the ideas they gain to stimulate and extend the development of their own work.

204. In Y1, pupils mix and match simple colours successfully to produce their carefully observed portrait paintings.

205. Pupils in Y2 work imaginatively to extend and complete a variety of given half-images, showing good attention to detail and scale. They recognise the characteristics of a painting by Van Gogh.

206. In KS2, pupils in Y3 select a good range of materials and different techniques to create their own cave paintings. Their images show good awareness of line and texture.

207. Pupils in Y4 appreciate the work of designers from a variety of periods and cultures, including some from Wales, as they research their task of designing a chair. Notes in sketchbooks help them shape their ideas as they undertake their model-making with a good degree of individuality.

208. In Y5, pupils' study of still-life images enables them to arrange objects thoughtfully for their own compositions. Their observational drawing skills develop well, helped, for example, by using a viewfinder. They explore ICT effectively to enhance their photographic images.

209. Work by pupils in Y6 reflects a good range of skills and techniques. Inspired by the work of William Morris, pupils design patterns for tiles, paper, and wall hangings. They continue the processes of printing and fabric painting to create outcomes of good quality which also include producing interesting computer-generated tile and paper patterns.

Shortcomings

210. There are no important shortcomings, however, pupils do not work sufficiently with local artists to experiment with some of their methods, and further their knowledge and understanding of the artists of Wales.

School's response to the inspection

The school considers that the inspection was undertaken in a courteous and professional manner. The inspection report has been very well received by staff and governors at the school.

We are pleased that the inspectors have highlighted the significant improvements which have been made since the last inspection and that Lamphey Primary School is recognised as a good school with some outstanding features.

The report recognises that leadership, quality of teaching and pupils' enthusiastic approach to learning are major strengths of the school.

The school is judged to be a happy, caring and orderly community where pupils demonstrate care, respect and courtesy towards all involved in its life and work. In addition we are judged to be a socially inclusive community in which pupils have equality of access and opportunity, where all pupils are helped to achieve high standards.

We appreciate that the report recognises the strong partnerships with parents, the local community and other educational institutions and that the school has meaningful links with local employers.

The staff and Governors recognise the value of the inspection process and in identifying strengths and areas for development, we will be able to continue to develop the quality of education offered to our pupils, and further raise standards of achievement.

We fully accept the recommendations of the inspection report which will become the focus of our action plan. Recommendation four, which relates to statutory registration procedures, has already been addressed and aspects of recommendations one, two and three are included in the current School Development Plan.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents and the Governors' Annual Report to Parents will report on its progress.

Appendix A

Basic information about the school

Name of school	Lamphey Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Lamphey Pembroke Pembrokeshire
Post-code	SA71 5NW
Telephone number	01646 672249

Headteacher	Mrs Margaret Palmer
Date of appointment	January 2005
Chair of governors/ Appropriate authority	Mr John Lewis MBE
Registered inspector	Mr Jeffrey Harries
Dates of inspection	17-19 October 2005

Appendix B

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	7	18	19	25	27	28	18	26	168

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	8.64

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24.6:1
Teacher (fte): class ratio	1.2:1

Term	N	R	Rest of School
Autumn 04	67.6	94.9	94.2
Spring 05	57.4	94.2	91.4

Summer 05	65.5	94.0	93.8
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Percentage of pupils entitled to free school meals	7.6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results - End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005		Number of pupils in Y2:	25					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	0	64	36	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	0	0	56	44	0
		National	0	3	11	63	23	0
En:writing	Teacher Assessment	School	0	0	0	72	28	0
		National	0	5	15	69	11	0
En:speaking and listening	Teacher Assessment	School	0	0	0	60	40	0
		National	0	4	14	55	27	0
Mathematics	Teacher Assessment	School	0	0	0	56	44	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	0	60	40	0
		National	0	2	10	65	23	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	100%	In Wales	80%
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D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results - End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005		Number of pupils in Y6	23									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	4	57	39	0
		National	1	1	0	1	1	5	16	46	30	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	9	52	39	0
		National	1	1	0	0	1	3	17	46	31	0
Science	Teacher assessment	School	0	0	0	0	0	0	4	52	44	0
		National	1	1	0	0	0	1	8	50	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	91.3%	In Wales	71.9%
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- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

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

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and 31 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 48 completed questionnaires were analysed and the inspection team took note of the results; 96% of the responses were positive;
- school documentation was examined.

During the inspection:

- evidence based on the inspection of classes in a total of 41 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-times;
- discussions were held with pupils about aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr J Harries, Registered Inspector	Context Summary and recommendations Key Questions 1, 2, 5 and 6 Mathematics, Information technology, History
Mrs R Steeds, Team Inspector	Key Questions 3, 4 and 7 Under-fives, Science, Art.
Mrs J Warr, Lay Inspector	Contributions to Key questions 1, 3, 4 and 5
Mrs M Palmer, Headteacher	Nominee
Mr S Lewis	Peer Assessor

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

Contractor

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