

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

A Report on the Quality of Education in

**Manorbier V.C.P. School
Station Road
Manorbier
Tenby
Pembrokeshire
SA70 7SN**

School Number: 6683042

Date of Inspection: 20/10/09

by

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Introduction

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

The inspection of Manorbier V.C.P. School took place between 20/10/09 and 22/10/09. An independent team of inspectors, led by 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.

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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 of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Manorbier VC Primary School is located off the A4319 between Manorbier and St Florence approximately one mile north of the village of Manorbier. The school serves the village of Manorbier, Manorbier Newton, Jameston and Lydstep.
- 2 The school reports that the area from which learners are drawn is neither prosperous nor economically disadvantaged with the intake covering the full ability range. However, around 33% of learners are from homes with single parents. Currently, the school has 63 fte (full-time equivalent) learners on roll, including four part-time nursery age children; this is a fall of 15% since the last inspection. Presently 71% of the school population are boys. Around 16% of the total number attend from outside the catchment area, many of whom are on the special educational needs (SEN) register.
- 3 28 learners (44%) have been identified by the school on the SEN register; this is well above the national and local average. No one has a statement of SEN. Nearly all pupils are of white ethnicity and English is the predominant language spoken at home. No learners are from homes where Welsh is the spoken language. Approximately 31% of learners are entitled to receive free school meals, a figure significantly higher than the Pembrokeshire (15.1%) and all Wales (17.5%) averages.
- 4 Learners are taught in three mixed age classes. The entry of nursery age children is controlled and administered by Pembrokeshire local authority(LA).
- 5 Since the last inspection in November 2003, there have been extensive developments to provide play areas and outdoor learning for the Foundation Phase. The Basic Skills Agency Quality Mark was renewed for the fourth time in 2008. During the present inspection, a temporary teacher was employed to cover for a permanent teacher on maternity leave.

The school's priorities and targets

- 6 The school's main priorities and targets for 2009 – 2010 include;
 - raising standards in mathematics and Welsh second language;
 - developing the Foundation Phase curriculum through to Y2;
 - implementing the revised curriculum for key stage 2;
 - developing independence in their learning for learners, and
 - making the most of information and communications technology(ICT).

Summary

- 7 Manorbier VC Primary School is a good school with some outstanding features. It is managed by a supportive governing body (GB). The headteacher and staff work conscientiously to ensure the school's clear values. The personal support and guidance for learners, the assessment procedures and efficient use of resources are outstanding features.

Table of grades awarded

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

- 8 The inspection team agreed with the school's judgement of its strengths and its areas for improvement in four of the seven key questions. In the other three a lower grade was awarded.

Standards

- 9 At the end of key stage 1 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the national curriculum (NC) were above national and county averages in English, similar in mathematics and slightly below in science. The percentage of learners attaining to higher Level 3 was above national and county averages in science, below in English and well below in mathematics. In comparison with similar schools in Wales, the school's performance was in the top 50% but below the highest 25% of performing schools. School performance was slightly above average in comparison with the newly designated family of schools. In the four previous years school performance fluctuated from upper to lower quartiles dependent on the small number of learners being assessed. In 2009, no comparison can be made between the performance of girls and boys owing to the predominance of boys.
- 10 At the end of key stage 2 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the NC were significantly higher

than local and national averages in English and mathematics and higher in science. The percentage of learners attaining to higher Level 5 was well above national and county averages in all three subjects. When compared with similar schools in Wales, the school's performance was in the top 25% of performing schools. It was well above average in comparison with the newly designated family of schools. In the four previous years, school performance was below national and county averages. In 2009, no comparison can be made between the performance of girls and boys owing to the predominance of boys.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	72%	22%	0%	0%

- 12 These percentage figures are below the national average for primary schools in Wales of 84% Grade 2 or better, as published in Her Majesty's Chief Inspector's (HMCI) report for 2007-2008. However, since the last inspection, they show a significant improvement in the percentage of Grade 2 work but a lower percentage of Grade 1 work.

- 13 Overall, the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

- 14 Nearly all learners with SEN make good progress and they achieve the targets set for them.

- 15 In key stage 1 and key stage 2 standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 1
Welsh second language	Grade 3	Grade 3
Information and communications technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Music	Grade 2	Grade 3

- 16 Children's key skills develop well in the early years. From an early age they make good progress in speaking and they make good use of their early skills in listening, reading, writing, numeracy and ICT to promote learning. Their personal and social skills develop well.

- 17 In key stage 1 standards and progress of learners in the key skills of speaking and listening, reading and writing are good. Their use of numeracy and ICT across the curriculum is also good, as is their progress in bilingual and problem solving skills. Their creative skills are very good.

- 18 In key stage 2 learners' speaking and listening skills are good and they read and write well. Their numeracy skills are well utilised, however, their use of ICT across a wide range of subjects is underdeveloped; creative skills are very well

developed. Their personal and social skills are very good and they work very effectively in grouped activities. Their problem solving skills are good but their bilingual skills are less well developed. Learners' thinking skills are very well developed evident in their philosophy lessons; this is an outstanding feature.

- 19 Learners succeed regardless of their social, ethnic or linguistic background; this is an outstanding feature. All learners make good progress towards fulfilling their potential.
- 20 Overall, learners' behaviour and their attitudes towards learning are good. By the end of key stage 2, many demonstrate very good behaviour and attitudes.
- 21 Good features outweigh some shortcomings in rates of attendance achieved by the school with rates slightly below national average. Most learners are punctual and registration is conducted efficiently.

The quality of education and training

22 In the lessons inspected, the quality of teaching was judged as follows :

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

- 23 The quality of teaching falls short of the national average for primary schools in Wales reported by Her Majesty's Chief Inspectors(HMCI) Report for 2007/08 when 83% of lessons were reported to be good or better with 16% being outstanding. In comparison with the last inspection there is a significant increase in the percentage of Grade 2 teaching but a lower percentage of Grade1.
- 24 The outstanding working relationship between teachers and learners promotes effective teaching and creates a strong working ethos in the classes. Teachers and support staff treat learners equally, whatever their gender, race or ability. This is an exemplary feature of the school.
- 25 Teachers demonstrate good subject knowledge in most areas of learning and subjects inspected. They use a variety of teaching strategies and a range of relevant resources in order to offer learners interesting learning experiences. 'Active learning' strategies and an ethos where learners' self esteem is promoted, predominates well in key stage 2 and helps to ensure that boys' interests are utilised.
- 26 In the best practice there is a clear focus on developing learners' key skills. In some instances in key stage 2, the planning of tasks are not consistently matched and specific for the level and learning needs of individuals.
- 27 Assessment, recording and reporting procedures are very good. Annual reports to parents meet with statutory requirements and are of a high standard.
- 28 The school provides learners with equality of access to a generally broad curriculum which meets the interests of learners. However, the teaching time in key stage 2 does not fully meet recommendations.

- 29 The overall quality of provision for the under fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.
- 30 There are well focused schemes of work for all curriculum subjects that ensure appropriate coverage of the NC programme of study. Personal and social education (PSE) is carefully integrated into all aspects of school life.
- 31 In both key stages, teachers' planning identifies relevant opportunities for learners to develop their key skills. However, insufficient opportunities are provided to develop their ICT skills across the curriculum.
- 32 Opportunities to broaden learners' experiences through extra curricular activities are good. Homework for the most part is appropriate.
- 33 The promotion of learners' spiritual development has good features which outweigh shortcomings. Whole school collective worship complies with statutory requirements. However, insufficient opportunities are provided for quiet reflection and learner participation.
- 34 Learners' social and cultural development is good and their moral development is very good. The emphasis on exploring their own feelings and making the most of opportunities to co-operate and express their own views, is an exemplary feature where moral values such as honesty, tolerance and forgiveness are fostered.
- 35 The school's partnerships with parents, the local community, the receiving secondary school and higher education institutions are good. Communication with parents is well established and a constructive home/school agreement is in place.
- 36 The *Cwricwlwm Cymreig* has good features which outweigh shortcomings. There is recent evidence of effective promotion of learners' bilingual skills and this has been identified by the school as an area for further development.
- 37 There are good features in the provision for education for sustainable development, global citizenship and for the development of learners' entrepreneurial skills.
- 38 The school provides outstanding care, support and guidance. The head teacher and staff know the learners well and very effective procedures are in place to monitor and support learners' progress, development and well-being.
- 39 A highly effective partnership has been established with parents and carers. Through the School Council pupils contribute well to decision making and undertake their duties seriously.
- 40 Induction procedures for the youngest children in the nursery are an outstanding feature. Every effort is made to integrate learners quickly and they are given peer guides to help them settle.

- 41 The provision for learners with Additional Learning Needs (ALN) is of a high standard and responds very effectively to the SEN Code of Practice. Learners' individual education plans (IEPs) are clear and relate to the kind of support needed and to relevant resources which learners are actively involved in devising. Close communication with professional agencies ensures that the needs of all are met. Outstanding support is provided for those whose behaviour causes problems.

Leadership and management

- 42 The quality of the headteacher's leadership is good. She is ably supported by the teachers and support staff. This positive leadership gives a clear sense of direction to the work of the school. The school's ethos supports a good quality of life which is reflected in the confidence, trust and co-operation between staff, learners, governors, parents and the wider society.
- 43 The school considers national priorities well and links with other educational providers are good.
- 44 Analysis of performance data is undertaken effectively. Benchmarking information is used to compare the school's performance with the performance of other schools. Whole school quantitative targets are set in both key stages which are challenging and realistic.
- 45 The school manages and improves the performance of individual staff very well. Learning support assistants (LSAs) are encouraged to continue further training resulting in four becoming class teachers; this is an outstanding feature.
- 46 The GB undertakes its duties conscientiously. It meets regularly and through the headteacher's reports, members have comprehensive information about the life and work of the school. The role of the GB in monitoring the quality of provision is less well developed. This has been identified by the school and the LA as an area for further development. The school prospectus does not fully conform to statutory requirements.
- 47 Members of the GB have a very good overview of the budget and they supervise expenditure very well and make every effort to ensure the best value for money.
- 48 The headteacher, governors and staff are committed to maintaining and further improving standards of achievement. The whole staff are involved in the self-evaluation process, with parents and learners' points of view considered by means of questionnaires.
- 49 In judging success and evaluating its performance, the school uses a good range of strategies. The role of curriculum leaders in monitoring and evaluating work is, in the main, developing effectively. They have a good overview of the education and the resources provided. Their plans for improvement are acted upon through the School Development Plan (SDP).

- 50 The SDP is a detailed document which shows the school's priorities clearly, with time limitations, success criteria and agreed costs indicated. There is a detailed outline of matters which are to receive attention.
- 51 The school works closely with the LA link adviser. Regular reviews are held and these give the school a better appreciation of the quality of its provision and the standards achieved.
- 52 The self-evaluation report, produced by the school before the inspection, is comprehensive. It indicates strengths and matters for improvement and is supported by a wide range of documentary evidence.
- 53 Overall, the school has made steady progress since the last inspection with regard to addressing the key issues indicated in the last report.
- 54 The school has a very good supply of well qualified teaching and support staff. LSAs provide very good support to small groups of learners in the classes as well as supporting individuals and learners with SEN; this is an outstanding feature.
- 55 The building is in good condition throughout and kept clean and tidy. The significant surplus space is used effectively to support teaching and learning. The location for teaching Foundation Phase children is good with outstanding features; extensive use is made of it both indoors and outdoors. Very good use is made of the corridors and classroom walls to display younger and older learners work.
- 56 Overall, there is a good range of appropriate resources for the curriculum. For the Foundation Phase and music, they are outstanding. There is a very good supply of computers and interactive whiteboards.
- 57 The school operates very effectively from day-to-day. The administrative officer fulfils her duties effectively and efficiently. Overall, the school provides good value for money.

Recommendations

The school needs to:

- R1 further raise standards in Welsh second language in both key stages, in music in key stage 2 and address the shortcomings identified in the other subjects inspected;
- R2 further develop learners' use of ICT across the curriculum;
- R3 ensure that learners in key stage 2 receive the full recommended teaching time;
- R4 ensure that the school prospectus fully meets statutory requirements.

The school is addressing aspects of R1 and R2 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

- 58 The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report as insufficient outstanding features were identified.
- 59 At the end of key stage 1 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the NC were above national and county averages in English, similar in mathematics and slightly below in science. The percentage of those attaining to the higher Level 3 was above national and county averages in science, below in English and well below in mathematics. In comparison with similar schools in Wales, the school's performance was in the top 50% but below the highest 25% of performing schools. It was slightly above average in comparison with the newly designated family of schools. In the four previous years school performance fluctuated from upper to lower quartile dependent on the small number of learners being assessed. In 2009, no comparison can be made between the performance of girls and boys owing to the predominance of boys.
- 60 At the end of key stage 2 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the NC were significantly higher than local and national averages in English and mathematics and higher in science. The percentage of those attaining to higher Level 5 was well above national and county averages in all three subjects. When compared with similar

schools in Wales, the school's performance was in the top 25% of performing schools. It was well above average in comparison with the newly designated family of schools. In the four previous years, school performance was below national and county averages. In 2009, no comparison can be made between the performance of girls and boys owing to the predominance of boys.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	72%	22%	0%	0%

- 62 These percentage figures are below the national average for primary schools in Wales of 84% Grade 2 or better, as published in Her Majesty's Chief Inspector's (HMCI) report for 2007-2008. However, since the last inspection, they show a significant improvement in the percentage of Grade 2 work but a lower percentage of Grade 1.
- 63 Overall, the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 64 Nearly all learners with SEN make good progress and they achieve the targets set for them.
- 65 In key stage 1 and key stage 2 standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 1
Welsh second language	Grade 3	Grade 3
Information and communications technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Music	Grade 2	Grade 3

- 66 Children's key skills develop well in the early years. From an early age they make good progress in speaking and they make good use of their early skills in listening, reading, writing, numeracy and ICT to promote learning. Their personal and social skills develop well; they form close relationships with other children and with adults.
- 67 In key stage 1 standards and progress of learners in the key skills of speaking and listening, reading and writing are good. Their use of numeracy and ICT across the curriculum is also good, as is their progress in bilingual and problem solving skills. Their creative skills are very good.
- 68 In key stage 2 learners build on the skills developed in key stage 1. Their speaking and listening across the curriculum are good and they read and write well. Numeracy skills are well utilised across a range of subjects, especially in science. Their use of ICT across a wide range of subjects is underdeveloped. Creative skills are very well developed particularly in art and design technology.

Their personal and social skills are very good and they work very effectively in grouped activities. Problem solving skills are good but learners' bilingual skills are less well developed. Learners' thinking skills are very well developed and are evident in their philosophy lessons; this is an outstanding feature.

- 69 Learners succeed regardless of their social, ethnic or linguistic background; this is an outstanding feature. Learners, including those with English as an additional language (EAL) make good progress towards fulfilling their potential and moving forward to the next stage of learning. Key stage 2 learners have a good understanding of the main factors which decide the standards they achieve. They set their own targets in literacy and numeracy to address their shortcomings.
- 70 Overall, learners' behaviour and their attitudes towards learning are good. A clear code of conduct exists throughout the school and most pupils understand what is expected of them. They are aware of the consequences imposed for inappropriate behaviour and appreciate the need for class and school rules, which they perceive as fair. Most learners are friendly, sociable and relate well to staff, to visitors and to each other.
- 71 Most learners have positive attitudes towards their work and play. They listen with interest, co-operate willingly with staff and their fellow pupils, settle quickly to tasks and sustain concentration to the best of their ability.
- 72 By the end of key stage 2, many learners demonstrate very good behaviour and attitudes towards learning. They are developing into independent, responsible individuals who show respect and consideration for all involved in the school community.
- 73 A few learners in the school have complex emotional and behavioural difficulties; most are making progress in managing their behaviour and working within the secure boundaries set by staff.
- 74 Good features outweigh some shortcomings in rates of attendance achieved by the school. Attendance rates for the past twelve months average 92.6%. These rates are below national rates of attendance for pupils of primary school age but in line with rates of attendance for schools that have a similar number of pupils entitled to receive free school meals.
- 75 Most learners are punctual and keen to attend school. Registration is conducted efficiently and learners settle quickly into their class routines.
- 76 Most learners are developing the capacity to work independently, in pairs and as part of a group. They organise group activities fairly, help and support each other and make sure everyone contributes. In the foundation phase, children are encouraged to make their own choices and decisions; they are confident and eager to explore new learning situations.
- 77 Good progress is made by all in their personal, social, moral and wider development. Most understand the need to take responsibility for their actions and they have a strong sense of fair play. Tolerance towards others is a notable feature of their personal development, and most learners have a clear awareness of equal opportunity issues.
- 78 Learners are well prepared to take an active role in the life and work of the local community. They support community activities and initiatives and undertake a

range of visits within the locality, which contributes to their understanding of the community in which they live.

The quality of education and training

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

Grade 2 : Good features and no important shortcomings

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

80 In the lessons inspected, the quality of teaching was judged as follows :

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

81 The quality of teaching falls short of the national average for primary schools in Wales reported by Her Majesty's Chief Inspectors(HMCI) Report for 2007/08 when 83% of lessons were reported to be good or better with 16% being outstanding. In comparison with the last inspection there is a significant increase in the percentage of Grade 2 teaching but a lower percentage of Grade1.

82 Outstanding features in the teaching include :

- excellent use of a range of strategies to motivate pupils and involve them in their own learning; and
- outstanding use of outdoor resources to enhance learning.

83 Good features in the teaching include:

- clear lesson objectives shared with learners;
- good use of a range of resources including interactive whiteboards to stimulate and support learners' learning;
- good questioning that encourages learners to think and challenges them to explain and expand;
- effective behaviour management strategies including good use of praise and encouragement;
- lessons set at a brisk pace, challenges and timescale being appropriate for the tasks; and
- promoting learners' independent learning and investigative approach.

- 84 Shortcomings in teaching include:
- a lack of pace and low expectations which impacts on the amount of work produced by learners; and
 - tasks that are too challenging and not sufficiently matched to all pupils' abilities.
- 85 The outstanding working relationship between teachers and learners promotes effective teaching and creates a strong working ethos in the classes. Adults have a good knowledge and understanding of how learners learn and they display empathy with their personal and emotional needs. Teachers and support staff treat learners equally, whatever their gender, race or ability; this is an exemplary feature in the school.
- 86 Teachers demonstrate good subject knowledge in most areas of learning and subjects inspected. They are becoming more confident as teachers of Welsh second language. Through on-going training, they are familiar with recent developments and the requirements of the revised curriculum in key stage 2 and developing the Foundation Phase. Teachers make effective use of incidental Welsh in lessons, however, learners are insufficiently encouraged to respond and practise their skills in every day situations.
- 87 Teachers use a variety of teaching strategies and a range of relevant resources in order to offer learners interesting learning experiences. Outstanding features were observed in key stage 1 where teaching methods highly motivate learners. 'Active learning' strategies and an ethos where learners' self esteem is promoted, predominates well in key stage 2 and helps to ensure that boys' interests are maintained.
- 88 All lessons have clear learning objectives which are shared with learners so that they understand the purpose of their tasks. In the best practice there is a clear focus on developing learners' key skills; however, the development of pupils' ICT skills is not a prominent feature.
- 89 Assessment, recording and reporting procedures are very good and fulfil statutory requirements. In the Foundation Phase, the quality of assessment is very good and very effective use is made of the information gathered for future planning. A thorough assessment, report and review is undertaken of learners with SEN.
- 90 In key stage 2, teachers set targets in core subjects based on assessments. They are used to develop classroom activities and lead to more focused teaching and learning. Pupils are actively involved throughout; they check their work against the success criteria. Targets are reviewed when there is evidence that they have been met.
- 91 Following the systems and procedures developed by the LA and the 'Family of local schools', effective use is made of evidence from standardised assessments in language and mathematics. Moderating learners' work and

collaborating with neighbouring schools contributes well to strengthening the consistency of the processes for standardising learners' standards of achievement.

- 92 Individual and group tracking procedures are good, highlighting learners' strengths and shortcomings and transferring relevant information between classes.
- 93 Verbal feedback of a good standard is given to learners in the majority of lessons and in the best practice, marking is constructive and identifies the way forward for pupils, especially in language work at the upper end of key stage 2. Older learners are also encouraged to respond individually to the marking, and enter into a dialogue about their work, which is innovative and effective. It encourages them to use their thinking skills, evaluate their work and set individual targets for improvement.
- 94 Annual reports to parents meet with statutory requirements and are of a high standard. They outline learners' skills and achievements in each subject and identify specific targets in relation to their further development. Parents receive opportunities to respond in writing to the reports.
- 95 Parents appreciate the school's open door policy and the more formal opportunities three times a year to discuss their children's progress and achievements.

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
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- 96 The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self evaluation report as insufficient outstanding features were identified.
- 97 The school provides learners with equality of access to a generally broad curriculum which meets their interests. However, the teaching time in key stage 2 does not fully meet recommendations.
- 98 In the Foundation Phase children get a good start to school life and cross curricular topics are successfully interwoven in the reception/ key stage 1 class, giving them access to well planned learning experiences both indoors and outdoors.
- 99 In both key stages there are well focused schemes of work for all curriculum subjects that ensure appropriate coverage of the (NC) programme of study. Personal and social education (PSE) is carefully integrated into all aspects of school life.
- 100 Opportunities to broaden learners' experiences through extra curricular activities are good. Many gain valuable new skills as a result of participation in

football, dancing, cricket, chess, drama, community choir, orchestra and wicket waste clubs. Homework for the most part is appropriate.

- 101 Visits to places of interest enhance learners' learning experiences. Residential experiences enhance the personal and social development of older ones, as well as providing them with pleasurable experiences.
- 102 Visitors to the school complement and extend the curriculum. Eminent local artists, crafts people, storytellers and musicians come to school to share their expertise.
- 103 The promotion of learners' spiritual development has good features which outweigh shortcomings. Whole school collective worship complies with statutory requirements. However, there are insufficient opportunities for quiet reflection and learner participation.
- 104 Learners' social awareness is promoted well by their campaigns to raise money for good causes and charities. They are very aware of global issues. The emphasis on exploring their own feelings and making the most of opportunities to co-operate and express their own views, is an exemplary feature where moral values such as honesty, tolerance and forgiveness are fostered.
- 105 Aspects of the curriculum such as art and drama contribute positively to learners' appreciation of other cultures.
- 106 The school's partnerships with parents and the local community are good. Communication with parents is well established and effective, and most parents are warmly supportive of the school and particularly appreciate the sense of community fostered by the school. A constructive home/school agreement is in place that has readily been accepted by most parents.
- 107 The school enjoys productive partnerships with other schools in the Tenby family of schools and with the receiving secondary school. Transition projects, teacher exchanges, joint planning and well developed curriculum liaison help promote continuity of education as learners move from key stage 2 to key stage 3.
- 108 The school has established productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students are well supported by staff, and they make a positive contribution to the life of the school.
- 109 The school's commitment to work-related education (WRE) is good and is an integral part of learners' learning. The school has developed strong partnerships with a wide range of local businesses and relevant agencies. Visits to commercial and retail sites enhance learners' understanding of the world of work and give them good insight into the range of jobs and professions open to them. Teachers have undertaken relevant business courses and placements that have enhanced professional development.

- 110 The *Cwricwlwm Cymreig* has good features which outweigh shortcomings. Pupils undertake visits in the locality and further afield. However, it is insufficiently planned for learners to study their own culture across a wide range of subjects. There is recent evidence of effective promotion of learners' bilingual skills. This has been identified by the school as an area for further development.
- 111 The school is exemplary in tackling social disadvantage, stereotyping and equality of opportunity for all. The head teacher and staff work in close partnerships with a range of external welfare agencies to secure the best possible support for learners and their families.
- 112 There are good features in the provision for education for sustainable development and global citizenship. Across the curriculum learners' awareness of environmental issues is good. 'Wicket waste club' members are active in their response to recycling, reducing energy consumption, oil spills and forest school projects. Their awareness of global issues extend to expressing their views on issues such as child labour to their local Member of Parliament and raising money for *Amnesty International*.
- 113 The school makes good provision for the development of learners' entrepreneurial skills. Mini-enterprise projects give learners good insight into the running of a profitable business. They speak with enthusiasm about their involvement and the initiatives they undertake.
- 114 National priorities for lifelong learning are well reflected in the life and work of the school. The head teacher and staff are committed to the local community and work in close partnership with a range of local agencies.

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

Grade 1: Good with outstanding features
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- 115 The findings of the inspection team match the judgement made by the school in its self evaluation report.
- 116 The school provides very good care, support and guidance for learners; this is an outstanding feature. The head teacher and staff know learners very well and very effective procedures are in place to monitor and support their progress, development and well-being. The quality of the relationship between learners and staff contributes significantly to enhancing pupils' self-esteem and confidence.
- 117 A highly effective partnership has been established with parents and carers. An outstanding feature is the way in which the head teacher regularly consults parents and carers, listens carefully to them and often acts upon their views and suggestions. Through the School Council learners contribute well to decision making. They undertake their duties seriously and they feel the school listens to them and often acts upon their recommendations.

- 118 Induction procedures for the youngest children in the nursery are an outstanding feature. Every effort is made to integrate learners quickly and they are given peer guides to help them settle. Very effective additional support is offered for pupils with EAL.
- 119 The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous and early intervention ensures any issue is dealt with swiftly and efficiently. The school complies with all requirements set out on National Assembly for Wales {NAW} Circular 47/06, Inclusion and Pupil Support.
- 120 The carefully structured and good quality PSE framework permeates the life of the school and learners have made a DVD of a PSE philosophy session. Early diagnosis and monitoring of learners' individual needs is an outstanding feature and the emphasis on the encouragement of thinking skills linked with the wide use of philosophy, nurtures and develops their levels of self-worth and self-esteem.
- 121 Health and social related topics and sex education are given good attention and the school has achieved Phase 5 of the Health Promoting Schools. Risk assessments are undertaken to ensure staff and learners work in a safe and secure environment.
- 122 The school has effective measures to deal with appeals and complaints and to promote the protection of children. Staff work in learners' best interests to safeguard their well being. Child protection issues are appropriately addressed and ensures that all adults in the school are aware of the correct procedures to be followed and that training is regularly updated.
- 123 The provision for learners with Additional Learning Needs (ALN) is of a high standard and responds very effectively to the SEN Code of Practice and satisfies statutory requirements. The school assesses, monitors and records children's progress from admission, using both screening measures and individual diagnostic assessment. The information is used well to plan appropriate teaching and support for pupils. All staff are involved in the provision and they all share their collective expertise to help them overcome their problems.
- 124 The IEPs are clear and relate to the kind of support needed and to relevant resources. Learners are actively involved in the devising and reviewing of their IEPs as they are consulted about their perception on the nature of their difficulties and what help they feel is needed. Parents are invited to review them each term. Close communication with professional agencies ensures that the needs of all learners are met.
- 125 Outstanding support is provided for learners whose behaviour causes problems. Communication with parents is effective and opportunities are given to reinforce and consolidate learners' sense of responsibility for their actions. Raising self-esteem is given high priority and staff are making good use of the

nurture group training which they receive. Parents praise the care and support which is given.

- 126 There are effective strategies in place to deal with oppressive behaviour, including bullying, racial discrimination and all other forms of harassment. Such incidents are infrequent in the school. In discussion, learners stated that they would be confident in reporting instances of bullying and racism and felt that staff would listen to them and take seriously their concerns. They confirm that the school is a supportive community where all are treated equally.
- 127 The quality of provision for equal opportunities is an outstanding feature and the commitment to social inclusion of all permeates the school's life and work. Individuality and the uniqueness of each one is respected and valued.
- 128 Teachers recognise the diversity of pupils' backgrounds and all have equal access to the curriculum, and all other facilities within the school. Staff are highly successful in promoting gender equality; this is particularly important given that boys make up over two thirds of the school population. In all age groups, boys and girls work and play together, valuing what each has to offer. Good race relations are promoted successfully and the school respects and celebrates diversity.
- 129 The school has made all reasonable arrangements to secure the equal treatment of disabled learners and to welcome disabled visitors to the school. The governing body has produced an accessibility plan and disability equality scheme which demonstrates how the school will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons. Most of the school is accessible to wheelchair users and there are adequate facilities for the disabled.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 130 The inspection team's findings do not match the judgement of Grade 1 as expressed in the school's self-evaluation report as insufficient outstanding features were identified.
- 131 The quality of the headteacher's leadership is good. She has a vision for further improving and developing the school. She is ably supported by the teachers and the support staff. The positive leadership gives a clear sense of direction to the work of the school. The school's ethos supports a good quality of life which is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider society.
- 132 The school's aims and values significantly promote equality for all, and which is reflected in the provider's work; this is an outstanding feature.

- 133 National priorities are well considered, for example, the number of enterprises to develop learners' understanding of sustainable development and world citizenship and the establishment of the Foundation Phase. Links with other educational providers are good. The school council helps learners to contribute to, and influence directly the decisions that affect them.
- 134 Analysis of performance data is undertaken effectively. Benchmarking information is used to compare the school's performance with that of other schools. Whole school quantitative targets are set in both key stages which are challenging and realistic.
- 135 In judging success and evaluating its performance, the school uses a good range of strategies, based on a wide range of data and qualitative evidence. Leaders in most subjects undertake sampling of work regularly, and evaluate their areas of responsibility, visit classes, monitor lessons and make an annual audit of the provision. They share evaluation results in staff meetings and act on them.
- 136 An effective system of staff appraisal promotes the teachers' and support staff's continuing professional development.
- 137 The school manages and improves the performance of individual staff very well. LSAs are encouraged to continue further training resulting in two becoming class teachers; this is an outstanding feature.
- 138 The GB undertakes its duties conscientiously; members have a good awareness of their responsibilities and they are very supportive of the school. Members ensure that the school's aims and objectives are fulfilled and they are active in setting the school's strategic direction. They meet regularly and through the headteacher's reports, they have comprehensive information about the life and work of the school.
- 139 The role of the GB in monitoring the quality of provision is less well developed. As individuals, they do not undertake sufficient responsibility for all subjects. This has been identified by the school as an area for further development.
- 140 The GB fulfils legal and regulatory requirements appropriately, however, the school prospectus does not fully conform to statutory requirements. Members have a very good overview of the budget and they supervise expenditure very well. Spending decisions are closely linked to priorities noted in the SDP and they make every effort to ensure the best value for money.

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

Grade 2: Good features and no important shortcomings

- 141 The inspection team's findings match the judgement expressed in the school's self-evaluation report.
- 142 The headteacher, governors and staff are committed to maintaining and further improving standards of achievement. The whole staff are involved in the self-evaluation process, with parents and learners' points of view considered by means of questionnaires.

- 143 Through the headteacher's reports, governors have a good understanding of the school's strengths and the priorities to be acted upon through the SDP.
- 144 The role of curriculum leaders with regard to monitoring and evaluating work is, in the main, developing effectively. They have a good overview of the education and resources provided. Their plans for improvement are acted upon through the SDP.
- 145 The SDP is a detailed scheme which shows the school's priorities clearly, with time limits, success criteria and agreed costs indicated. There is a detailed outline of matters which are to receive attention.
- 146 The school works closely with the LA link adviser. Regular reviews are held and these give the school a better appreciation of the quality of its provision and the standards achieved.
- 147 A detailed analysis is made of a wide range of assessment and test results including baseline tests in the reception class, teacher assessment at the end of key stages 1 and 2, and the results of other assessments. The school makes good use of this analysis to earmark strengths and weaknesses. This has resulted in an improvement in standards in mathematics.
- 148 Performance management procedures have a good effect on staff development; they contribute effectively to the identification of the professional needs of all staff.
- 149 The self-evaluation report, produced by the school before the inspection, is comprehensive. It indicates strengths and matters for improvement and it is supported by a wide range of documentary evidence.
- 150 Overall, the school has made steady progress since the last inspection with regard to addressing the key issues indicated. It has raised standards in music in key stage 1 and Welsh second language in key stage 2. The provision for children in the Foundation Phase has been significantly improved with a qualified teacher for nursery and reception age children. The learning environment to stimulate physical and imaginative play is now an outstanding feature. Standards of behaviour have improved in key stage 1 together with the presentation of learners' work.

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

Grade 1: Good with outstanding features
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- 151 The inspection team's findings match the judgement expressed in the school's self-evaluation report.
- 152 The school has a very good supply of teaching staff to present the curriculum. Teachers have appropriate qualifications and planning for the delegation of responsibilities is good. Job descriptions give a clear outline of responsibilities.
- 153 The school has invested in an outstanding provision of classroom support staff who are enthusiastic and work very well with the teachers. They give very good support to small groups of learners in the classes as well as supporting individuals and learners with SEN; this is an outstanding feature.

- 154 Teachers attend a good range of training courses and this has a positive effect on their skills and their understanding.
- 155 The building is in good condition throughout and is regularly kept clean and tidy. The significant surplus space is used effectively to support teaching and learning. The location for teaching Foundation Phase children is good with outstanding features; extensive use is made of it both indoors and outdoors. Very good use is made of the corridors and classroom walls to display learners' work at the lower and upper end of the school.
- 156 The school and the GB help to ensure that resources correspond to their priorities for development. Annual reviews are held to ensure the sufficiency and suitability of the resources. Overall, there is a good range of appropriate resources for the curriculum. For the Foundation Phase and music, they are outstanding. There is a very good supply of computers and interactive whiteboards.
- 157 The school has adopted effective procedures for managing teachers' planning, preparation and assessment (PPA) time in line with statutory requirements. The school uses resources appropriately for remodelling the workforce.
- 158 Spending decisions are very well linked to priorities in the school's plans. The latest LA audit in 2008 declares that the majority of systems are managed to satisfactory standards.
- 159 The GB is diligent with regard to its monitoring role in reviewing and directing significant expenditure areas. Value for money is at the forefront of spending decisions.
- 160 The school operates very effectively from day-to-day. The administrative officer fulfils her duties effectively and efficiently.
- 161 Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Mathematics

Key Stage 1: Grade 2: Good features and no important shortcomings

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

Good features

- 162 In key stage 1, learners achieve good standards in their understanding of number and place value. They count well to ten and beyond in number songs. In graphic form they colour the sequence of numbers. Younger learners

understand the concept of one more when adding up to 10. They can group in twos, fives and 10s and a few can add ten more to a given number.

- 163 Key stage 1 learners use resources well to explore patterns showing combinations of numbers up to 10. They use computers confidently to consolidate their understanding of number and place value of tens and units.
- 164 Most key stage 1 learners use correct mathematical vocabulary while positioning objects according to size and refer to height, length and width. When discussing measurement, they use their problem solving skills well and can predict and use non-standard and standard measurement accurately.
- 165 All learners in key stage 1 recognise and have a good knowledge of two and three- dimensional shapes. Most in Y2 can identify their properties and can successfully construct shapes using sticks.
- 166 Key stage 2 learners remember readily, and understand, a good range of previous work. They develop their ability to understand number, using the four rules in a variety of contexts. They have a good understanding of negative numbers. Older learners are able to round up numbers accurately to the nearest hundred and thousand.
- 167 Key stage 2 learners know the names of different triangles and use appropriate mathematical vocabulary. Many older learners are developing an understanding of fractions.
- 168 Younger key stage 2 learners use mathematical diagrams effectively to represent data in the form of frequency tables; they interpret their charts well. They use their problem solving skills to estimate, measure and weigh correctly. Many are able to weigh using imperial and metric measures and read scales to an increasing degree of accuracy.
- 169 Older key stage 2 learners choose suitable mathematical techniques to solve problems. When given a budget to spend on presents, learners calculate the amounts they spend on individuals and decide how close they can keep within their budget. They use calculators accurately to record their calculations and verify their answers confidently.

Shortcomings

- 170 There are no significant shortcomings but key stage 2 learners' ability to recall and apply number facts rapidly in mental calculations and their understanding of the correlation between decimal numbers, fractions and percentages are underdeveloped.

Science

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 171 In both key stages learners' scientific enquiry skills are very well developed. They apply their ideas and knowledge and understanding of science when thinking about and investigating phenomena.
- 172 By the end of key stage 2, learners have a very good understanding of a fair test and how it should be carried out.
- 173 By the end of key stage 2, learners record and present information in an appropriate and systematic manner

Good features

- 174 In both key stages, learners use appropriate scientific vocabulary to describe their observations.
- 175 Learners across key stage 1 are aware of the different parts of a plant and their function, and through experimentation they understand that flowers need water and sunshine in order to grow. They can identify, name and label them carefully and they begin to display an awareness of a fair test when discussing growing conditions for plants.
- 176 In their study of living things in the environment, key stage1 learners undertake fieldwork and make very careful observations of how insects and animals move.
- 177 Key stage 1 learners have good knowledge and understanding of materials. They sort them appropriately into groups, separating them on the basis of their properties.
- 178 In their study of properties of materials, younger learners in key stage 2 have a developing understanding that some materials are better thermal insulators/ conductors than others. They confidently undertake an experiment to test their theories.
- 179 Older learners in key stage 2 display a good understanding that light travels faster than sound. They know that light travels in straight lines. The majority use calculators accurately to calculate speeds and record their findings appropriately.
- 180 Older learners in key stage 2 develop good knowledge and understanding of the human body. They describe in detail the human skeleton and the digestive system.

Shortcomings

- 181 There are no significant shortcomings but learners do not sufficiently utilise their ICT skills when recording their findings.

Welsh second language

Key Stage 1 Grade 3: Good features outweigh shortcomings.

Key Stage 2 Grade 3: Good features outweigh shortcomings.

Good features

- 182 In key stage 1, learners listen well and respond appropriately to simple instructions in Welsh. The majority respond to questions such as 'Pwy wyt ti?' and 'Sut wyt ti?'
- 183 All learners in key stage 1 discuss the colours in Welsh and join in with singing number and colour based songs. They consolidate new vocabulary well as they participate in songs connected with feelings and parts of the body, which they can recall appropriately. They memorise the songs well.
- 184 In key stage 2, learners are able to recall the days of the week and ask and answer questions about their feelings and health. They are making progress in using new vocabulary relating to the weather and when writing about occasions such as birthdays.
- 185 Older key stage 2 learners are gaining more confidence in reading out their work aloud. By the end of the key stage many learners are gaining confidence in group reading activities and in their ability to read with good pronunciation. Good role-play activities using ICT fosters an interest in communicating and performing and the majority of older key stage 2 learners use appropriate intonation when recording their written scripts. They effectively evaluate their reading capabilities and understanding of the text.

Shortcomings

- 186 In both key stages, learners' ability to read and write independently are underdeveloped.
- 187 In key stage 2, learners demonstrate an insufficient grasp of a range of language patterns and vocabulary.

Design technology

Key Stage 1 Grade 2: Good features and no important shortcomings.

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

Good features

- 188 Learners in both key stages have a good understanding of the processes of designing, making and evaluating. The skills of most learners when planning, making and handling are good.
- 189 In both key stages learners make very good use of their creative skills when designing and making and use appropriate vocabulary when describing their activities.

- 190 In their design of hand puppets, key stage 1 learners draw and label diagrams in detail and adapt their designs when making mistakes.
- 191 Key stage 1 learners make good quality pop up cards making good use of their knowledge and understanding of how materials slide, fold and turn.
- 192 Across key stage 2 most make good use of opportunities to offer ideas and to plan both individually and in groups. They choose materials carefully and in the majority of cases create and build effectively.
- 193 When proceeding to study the sturdiness of structures, the majority in Y3 and Y4 display developing skills in folding and layering paper to form a structure to support weight. The majority of groups succeed in making free standing structures and critically evaluate their own and that of others.
- 194 Older key stage 2 learners display good skills as they plan and design a slipper. They take careful consideration of appearance, function, safety and reliability.
- 195 Older key stage 2 learners' previous work shows examples of good quality aprons. There are good examples of planning at an individual level as well as evidence of appraising the strengths of their work and ideas for improving it. They use sewing machines effectively and safely when stitching their garments.

Shortcomings

- 196 There are no significant shortcomings.

Information and communications technology
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Key Stage 1 Grade 2: Good features and no important shortcomings.

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

Good features

- 197 In key stage 1, learners demonstrate good progress in using their keyboard skills. They word process with developing accuracy and use an art package effectively to illustrate their stories. With support from their teacher, they enter and save work for future use.
- 198 In modelling exercises, key stage 1 learners use simulations to try things out and explore aspects of real and imaginary situations.
- 199 Throughout key stage 2, learners build on their earlier experiences and, according to age, demonstrate a good variety of keyboard skills. They use the mouse and vary the size of fonts effectively in their work. Their word processing skills are well developed by the end of the key stage.
- 200 Older key stage 2 learners develop appropriate skills in designing the layouts to display information; they effectively establish a Powerpoint presentation making good use of the digital camera. They confidently search the internet and access CD-ROMs for information to support their investigations and e-mail their friends.

201 Older key stage 2 learners use equipment and software to communicate and exchange ideas and information in a variety of forms evident in their creation of puzzles and problem solving exercise.

Shortcomings

202 There are no significant shortcomings, however, in communicating and handling information, learners in both key stages do not use ICT equipment sufficiently to enter and store information and in using prepared databases to display the information in the form of charts or graphs.

Music

Key Stage 1 Grade 2: Good features and no important shortcomings.

Key Stage 2 Grade 3: Good features outweigh shortcomings.

Good features

203 Learners in key stage 1 sing an expanding repertoire of songs, demonstrating a good grasp of dynamics.

204 Key stage 1 learners explore sounds and imitate them with home made and music shop instruments. They respond to the music they hear and make a distinction between the instruments suitable for tapping, shaking and scraping. They make connections between sounds within the local environment.

205 In key stage 1 learners demonstrate a good understanding of rhythm and dynamics and recognise and repeat simple sound sequences. They effectively explore the sounds of different instruments and respond in terms of elements such as dynamics, pace, duration and timbre. They incorporate them in their performances when composing their own songs. They evaluate their performances with understanding and appreciation.

206 In lower key stage 2, learners play a range of percussion instruments with increasing dexterity and control of sound. They choose appropriate instruments and compose a piece of music as a group in the form of a graphic score, using a folk story as a stimulus. They use their musical vocabulary well when discussing texture and rhythm and appraise their performances perceptively.

207 Older key stage 2 learners express their opinions and offer improvements on compositions which they have created. They are aware of rhythm and beat and can maintain their part well as a group in a part song. They evaluate their performance effectively on tape.

208 Most key stage 2 learners are able to sing in tune in school assemblies and keep their part soundly in songs sung in a round. All have an opportunity to take part in a community choir which practise weekly after school.

209 A minority of key stage 2 pupils take advantage of the opportunity to learn to play a range of instrument to a good standards; they perform as individuals and collectively in school concerts.

Shortcomings

- 210 Key stage 2 learners' knowledge and appraisal of music and musicians from a broad range of styles and cultures is underdeveloped.

School's response to the inspection

- 211 We are pleased that the inspection team have described Manorbier VC Primary School as a good school with some outstanding features. The headteacher, governors and staff work conscientiously to implement the school's clear aims and values. The inspection findings recognise that the learners' thinking skills are very well developed and that this is an outstanding feature of the school. The emphasis on learners exploring their own feelings and making the most of opportunities to co-operate and express their own views being an exemplary feature. We are pleased that the inspection findings recognise the outstanding care, support and guidance provided by the school. The report states that the outstanding working relationship between teachers and learners promotes effective teaching and creates a strong working ethos in the classes. The report supports the school's innovative approach to teaching strategies, describing the teaching methods and ethos as highly motivating. It confirms that we are exemplary in tackling social disadvantage, stereotyping and equality of opportunity for all.
- 212 An action plan will be put in place to address the recommendations in the report. Where possible, recommendations will be addressed in this school year.
- 213 A copy of the school's action plan in response to the inspection will be circulated to all parents and progress will be reported in the governors' annual report to parents.
- 214 Finally, the school wishes to thank the inspection team for the courteous manner in which it conducted the inspection.

Appendix 1

Basic information about the school

Name of school	Manorbier V.C.P. School
School type	Voluntary Controlled Primary
Age-range of pupils	3 – 11
Address of school	Station Road, Manorbier Tenby Pembrokeshire
Postcode	SA70 7SN
Telephone number	01834 871228

Headteacher	Mrs Jacqueline Greenhouse
Date of appointment	April 1990
Chair of governors/ Appropriate authority	Mrs Joan Stace
Registered inspector	Mr Jeffrey Harries
Dates of inspection	Oct 20 – 22, 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	11	5	4	8	12	11	10	63

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1.33:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 08	Not applicable	82.3%	95.0%
Spring 09	Not applicable	84.5%	90.8%
Summer 09	Not applicable	89.3%	92.1%

Percentage of pupils entitled to free school meals	31%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2009	Number of pupils in Y2	7
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86%	In Wales	81.1%

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

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

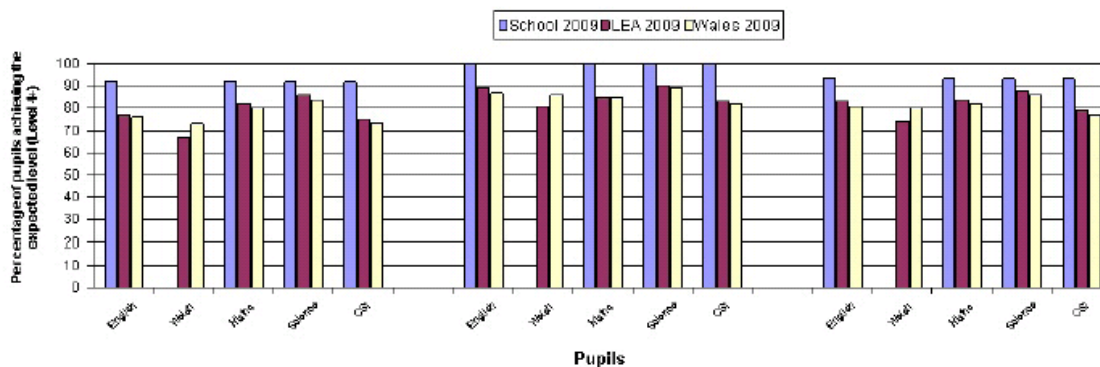
Manorbier V.C.P School
Pembrokeshire

LEA/School no: 668/304

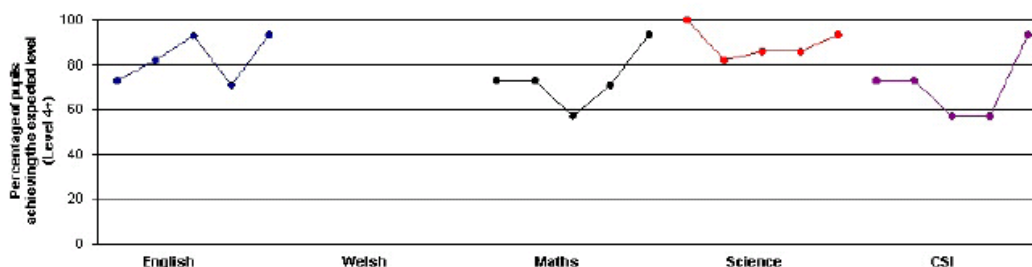
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	92	77	76	100	89	87	93	83	85
Welsh	-	67	73	-	81	86	-	74	81
Maths	92	82	80	100	85	85	93	84	85
Science	92	86	84	100	90	89	93	88	89
CSI	92	75	73	100	83	82	93	79	82



School Performance over time (2005 - 2009)



Contextual Information

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

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

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

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

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

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

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		74		82		87	93
Welsh		67		78		89	
Maths		76		83		88	93
Science		80		88	93	94	
CSI		69		77		83	93

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

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

Appendix 4

Evidence base of the inspection

The school was inspected by a team of three inspectors who were present in the school for a total of six inspection days.

Before the inspection:

- meetings were held with the headteacher, staff, GB and six parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the seven questionnaires that were returned were analysed and the team considered the results; 100% of the responses were positive, and
- school documentation was examined.

During the inspection:

- evidence was gathered based on inspecting classes in a total of 20 lessons or sessions across the age range;
- other observations were undertaken including collective worship, registration, play time and lunch time;
- discussions were held with learners on aspects of their life and work in the school;
- inspectors listened to a representative sample of learners reading;
- inspectors examined learners' work from each age group, in addition to work in the classroom and being displayed around the school; and
- post-inspection meetings were held with the headteacher, staff and GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jeffrey Harries Registered Inspector	Context Summary, recommendations and appendices, Key questions 1, 5, 6 and 7 Science Design technology Information technology
Audrey Evans Team Inspector	Key questions 2, 3 and 4 Mathematics Welsh second language Music
Janet Warr Lay Inspector	Contributions to key questions 1, 3 and 4
Jacqueline Greenhouse Headteacher	Nominee

Acknowledgement

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

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