

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

***MARY IMMACULATE RC  
PRIMARY SCHOOL  
MERLINS TERRACE  
HAVERFORDWEST***

***School Number: 668-3313***

***Date of Inspection: 30 September-3 October 2002***

***by***

***MR P D W EDWARDS***

***Registered Inspector***

***Date: 18 November 2002***

**Under Estyn Contract Number: CT62/02P**

© Crown Copyright 2002

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

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

## **CONTENTS**

<b><u>1. CONTEXT</u></b> .....	<b>1</b>
<u>THE SCHOOL AND ITS PRIORITIES</u> .....	1
<b><u>2. MAIN FINDINGS</u></b> .....	<b>1</b>
<u>THE MAIN FINDINGS OF THE REPORT</u> .....	1
<b><u>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</u></b> .....	<b>6</b>
3.1 <u>STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING</u> .....	6
3.2 <u>STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM</u> .....	6
<b><u>4. ETHOS OF THE SCHOOL</u></b> .....	<b>7</b>
4.1 <u>PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT</u> .....	7
4.2 <u>BEHAVIOUR AND ATTITUDES</u> .....	8
4.3 <u>ATTENDANCE</u> .....	9
<b><u>5. QUALITY OF EDUCATION</u></b> .....	<b>9</b>
5.1 <u>TEACHING</u> .....	9
5.2 <u>ASSESSMENT, RECORDING AND REPORTING</u> .....	10
5.3 <u>CURRICULUM</u> .....	11
5.4 <u>SUPPORT, GUIDANCE AND PUPILS' WELFARE</u> .....	12
5.5 <u>PROVISION FOR PUPILS WITH SEN</u> .....	12
5.6 <u>PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS</u> .....	13
5.7 <u>PARTNERSHIP WITH INDUSTRY</u> .....	14
<b><u>6. MANAGEMENT</u></b> .....	<b>15</b>
6.1 <u>QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT</u> .....	15
6.2 <u>LEADERSHIP AND EFFICIENCY</u> .....	16
6.3 <u>STAFFING, ACCOMMODATION AND LEARNING RESOURCES</u> .....	16
<b><u>7. SUBJECTS AND AREAS OF LEARNING</u></b> .....	<b>17</b>
<u>STANDARDS ACHIEVED BY PUPILS</u> .....	17
<u>PROVISION FOR THE UNDER-FIVES</u> .....	17
<u>ENGLISH</u> .....	20
<u>MATHEMATICS</u> .....	21
<u>SCIENCE</u> .....	22
<u>WELSH AS A SECOND LANGUAGE</u> .....	23
<u>DESIGN AND TECHNOLOGY</u> .....	24
<u>INFORMATION TECHNOLOGY</u> .....	25
<u>HISTORY</u> .....	26
<u>GEOGRAPHY</u> .....	27
<u>ART</u> .....	27
<u>MUSIC</u> .....	28
<u>PHYSICAL EDUCATION</u> .....	29
<u>RELIGIOUS EDUCATION</u> .....	30
<b><u>8. SCHOOL IMPROVEMENT</u></b> .....	<b>31</b>
8.1 <u>PROGRESS SINCE THE LAST INSPECTION</u> .....	31
8.2 <u>KEY ISSUES FOR ACTION</u> .....	32
<b><u>APPENDIX</u></b> .....	<b>33</b>
A. <u>BASIC INFORMATION ABOUT THE SCHOOL</u> .....	33
B. <u>SCHOOL DATA AND INDICATORS</u> .....	33
C. <u>RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS</u> .....	34
D. <u>THE EVIDENCE BASE OF THE INSPECTION</u> .....	35
E. <u>COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM</u> .....	36

---

---

## 1. CONTEXT

### **The school and its priorities**

Mary Immaculate Roman Catholic Voluntary Aided Primary School is situated in the town of Haverfordwest in the county of Pembrokeshire and is administered by Pembrokeshire Local Education Authority (LEA). It has a roll of 201 pupils aged three to 11 years; the majority come from Haverfordwest and the surrounding rural area. In general terms the school describes half the area it serves as neither prosperous nor economically disadvantaged, a quarter relatively prosperous and a quarter economically disadvantaged. The annual intake covers the full ability range. Approximately 11.6 per cent of pupils are registered as being entitled to receive free school dinners. Ninety-eight per cent of pupils come from homes where English is the main or only language. There are 28 pupils identified by the school as requiring special educational needs (SEN) support with one whose statement includes modification of the National Curriculum (NC).

The headteacher has been on extended periods of absence over two years due to a long-term illness. The deputy headteacher, who was appointed this September, has taken on the role of acting head and worked hard with two acting deputies, staff and governors to initiate some important developments. Arrangements have been made for a new school building to be completed on the existing site around 2004.

The school has identified the following targets in its school development plan (SDP) for 2001 to 2003:

- In the short-term revise and update schemes of work; audit the assessment in place and write up a revised assessment policy; purchase revised documents for religious education; raise achievement in writing in the whole school; identify underachieving pupils in mathematics, discuss and agree on draft development plan for 2001-2004, continue in training, work on performance management, including job descriptions and finalise arrangements for new school accommodation on site.
- Medium-term priorities identified are: to ensure effective assessment procedures are in place; develop strategies to improve standards in writing and improve standards for underachievers in mathematics; develop the successful use of the information technology suite; improve resources in design and technology; monitor agreed objectives with individual staff; and update child protection policy.
- Long-term targets for 2002 to 2003 include ensuring all policies and schemes of work are updated and in place; information technology skills in staff and children have improved; numeracy and literacy working well showing improved results; performance management working well with all staff working towards the threshold standards and those who are eligible, having achieved it and the new school building started.
- The school was last inspected in August 1997.

## 2. MAIN FINDINGS

### **The main findings of the report**

Mary Immaculate Roman Catholic Primary School is a warm, friendly school which succeeds in creating a happy, purposeful working environment for its pupils. It has made

significant progress in important areas since the last inspection, particularly in this calendar year.

- Standards of achievement in the school are good or better in around 83 per cent of lessons in both key stages, including two per cent where they are very good and 81 per cent good. Standards are satisfactory in 17 per cent of lessons.
- The educational provision for the under-fives taken overall is appropriate and successfully promotes the desirable outcomes for children's learning. Standards achieved in the nursery and reception class are good overall.
- Standards in the six areas of learning are as follows:

<b>Areas of Learning</b>	<b>Nursery</b>	<b>Reception</b>
Language Literacy and Communication Skills	Good	Good
Personal and Social Development	Very Good	Very Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Good	Good
Creative Development	Satisfactory	Satisfactory

- In Key Stages 1 (KS1) and Key Stage 2 (KS2), pupils' standards of achievement in the subjects of the NC and are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical education	Good	Good

- As this is a voluntary aided school, religious education was not inspected as part of this report. The school's governors arranged for this subject to be inspected in accordance with Section 23 of the Education Act 1996.
- National Curriculum teacher assessment for summer 2002 showed that at the end of KS1, the percentage of pupils attaining the expected level 2 or above in English (including reading and writing), mathematics and science was much higher than the national average for Wales in 2001. Reading, writing, speaking and listening were well above the national average. Overall, the results compare very well with those of similar schools. The percentage of pupils attaining at least level 2 in all core subjects (the core subject indicator) was 100 per cent which is well above the all Wales average of 81 per cent.
- National Curriculum test and task results last summer showed that at the end of KS2, the percentage of pupils attaining the expected level 4 or above in English was above the national average. In mathematics and science the percentage of pupils achieving the expected level 4 and above was in line with the national average with the percentage achieving the higher level 5 above the national average. The percentage of pupils

---

---

attaining at least level 4 in the core subject indicator was above the all Wales average. These results compared well with those of similar schools.

- Pupils with SEN in both key stages make good progress and achieve standards in line with their age and capabilities.
- In applying their key skills across the curriculum, pupils in both key stages achieve good standards in reading, listening, speaking, writing and numeracy. Good progress is being made in the use of information and communications technology (ICT).
- The school's provision for the pupils' spiritual, moral, social and cultural development is good. The school has a clear mission statement and an appropriate set of aims which promote sound attitudes and values firmly based in the Gospel of Jesus Christ and the Catholic Church. Whole-school and class assemblies are interesting, orderly and meaningful occasions and arrangements for a daily act of corporate worship comply with statutory requirements. The school emphasises the need for equality for all including racial, gender and ability in its racial and personal and social education (PSE) policy, and through a wide variety of extra-curricular activities inside and outside school time. There are good opportunities for pupils to appreciate their own culture and the cultural traditions of others.
- Pupils' behaviour and their attitudes to learning are good. The school is a happy, supportive and orderly community. Staff have high expectations of behaviour and pupils respond well to their calm and consistent approach. The school has no formal anti-bullying policy, but effective procedures are in place to deal with the very few incidents brought to the attention of staff. The consistently good behaviour of pupils and their positive attitudes to learning contribute not only to the efficient functioning of the school but also to the standards pupils achieve and to their personal development.
- Attendance rates are satisfactory and instances of unauthorised absence are minimal. The majority of pupils are punctual and keen to attend school. Registration is conducted efficiently and in accordance with statutory requirements. The school has set no formal targets for the continued improvement of attendance, but the high priority given to attendance and punctuality is frequently made known to pupils and parents.
- The quality of teaching is good overall, being satisfactory or better in all of the lessons seen. Teaching is very good in approximately 11 per cent of lessons and good in about 70 per cent of lessons. It is satisfactory in around 19 per cent of lessons. The quality of teaching is good or better in all lessons seen in the early years. Teachers' knowledge and understanding are sound in the majority of subjects. Long-term planning for both key stages is generally satisfactory with policies and schemes of work available for all NC subjects and religious education. Many of these are being updated and integrated into the taught curriculum. Teachers consider individually the opportunities for developing key skills in their lessons although the school has no agreed strategy for doing so. The quality of weekly planning is satisfactory overall with content, continuity and progression evident. Plans do not always identify clear, learning objectives related to programmes of study in the NC or how the key skills are to be developed. Appropriate homework tasks are now set to reinforce learning undertaken in school.
- The overall quality of assessment, recording and reporting is good. There are manageable systems for assessing and recording pupils' progress in the core subjects. Teachers meet to discuss examples of pupils' work and agree NC levels achieved in the core subjects, but systems for agreeing levels of achievement in foundation subjects and ways to raise standards are less well developed. The marking of pupils' work is generally encouraging,

---

but does not always indicate the precise nature of strengths or provide guidance for improvement. National test and task results are analysed to discover areas of weakness in pupils' performance and to provide a focus for teaching and determine targets for improvement. Termly meetings are held for parents to consult with teachers. Annual written reports give a clear picture of pupils' progress and achievements and parents appreciate the detail in them. However, they do not always indicate targets for improvement or include a section for parents' response.

- The quality and development of the curriculum provided by the school are good overall. Provision for the curriculum is now becoming well co-ordinated and is contributing to the overall good standards being achieved. In particular, the provision made for a pupil for whom part of the NC is disapplied is very good, with a very high standard of care and inclusivity apparent. Teachers' long, medium and short-term planning continues to be planned appropriately. The quality of whole-school planning for the development of key skills is at an early stage with no clear strategy or guidance to ensure their development in the NC across the school. Cultural development is good and there are good arrangements for the personal and social development of all pupils. Parents are informed appropriately of the school's policy that sex education is not taught formally except for any aspects which arise in the religious education and the NC. The school has appropriate homework arrangements. A good range of extra-curricular activities is provided for pupils including dance, gymnastics, netball, soccer, cross country running and a choir.
- Good provision is made for the support, guidance and welfare of pupils. Pupils work and play in a caring, supportive environment where they feel safe and secure. The school places great importance on the PSE of pupils and an effective PSE programme is in place. The school has a policy and procedures for dealing with child protection issues. The school has no formal policy for equal opportunities, but pupils have equal access to the curriculum. On occasions, some pupils with SEN miss morning worship when they attend sessions for extra support and tuition. This arrangement is unsatisfactory. The enjoyment and benefit that all pupils gain from the school's successful social inclusion policy are evident in all aspects of school life. The school has an effective policy and set of procedures to promote health and safety. Shortcomings in the accommodation and the nature of the fragmented site cause concerns for staff and the governing body. At present, the arrangements to ensure the security of all school buildings are not fully implemented.
- The school's provision for pupils with SEN is good and they make good progress and achieve good, sometimes very good, standards relative to their ages and abilities. The head is the Special Needs Co-ordinator (SENCO), but due to his long absence a newly-appointed teacher is receiving training to prepare her for the role of SENCO. The part-time SEN teacher carries out her role very effectively, including liaison with class teachers, parents and outside agencies. Learning support assistants (LSAs) and nursery nurses have a good knowledge and understanding of the needs of pupils with statements of SEN. Regular discussions between the SEN teacher, support assistants and class teachers help pupils make good progress. However, the effectiveness of class teachers' modification of tasks to suit the abilities of pupils with SEN is variable.
- The school's partnership with schools and institutions is good and the partnerships with parents and the community are very good and are strengths of the school. Parents are highly supportive of the school and express high levels of satisfaction with all aspects of the life and work of the school. The school prospectus is being up-dated to ensure all statutory requirements are included. The school's active Friends Association provides a very good link between home and school and makes a significant contribution to the life and work of the school. Many parents and friends give freely of their time helping out in

---

the classroom and accompanying pupils on educational visits. The school enjoys close and effective partnerships with other schools in its 'family' of schools and has established successful partnerships with several institutes of higher education. The school is at the heart of the local community. The school enjoys a very successful partnership with the parish church. The clergy and parishioners hold the school in high regard and appreciate the contribution which staff and pupils make to the life and worship of the church community. These successful partnerships make a valuable contribution to pupils' learning, motivation and standards of achievement.

- The school's partnership with industry is good. Partnership with industry is well established throughout the school and the valuable links with industry, business and commerce enrich work in many curriculum areas. The school has no formal policy for industry links, but effective strategies are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.
- The quality of self-evaluation and planning for improvement is satisfactory. The school's self evaluation document is brief and gives little information to evaluate the school's many strengths and provide a clear direction for the future. The school has a satisfactory SDP in place which identifies and plans for short, medium and long-term targets. The present SDP is a useful working document which provides the school with achievable targets for improvement. Its format continues to be improved; good progress is being made towards set targets and the school is working successfully towards national external standards. Satisfactory systems are in place for the acting head and subject co-ordinators to monitor progress in the core subjects; this does not yet extend to the foundation subjects. The governing body takes an active interest and is well informed by the acting headteacher and staff about the work and life of the school.
- Leadership and efficiency are good overall. The school is well led by the recently appointed deputy who is acting head during the absence of the popular head who is on long-term sickness. She works very hard along with the staff and governors to guide the school forward. The mission statements and aims adopted by the school contribute to a shared sense of purpose and a strong commitment to a Christian ethos and raising standards of pupils. Systems are in place for the head to monitor teaching and learning, and for subject co-ordinators to monitor progress of pupils' work in the core subjects. The curriculum co-ordinators are developing their role satisfactorily. The governors, including the newly appointed chairperson are supportive of the school. Their role in providing a strategic view for improvement is developing and becoming more focussed. The acting head and governors of the school are effective in managing its budget and resources. The school maintains a healthy surplus in order to ensure there are sufficient funds to finance necessary furnishings for the new school building.
- The quality of staffing and resources for learning is good. There are shortcomings in the quality of the accommodation. The accommodation is adequate for the number of pupils on roll, but it is fragmented and in a very poor state of repair. However, a new school is to be completed in 2004. The new computer suite has enhanced the quality of the accommodation but it is not always organised to best effect. The school benefits from extensive, interesting and well-kept grounds which are used very effectively to enrich pupils' work in many areas of the curriculum. The quality of displays of pupils' work in corridors and classrooms is variable. Learning resources are appropriate in range, quality and quantity and are well-matched to the curriculum and pupils' needs.

- 
- 
- The school has made satisfactory progress overall since the last inspection. Important deficiencies in the accommodation will be addressed on completion of the new school building.
  - Routine administration and organisation are smooth and efficient and enable the school to function as a happy, well-organised, harmonious community.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Standards of achievement in the school are good or better in around 83 per cent of lessons in both key stages, including two per cent where they are very good and 81 per cent good. Standards are satisfactory in 17 per cent of lessons.

- The educational provision for the under-fives taken overall is appropriate and successfully promotes the desirable outcomes for children's learning. Standards achieved in the nursery and reception class are good overall.
- In KS1, standards are good in English, mathematics, science, information technology, history, geography, music and physical education. They are satisfactory in Welsh second language, design and technology, and art.
- In KS2, standards are good in English, mathematics, science, information technology, history, geography, music and physical education. They are satisfactory in Welsh second language, design and technology, and art.
- National Curriculum teacher assessment for summer 2002 showed that at the end of KS1, the percentage of pupils attaining the expected level 2 or above in English (including reading and writing), mathematics and science was much higher than the national average for Wales in 2001. Reading, writing, speaking and listening were well above the national average. Overall, the results compare very well with those of similar schools. The percentage of pupils attaining at least level 2 in all core subjects (the core subject indicator) was 100 per cent which is well above the all Wales average of 81 per cent.
- National Curriculum test and task results last summer showed that at the end of KS2, the percentage of pupils attaining the expected level 4 or above in English was above the national average. In mathematics and science the percentage of pupils achieving the expected level 4 and above was in line with the national average with the percentage achieving the higher level 5 above the national average. The percentage of pupils attaining at least level 4 in the core subject indicator was above the all Wales average. These results compared well with those of similar schools.
- Pupils with SEN in both key stages make good progress and achieve standards in line with their age and capabilities.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

In applying their key skills across the curriculum, pupils in both key stages achieve good standards in reading, listening, speaking, writing and numeracy and ICT.

- Children under five years of age have good opportunities to develop, practise and apply their emerging skills in literacy, numeracy and ICT effectively. They make at least satisfactory progress and often good progress in relation to their abilities and different stages of development.

- In KS1, listening skills are generally of a good standard and contribute appropriately to pupils' quality of learning. They listen attentively and the vast majority wait their turn to answer questions or make oral contributions in lessons.
- Pupils' listening skills are generally good and sometimes very good in KS2, for example when listening to each other collaboratively during science and design technology activities.
- In KS1, pupils' speaking skills develop well. The majority of pupils at this stage speak with increasing confidence when discussing their work.
- In KS2, pupils are able to speak clearly in small groups and to the class and many give reasoned explanations, for example, when older pupils discuss activities in science and design technology.
- Pupils' reading is good in KS1 where pupils overall make good progress in their fluency, expression and understanding. Reading skills continue to be good in KS2 and the majority of pupils make appropriate progress.
- Pupils' writing skills develop well across the curriculum in both key stages, with a significant number of pupils able to write independently. Handwriting is generally good.
- Pupils' development of numeracy skills is good overall in both key stages. Pupils extend their work in other subjects through the application of number skills, for example in graphical work and co-ordinates.
- The pupils' ICT skills and understanding improve steadily as they progress through the school. Pupils in KS1 begin to experience a range of activities to support their learning in mathematics, art and word processing such as using a mouse for paint programs. Pupils in KS2 achieve good standards overall, particularly in word processing and downloading pictures from a digital camera. The majority of pupils, apart from Y6, do not access the Internet on a regular enough basis to support work across the curriculum as there is no connection to the computer suite and other classes.
- Relative to their age and ability, the pupils with SEN make appropriate progress in applying their speaking, listening, reading, numeracy and ICT skills across the curriculum.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

The school's provision for the pupils' spiritual, moral, social and cultural development is good.

- The school has a clear mission statement and an appropriate set of aims which promote sound attitudes and values firmly based in the Gospel of Jesus Christ and the Catholic Church. There is a caring ethos arising from mutual respect and courtesy.
- The pupils participate in daily worship and prayers are respectfully recited bilingually at the beginning and end of each morning and afternoon and during lunchtime. Arrangements for daily acts of worship comply with statutory requirements.
- Relationships between pupils and teachers and between the pupils themselves are positive, friendly and supportive. Teachers and all other adults connected with the school set good examples in the constructive way they work with pupils and with each other.

---

Pupils generally work and play harmoniously together, take on initiatives appropriately and develop good social skills.

- The school effectively enhances pupils' personal and social development through a wide variety of extra-curricular activities inside and outside school time.
- The school, throughout its work, strongly promotes sound moral values and guides pupils' behaviour; they have a good understanding of right and wrong. Pupils consistently help others less fortunate than themselves through direct support and raising money for a variety of charities.
- There are good opportunities for pupils to appreciate their own culture and the cultural traditions of others. They have a sound knowledge and understanding of the heritage, culture, language and local history of Wales. Visits to places of interest broaden their knowledge and understanding. Pupils experience an appropriate diversity of other cultures in the school curriculum.
- The school emphasises the need for equality for all including racial, gender and ability in its racial and PSE policy.
- Overall, pupils respond well to the school's provision for spiritual, moral, social and cultural development.

## **4.2 Behaviour and Attitudes**

Pupils' behaviour and their attitudes to learning are good. The school is a happy, supportive and orderly community.

- The acting head, teaching and support staff have high expectations of pupils' behaviour and pupils respond well to their calm and consistent approach.
- From their earliest days in the nursery, children quickly learn what is expected of them with regard to behaviour. Nursery staff are skilled at promoting understanding and acceptance of school rules and routines. Learning takes place in a calm and supportive environment.
- The quality of relationships throughout the school is very good and this contributes significantly to pupils' self esteem, confidence and positive behaviour. Pupils' relationships with teachers and support staff are mutually respectful and friendly and pupils welcome visitors warmly and politely.
- Older pupils regularly act as helpers and be-frienders to younger children in the school. They undertake their duties responsibly and act sensitively to the needs of younger pupils.
- The school has an effective policy and set of procedures to promote positive behaviour. School rules are simple, relevant and clearly understood by pupils. They reflect the caring ethos of the school.
- Pupils have positive attitudes towards their work and play. They co-operate willingly with staff and their fellow pupils and they settle quickly to tasks and sustain concentration. They enjoy their work, are keen to do their best and they take pride in their achievements which they readily share with others.
- Good behaviour and effort are celebrated in the classroom and in school assemblies.

- 
- The school actively promotes the Christian values of tolerance, kindness and fairness. The school has no formal anti-bullying policy but effective procedures are in place to deal with the very few incidents brought to the attention of staff.
  - The consistently good behaviour of pupils and their positive attitudes to learning contribute not only to the efficient functioning of the school but also to the standards pupils achieve and to their personal development.

### **4.3 Attendance**

Attendance rates are satisfactory and instances of unauthorised absence are minimal.

- The majority of pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- Registration is conducted efficiently and in accordance with statutory requirements. Staff are rigorous in recording and reporting pupils' absence and they distinguish appropriately between authorised and unauthorised absence.
- The acting head monitors attendance and punctuality efficiently. 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.
- Regular and effective liaison takes place with the Pupil Support Officer (PSO).
- Good attendance is celebrated throughout the school. Many pupils have exemplary records of attendance.
- The school has set no formal targets for the continued improvement of attendance, but the high priority given to attendance and punctuality is frequently made known to pupils and parents.
- The school complies fully with the requirements of National Assembly for Wales circular 3/99 Pupil Support and Social Inclusion.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is satisfactory or better in 100 per cent of the lessons seen. Teaching is very good in approximately 11 per cent of lessons seen and good in about 70 per cent of lessons. It is satisfactory in around 19 per cent of lessons.

- The quality of teaching is good or better in all lessons seen in the early years.
- In KS1 and KS2 the quality of teaching is very good in approximately nine per cent of lessons, good in about 70 per cent of lessons and satisfactory in around 21 per cent.
- Reception children receive a broad range of activities set in a stimulating environment. Relevant planning, good teamwork and appropriate use of resources ensure that teaching is often good and sometimes very good.
- Teachers' knowledge and understanding are sound in the majority of subjects. They have attended relevant courses in literacy and numeracy strategies and most have completed some training in information technology, including using the new interactive white board, which they use effectively.

- 
- Long-term planning for both key stages is generally satisfactory with policies and schemes of work available for all NC subjects and religious education. Many of these are being updated and integrated into the taught curriculum. Teachers consider individually the opportunities for developing key skills in their lessons although the school has no agreed strategy for doing so.
  - Where the quality of teaching is good or better, there is effective classroom management and teachers use an appropriate range of teaching strategies to provide work which is appropriate and challenging; teachers have high expectations and when tasks are completed, consolidate learning in plenary sessions.
  - Generally, good use is made of questioning techniques. Pupils are allowed sufficient time to formulate answers and give explanations. Support staff and other adults help and give good support to groups of pupils.
  - At times expectations are not always sufficiently challenging for more able pupils in both key stages.
  - The quality of weekly planning is satisfactory overall with content, continuity and progression evident. Plans do not always identify clear, learning objectives related to programmes of study in the NC or how the key skills are to be developed.
  - Appropriate homework tasks are now set to reinforce learning undertaken in school.

## **5.2 Assessment, Recording and Reporting**

The overall quality of assessment, recording and reporting is good.

- The school's policy for assessment provides good guidelines and outlines clear procedures for assessing pupils' progress and achievements.
- There are manageable systems for assessing and recording pupils' progress in the core subjects, including three whole-school assessment weeks held at regular intervals during the school year.
- Teachers meet to discuss examples of pupils' work and agree NC levels achieved in the core subjects, but systems for agreeing levels of achievement in foundation subjects and ways to raise standards are less well developed.
- Before entry to Nursery, profiles are completed appropriately, in consultation with parents, detailing aspects of the child's development. Useful baseline assessments are conducted when children are four years old; they indicate that children achieve slightly above average results in comparison with other schools in Pembrokeshire.
- The school is developing appropriate individual records of achievement in which pupils' progress through the NC is tracked. Teachers keep mark books in which assessments of work in core subjects, homework tasks and pupils' reading are recorded, but there is some inconsistency in the thoroughness with which these records are kept.
- The marking of pupils' work is generally encouraging, but does not always indicate the precise nature of strengths or provide guidance for improvement.
- During assessment weeks, targets for improvement for every pupil are identified. In some classes teachers involve pupils in self-assessment in order to engage them more in their learning. Specific targets are inserted in the front of their books as a helpful reminder of aspects of their work to focus on.

- 
- Assessment of pupils with SEN is very good and information from assessment is used effectively to set targets in pupils' Individual Education Plans (IEPs).
  - National test and task results are analysed to discover areas of weakness in pupils' performance and to provide a focus for teaching and determine targets for improvement.
  - Termly meetings are held for parents to consult with teachers. Annual written reports give a clear picture of pupils' progress and achievements and parents appreciate the detail in them. However, they do not always indicate targets for improvement or include a section for parents' response.

### 5.3 Curriculum

The quality and development of the curriculum provided by the school are good overall. Pupils study the full range of NC subjects and religious education.

- The curriculum for children under five is well planned to ensure continuity and progression in the six areas of learning and successfully promotes the desirable outcomes for children's learning. These young children are provided with a wide variety of good quality experiences.
- The quality, breadth and balance of the curriculum in KS1 and KS2 ensure a clear progression. Whole-school policies have recently been revised and are in place for all subjects. New schemes of work are in place and continue to be developed; they provide satisfactory guidance on continuity in pupils' learning, although there is insufficient reference to programmes of study in the NC to assist teachers to know if standards are being met.
- The quality of whole-school planning for the development of key skills is at an early stage with no clear strategy or guidance to ensure their development in the NC across the school.
- Teachers' medium planning is good; key learning objectives are identified and also assessment opportunities. The short-term planning is detailed and clear, and includes a list of suitable resources.
- The *Cwricwlwm Cymreig* is integrated successfully into the curriculum in subjects such as music, history, geography, and art. It is evident in acts of collective worship where pupils sing Welsh hymns and also in pupils' celebration of St David's Day. The use of incidental Welsh is improving but does not always receive sufficiently high focus throughout the day.
- There are good arrangements for the personal and social development of all pupils and the pastoral care and support offered by adults in the school are good; they help pupils become confident and develop suitable levels of self-esteem.
- The school provides pupils with some rich and stimulating first-hand experiences, such as visiting teachers, musicians and sports people who contribute to pupils' positive attitudes to learning.
- Parents are informed appropriately of the school's policy that sex education is not taught formally except for any aspects which arise in the religious education and the NC; any matters relating to the subject are dealt with in an open and natural way with due regard the age of the child. The school has an appropriate homework policy; there are strong home school links and parents readily support pupils at home.

- 
- A good range of extra-curricular activities is provided for pupils including dance, gymnastics, netball, soccer, cross country running and a choir. Visits to places of interest within the local community and further afield are also used well and contribute appropriately to maintaining standards.
  - Provision for the curriculum is now becoming well co-ordinated and is contributing to the overall good standards being achieved. In particular, the provision made for a pupil for whom part of the NC is disapplied is very good, with a very high standard of care and inclusivity apparent.

#### **5.4 Support, Guidance and Pupils' Welfare**

Good provision is made for the support, guidance and welfare of pupils.

- Pupils work and play in a caring, supportive environment where they feel safe and secure. Staff successfully establish a climate where they and pupils exhibit mutual respect and where the uniqueness of the individual child is valued and nurtured.
- The acting head and staff know and understand pupils well and effectively monitor and support their academic progress, their social development and their personal well-being.
- The school places great importance on the PSE of pupils and an effective programme is in place. Aspects of hygiene, health, personal and emotional well-being are incorporated into the programme and staff are skilled at delivering these topics with tact and sensitivity.
- The school has a policy and procedures for dealing with child protection issues. The school recognises the need to further up-date training for staff in child protection issues to ensure they meet with the new All Wales Child Protection Procedures.
- Pupils are well supervised at break and lunch times. Support staff and mid-day supervisors make a valuable contribution to the care and welfare of pupils.
- The school has no formal policy for equal opportunities but pupils have equal access to the curriculum. On occasions, some pupils with SEN miss morning worship when they attend sessions for extra support and tuition. This arrangement is unsatisfactory.
- The school places a high priority on the inclusion of all pupils. The enjoyment and benefit that all pupils gain from the school's successful social inclusion policy are evident in all aspects of school life.
- The school has an effective policy and set of procedures to promote health and safety which are monitored and implemented by the acting head and staff. Shortcomings in the accommodation and the nature of the fragmented site cause concerns for staff and the governing body. At present, the arrangements to ensure the security of all school buildings are not fully implemented.

#### **5.5 Provision for Pupils with SEN**

The school's provision for pupils with SEN is good and they make good progress and achieve good, sometimes very good, standards relative to their ages and abilities. Support is provided for three pupils with statements of SEN in addition to 28 pupils on Stages 1-4 of the old SEN Code of Practice.

- The headteacher is the SENCO, but due to his long absence a newly-appointed teacher is receiving training to prepare her for the role of SENCO. The part-time SEN teacher

---

carries out her role very effectively, including liaison with class teachers and outside agencies.

- The school's policy for SEN is a clear, detailed document which includes guidance for the new SEN Code of Practice which came into force in April 2002. The school is at a transitional stage in fully implementing it.
- The special educational needs of pupils are identified at an early stage and are assessed systematically. Their IEPs are precise, detailed and reviewed at least every six months by the SEN teacher in consultation with class teachers and with parents.
- Parents are consulted regularly and their views are taken into account when setting targets and with regard to pupils' movement between the stages of the Code of Practice.
- The SEN teacher matches the content of pupils' work very carefully to the targets and strategies identified in their IEPs. There is a good balance between discrete tasks designed to address their individual needs and activities linked to their work in class, including use of the computer. Pupils enjoy their sessions with her and have a positive attitude to their work.
- Learning support assistants have a good knowledge and understanding of the needs of pupils with statements of SEN and enable them to participate fully in the work of the class. LSAs and nursery nurses also provide good support to other pupils with SEN.
- Regular discussions between the SEN teacher, support assistants and class teachers help pupils make good progress. However, the effectiveness of class teachers' modification of tasks to suit the abilities of pupils with SEN is variable.
- Pupils with SEN generally join in the full range of school activities.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school's partnership with schools and institutions is good and the partnerships with parents and the community are very good and are strengths of the school.

- Parents are highly supportive of the school. They value the school's welcoming nature and appreciate the ready access they have to the acting headteacher and staff. In the pre-inspection meeting with parents and in the questionnaires returned to the inspection team, parents expressed high levels of satisfaction with all aspects of the life and work of the school. A useful home/school agreement has been drawn up which has readily been accepted by most parents.
- A successful partnership with parents is developed at an early stage. Nursery staff work diligently to provide parents with information and opportunities to become involved in their children's education.
- Throughout the school, parents are kept well informed by regular newsletters, an informative annual report of the governing body and regular consultations with staff to discuss children's work and progress. The school prospectus is being up-dated to ensure all statutory requirements are included. Parents also appreciate the daily, informal contact they have with teaching and support staff.
- The school's active Friends Association provides a very good link between home and school and makes a significant contribution to the life and work of the school. The association organises many fund-raising and social events which enhance links with the

---

local community and provide the school with a vital source of additional income. Funds raised are used purposefully to enhance learning resources and enrich the learning environment for all pupils.

- Many parents and friends give freely of their time helping out in the classroom and accompanying pupils on educational visits. Their support is greatly valued by staff and they make a positive contribution to pupils' learning and standards of achievement.
- The school enjoys close and effective partnerships with other schools in its 'family' of schools, especially with the main secondary school to which pupils transfer. Arrangements for the transfer of pupils are good and ensure that Y6 pupils look forward to secondary school with confidence. Curriculum links are developing well, especially in English, mathematics and science. Regular liaison meetings, teacher exchanges between schools and a sharing of ideas help secure continuity of education for pupils.
- The school has established successful partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students from local secondary schools regularly undertake work-experience placements at the school. All students are well supported by staff and they make a positive contribution to the life of the school.
- The school is at the heart of the local community and greatly valued by the community which it serves. Very good use is made of the local community as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas. The school regularly serves the community by supporting many civic, cultural, environmental and charitable projects.
- The school enjoys a very successful partnership with the parish church. The clergy and parishioners hold the school in high regard and appreciate the contribution which staff and pupils make to the life and worship of the church community.
- Overall, the school is highly successful in its mission statement to seek 'the fullest measure of the involvement of parents, staff, governors, parish and local community.' These successful partnerships make a valuable contribution to pupils' learning, motivation and standards of achievement.

## **5.7 Partnership with Industry**

The school's partnership with industry is good.

- Partnership with industry is well established throughout the school and the valuable links with industry, business and commerce enrich work in many curriculum areas.
- The school has no formal policy for industry links but effective strategies are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.
- Through their visits to a number of industrial, retail and commercial sites within their locality and further afield, including supermarkets, shops, beaches and a working farm, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in the area.
- Staff actively encourage personnel from a wide variety of professions and occupations to speak to pupils about their work. The contribution of personnel from the emergency services and the army together with health professionals has had a positive impact on pupils' learning.

- Older pupils recognise the importance of tourism to the economic prosperity of Pembrokeshire and they are keenly aware of environmental issues. Productive links with the Pembrokeshire National Park Wardens enhance pupils' understanding of the county in which they live.
- Older pupils have had the opportunity to engage in an exciting enterprise scheme, which has given them insight into economic and industrial decision making and into the design, manufacture and marketing of goods. Pupils speak with enthusiasm about their Pizza Making Enterprise which was undertaken as part of the design and technology curriculum.
- The school actively takes part in many competitions sponsored by local businesses and agencies and has been successful in achieving local and national recognition for its achievements. Pupils, parents, staff and governors are justly proud of the school's success in a major science competition which won the school a trip to Florence.
- Local business, industry and commerce view the school in a positive light and are supportive of the school. Sponsorship has been received from a number of local organisations, and businesses regularly assist the school in its fund-raising activities.
- The acting head, staff and the governing body are committed to the continuing development of a positive partnership with industry. The links already established contribute significantly to pupils' motivation, learning and standards of achievement.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of self-evaluation and planning for improvement is satisfactory.

- The school's self-evaluation document is brief and gives little information to evaluate the school's many strengths and provide a clear direction for the future.
- The school has a satisfactory SDP in place which identifies and plans for short, medium and long-term targets; this is a significant improvement on the previous one which is brief, perfunctory and lacking in sufficient detail. The present SDP is a useful working document which now provides the school with achievable targets for improvement. It is still in a developmental stage and the school recognises that its format can be improved to include more detailed information on resources and evaluating cost effectiveness.
- The acting headteacher and staff meet regularly to discuss the curriculum and are working diligently together to improve long-term planning. Steps are being taken to build upon achievements and extend procedures for self-evaluation using a satisfactory range of qualitative and quantitative measures to evaluate the curriculum, monitor pupils' progress and set targets for improvement. Good progress is being made towards set targets and the school is working successfully towards national external standards.
- Since the last inspection the school has undertaken long, medium and short-term planning and reviewed major curriculum areas. Standards in most subjects and key skills have steadily improved.
- Satisfactory systems are in place for the acting head and subject co-ordinators to monitor progress in the core subjects. However, this does not yet extend to the foundation subjects.

- 
- The governing body takes an active interest and is well informed by the acting head and staff about the work and life of the school. It meets regularly to discuss the curriculum and progress and is successful in its bid to have a new school building built in the near future. Appropriate minutes are kept of meetings of governors and staff.
  - The school has set targets for improvement in the core subjects.

## **6.2 Leadership and Efficiency**

Leadership and efficiency are good overall.

- The school is well led by the deputy who is acting headteacher during the absence of the popular headteacher who is on long-term sickness. She has good relationships with pupils, staff, parents and governors. She copes successfully with the considerable responsibilities thrust on her recently and continues to work very hard, along with the staff and governors, to guide the school forward. She is a positive influence on the caring ethos of the school.
- The mission statements and aims adopted by the school contribute to a shared sense of purpose and a strong commitment to a Christian ethos and raising standards of pupils.
- Adequate systems are in place for the head to monitor teaching and learning, and for subject co-ordinators to monitor progress of pupils' work in the core subjects. The curriculum co-ordinators are developing their role satisfactorily, but are not all yet in a position to respond totally to monitoring and evaluating planning, teaching, learning and standards in the foundation subjects.
- Many policies and schemes of work are updated and are beginning to provide a more effective framework for planning to raise standards.
- Provision for pupils with SEN is well organised and managed.
- The governors, including the newly appointed chairperson are supportive of the school. Their role in providing a strategic view for improvement is developing and becoming more focussed. In particular, they are successful in their bid for a new school building to be in place by 2004.
- Internal school financial audits are good. Issues identified in the previous auditor's report have been addressed appropriately.
- The acting head and governors of the school are effective in managing its budget and resources. There are good procedures in place to ensure the efficiency and effectiveness of managing available finances.
- The school maintains a healthy surplus in order to ensure there are sufficient funds to finance necessary furnishings for the new school building.
- Routine administration and organisation are smooth and efficient and enables the school to function as a happy, well organised, harmonious community.

## **6.3 Staffing, Accommodation and Learning Resources**

The quality of staffing and resources for learning is good. There are shortcomings in the quality of the accommodation.

- There is a sufficient number of teaching and other staff to meet the needs of the school and there is a good mix of those who are very experienced and those who are more

---

---

recently qualified. Support assistants, NNEB-qualified assistants and other classroom assistants are deployed effectively to maximise pupils' learning.

- Formal appraisal arrangements are in place and four teachers have recently passed threshold assessments. The professional development needs of staff are well matched to the priorities identified in the SDP.
- Newly-appointed members of staff receive helpful informal support and guidance but induction procedures need to be formalised.
- The accommodation is adequate for the number of pupils on roll but it is fragmented and in a very poor state of repair. Urgent repair work is needed to the roof at the time of the inspection and although clean, the toilet blocks have broken tiles and the floors are slippery. Because of its fragmented nature, pupils have to walk outside in their physical education kit in all weathers. However, a new school is to be completed in 2004.
- The new computer suite has enhanced the quality of the accommodation but it is not always organised to best effect.
- The school benefits from extensive, interesting and well-kept grounds which are used very effectively to enrich pupils' work in many areas of the curriculum.
- The quality of displays of pupils' work in corridors and classrooms is variable. Some displays support and extend pupils' learning and celebrate their achievements. However, some pupils' work is poorly mounted, unlabelled and uninformative.
- Learning resources are appropriate in range, quality and quantity and are well-matched to the curriculum and pupils' needs.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

- The overall quality of the education for children under five is good and successfully promotes the Desirable Outcomes for Children's Learning. Nursery children (three-four year olds) and reception children (four-five year olds) make good progress overall in the six areas of learning.
- The teachers, nursery nurse and other classroom assistants maximise children's learning through sensitive participation in their activities which extends their language and understanding.

**Language, literacy and communication skills are good.**

#### **Good features**

- Nursery children listen to stories with great enjoyment and offer brief comments about events illustrated in the pictures. The teacher takes every opportunity to extend their language and as a result they talk confidently with other children and with her during a wide variety of play activities. Older children are beginning to understand the relationship between print and speech and recognise their own name. Many of them recognise some letters and know the sounds they make.
- Reception children participate enthusiastically in the shared reading of a favourite story and some of them recognise some frequently occurring words. They understand the

---

relationship between spoken and written words and more experienced children know that capital letters appear at the beginning of names and sentences. They make good progress in forming their letters and are beginning to write simple sentences about their observations and experiences. They have a very positive attitude to books and enjoy experimenting with writing materials.

- Children in both classes make good progress in understanding and using simple words, phrases and greetings in Welsh.

#### **Shortcomings**

- There are no major shortcomings, but some worksheet activities for three-four year olds restrict their experimentation with marking implements and basic writing for a range of purposes.

**Personal and social development is very good.**

#### **Good features**

- The transition from home to school is managed very successfully so that even the youngest children in the nursery settle quickly into class routines, feel happy, safe and secure and are able to form relationships with other children and adults. They are beginning to understand how to take turns, for example, in adding ingredients to a cake they are making. They demonstrate care and affection and are beginning to understand the feelings of others. They respond eagerly to new experiences.
- Reception children demonstrate an increasing ability to concentrate on their activities. They try to dress themselves for physical education, with varying degrees of success, but all of them manage with help. They show sensitivity towards living things such as the class rabbit and are developing an understanding of the need for personal hygiene by washing their hands after handling her. When the teacher brought a duck into the classroom they showed respect for its needs by sitting very still and quiet so as not to frighten it.

#### **Shortcomings**

- There are no major shortcomings.

**Mathematical development is good.**

#### **Good features**

- Children who have just started nursery are beginning to understand the principles of counting. More experienced nursery children can count reliably to five, matching the sound with the number of objects. They recognise numbers from one to five and can place them in the correct sequence. They are beginning to understand the purpose and use of money through activities such as buying and selling fruit in the class shop.
- The majority of children in the reception class can count reliably to 10, are aware of numbers to 20 and can match objects to numbers. They are developing an understanding of mathematical vocabulary such as “one more” and “altogether” and some of them can add two sets up to 10 using apparatus. Most of them recognise simple two-dimensional shapes and can match shapes and colours using a computer program.

#### **Shortcomings**

- There are no major shortcomings.

**Knowledge and understanding of the world is good.**

---

## **Good features**

- Nursery children are beginning to develop an idea of the passage of time in their comparison of photographs of themselves as a baby and now. They are developing an understanding of the natural world and their own immediate environment by collecting and discussing objects such as stones, leaves and feathers in the school grounds. They are beginning to understand how animals and plants grow and more experienced children can sequence pictures of stages in the growth of a frog and a plant. They enjoy exploring the properties of feathers and discovering the effect of blowing them across the hall floor.
- Reception children are developing an awareness of the days of the week and of changes in the weather, which they discuss every day. They are beginning to appreciate the importance of the environment when they explore the school grounds and investigate the effect of litter. They compare and contrast objects that they find there. They are developing a very good understanding of the needs and characteristics of living things such as babies, the class rabbit and the duck that visited the classroom for an afternoon. They are familiar with information sources such as the computer and listening centre and use them with confidence.

---

---

### **Shortcomings**

- There are no major shortcomings.

### **Physical development is good.**

#### **Good features**

- Nursery children are developing good hand-eye co-ordination through games with beanbags and rubber rings. They can balance beanbags on their heads when still and moving. They use a range of small equipment such as bikes with skill and control. They are developing the fine motor skill needed to manipulate large crayons and glue sticks and handle equipment such as glitter shakers with care.
- Reception children are beginning to distinguish between skipping, hopping and jumping and move with enjoyment, confidence and control round the hall, using the whole of the space available. They confidently handle small tools such as paintbrushes, are developing control of the computer mouse and can click it successfully when prompted.

### **Shortcomings**

- There are no major shortcomings.

### **Creative development is satisfactory.**

#### **Good features**

- Nursery children respond imaginatively to opportunities for role-play and drama, in activities related to stories they have enjoyed, in the home corner and in the outdoor play area. They are beginning to differentiate sounds without visual clues and are developing a vocabulary to describe them, for example, the rattle of pencils in a tin, the clink of keys. They enjoy decorating party hats with sticky shapes and wear their hats with pride.
- Reception children enjoy re-enacting the story of Jack and the Beanstalk and use their bodies expressively to suggest, for example, the growth of the beanstalk. They respond enthusiastically to suggestions for dance and imitative movements. They use a range of materials and techniques to create representational images, for example, paint and play dough to make monsters, wax resist paintings of the Rainbow Fish and collages of natural objects. They enjoy making music and can maintain a steady beat with a range of untuned musical instruments, using instruments to illustrate the words of a song.

### **Shortcomings**

- Children in the nursery have limited opportunities to exercise choices about materials, colour and medium in their art activities.
- Children in the reception class have limited opportunity to create and develop their own ideas for movements in response to different elements of a story.

## **English**

Standards of achievement are good in both key stages.

#### **Good features**

- Most pupils in KS1 listen attentively to the teacher and other pupils. They carefully follow the instructions given to them on the listening centre in order to complete a task.

- 
- They speak briefly, but confidently, when they report back to the whole class on their activities. They respond particularly well to opportunities to participate in drama activities related to their work in history and geography.
  - Pupils make good progress in their reading skills in KS1. They read a variety of fiction and non-fiction texts and talk confidently about the content of their reading. They employ a good range of reading strategies and use the overall meaning of the text, as well as their knowledge of letter/sound relationships, to help them decode unfamiliar words.
  - Pupils in KS1 make good progress in developing control of a range of styles of writing for different purposes, for example, retellings of familiar stories, character sketches, questionnaires and recipes.
  - They also make good progress in the skills of spelling and punctuation. By the end of KS1 some pupils produce extended, well-organised pieces of writing. The handwriting of most pupils is neat and legible.
  - Pupils in KS2 listen purposefully to stories and poems and their answers to questions show good understanding. Most listen carefully to the teacher and to the contributions of other pupils.
  - They speak clearly and with confidence, readily offering ideas and making suggestions. When given the opportunity to ask questions, for example of a pupil acting in role as an historical character, their questions are relevant and concise.
  - Most pupils in KS2 read with enjoyment, confidence and understanding a good range of texts. They make sound predictions about events and characters and refer to the text to support their opinions. They understand how a non-fiction book is organised and make good progress in locating information quickly and efficiently. They are developing the ability to summarise the key points of a text appropriately.
  - Pupils in KS2 achieve good standards in their writing for a variety of purposes and in response to a range of stimuli. Their sense of audience is evident in stories and poems written for younger children and presented in very attractive books. In upper KS2 the writing of many pupils, for example “concrete” poems by Y5, uses a good range of vocabulary which conveys the feeling and mood of the poem.
  - The majority of pupils’ writing by the end of the key stage is well structured, with generally correct use of punctuation including paragraphs. Spelling is correct in final pieces of work and pupils routinely use dictionaries to help them. Handwriting is joined and legible and usually adapted well to its purpose.

### **Shortcomings**

- There are no major shortcomings although few pupils achieve the school’s policy for handwriting to be joined up by the end of KS1.

### **Mathematics**

Standards of achievement in mathematics are good in both key stages.

### **Good features**

- In both key stages, pupils are making good progress in developing their understanding of number.

- 
- In KS1, pupils understand number bonds up to 20, recognise different number patterns and can count single numbers in sequence. They are developing skills in mental calculation and pupils can use number grids to support their work. Younger pupils in the key stage begin to recognise the meaning of mathematical symbols and can count up to 10 and back; they increase their mathematical vocabulary appropriately in number and two-dimensional shapes.
  - Older pupils in the key stage develop and learn appropriate strategies for adding two figure numbers.
  - They go on to measure lengths in bricks and measure the area of their hand counting squares with increasing accuracy. Pupils learn to tell the time to half and quarter past the hour well and investigate dice and capacity appropriately through a range of practical activities and construct simple block graphs.
  - Early in KS2, pupils generally have a good knowledge of place value and a secure understanding of the four rules of number. More able pupils explain their work well using relevant terms.
  - Pupils' facility with measuring length in centimetres and metres develops well; they are able to convert from one to the other using a decimal notation. They can measure areas of rectangles accurately.
  - Later in the KS2, pupils learn quickly to recognise a range of polygons and can sort equilateral, isosceles and scalene triangles according to their properties. Their knowledge of symmetry is good.
  - Older pupils in the key stage have a good knowledge of table facts and learn appropriate strategies to find fractions or quantities of number effectively using an interactive board; they generally have a sound concept of compound fractions.
  - There is evidence that pupils carry out appropriate investigative mathematics activities in both key stages. They have a sound knowledge of negative numbers.

### **Shortcomings**

- There are no major shortcomings, although occasionally some more able pupils show they are capable of achieving more challenging work.

### **Science**

Standards of achievement in science are good in both key stages.

#### **Good features**

- Younger pupils in KS1 studying forces relate observable effects, drawn from the familiar contexts, to their scientific knowledge. They discuss the movement of familiar vehicles such as cars, lorries and busses as they pass the school gates. They recognise and show appreciation of the large forces involved in their movement and the potential dangers; they predict and sort dangerous moving objects well.
- Older pupils in KS1 use key vocabulary appropriately when discussing ideas how to plan out a complete electrical circuit. They apply their knowledge of circuits well to construct 'rooms' from shoe boxes with electric lights for teddy bears.
- Pupils develop a good appreciation of healthy eating, exercise and hygiene. They investigate materials and their properties appropriately and know the differences between

---

living and non-living things; their knowledge of mini beasts and plants in their school environment is generally good.

- Younger pupils in KS2 know and understand that springs can be stretched and compressed and that they in turn exert a pull or push force.
- Older pupils in the key stage learn effectively that forces act in a particular direction when they carry out an investigation with a balloon 'rocket'. Pupils make reasoned predictions then record their measurements carefully in order to ascertain which type of string or wire offers the least resistance to the moving balloon rocket.
- Later on in KS2, pupils learn and have a good understanding that the earth and moon are approximately spherical and that the position of the sun changes during the day and shadows change direction as this happens. They plan an investigation with globes and torches to gain a good comprehension of the earth spinning around on its own axis and that day and night are related to spin.
- Older pupils in the key stage have a good recall of previous work with forces when they discuss and investigate the up thrust of water on different materials. They learn, with good understanding through careful investigation with a Newton meter, that different materials weigh less in water. They have a good understanding of what constitutes a fair test.

### **Shortcomings**

- There are no major shortcomings.

### **Welsh as a second language**

Standards of achievement in Welsh as a second language are at least satisfactory in both key stages. Significant progress has been made recently.

### **Good features**

- Pupils are enthusiastic and enjoy learning Welsh. They listen attentively to teachers, respond enthusiastically to questions, and work well with each other. Words and sentences are generally clearly pronounced.
- The majority of pupils can sing a range of Welsh songs confidently.
- Pupils make steady progress in using familiar words and phrases and in their ability to understand an appropriate range of questions and instructions.
- Pupils in both key stages use incidental Welsh effectively during registration periods.
- Throughout the school pupils enjoy learning Welsh, listen well in lessons to commands; they use well-known sentence patterns in answer to questions appropriate to their age.
- As pupils progress through the key stage, they copy and write simple sentences they learn accurately to consolidate their oral work.
- Pupils in KS1 make good progress in their learning of Welsh. They gain increasing confidence in their oral use of the language in lessons.
- Pupils in KS1 know their basic colours well and make good efforts to learn sentence patterns asking what a character called Hermon is doing. They recall a good vocabulary of action words to describe his movements.

- 
- At the end of the key stage, pupils speak an appropriate range of simple sentences with intelligible pronunciation and intonation.
  - Younger pupils in KS2 demonstrate appropriate proficiency in recalling previous work and understand a range of familiar vocabulary and sentence patterns.
  - Pupils in KS2 can initiate a simple conversation by asking questions on what is the date or weather today and how do you feel. They begin to extend sentence answers, using the connective ‘because’.
  - Older pupils know parts of the body. They can ask and describe how well they are feeling.
  - Pupils in both key stages are developing their reading skills appropriately through reading big books in Welsh with their teacher and by reading recently acquired Welsh-medium story books.
  - In both key stages pupils begin to access newly acquired CD-ROMs appropriately to extend their knowledge of Welsh.

### **Shortcomings**

- The consistent use of incidental Welsh as a natural feature of every day school life, throughout the school, is at an early stage of development. Pupils make insufficient use of Welsh on a day-to-day basis inside and outside classrooms.
- When questioned individually, a significant number of pupils have difficulty remembering vocabulary and simple phrases. Pupils are often hesitant and lack confidence.
- A significant number of pupils in KS2 do not yet have sufficient use of a wide enough vocabulary or a comprehensive range of sentence structures.

### **Design and technology**

Standards of achievement are satisfactory in both key stages.

#### **Good features**

- Pupils in the current Y1 are aware of a range of possible materials for making branches for a textile tree. They choose a suitable material and, with adult support, assemble a “branch” of a “tree” using two different methods and can explain the advantages and disadvantages of each method.
- Pupils in the current Y6 investigate how to make a flexible, weak material such as corrugated card stronger and stiffer so that it will take the weight of a large-scale “skillosaurus” they are planning to make. They understand the principles involved in making a large structure steady. In designing their own individual “skillosaurus” they consider and make decisions about factors such as the face, position of the legs, height and posture of the creature.
- The school’s design and technology week is very successful in developing pupils’ design and make skills and in enabling them to share their knowledge, understanding and the products they made with the whole school from nursery to Y6. Work of good quality is produced throughout the school during this design and technology week.

- 
- Pupils in Y2 conduct questionnaires to find out how members of their family like their toast before they made their own. Their completed evaluations indicated their opinions of the different ways in which the toast was cooked, spread and cut.
  - Pupils in Y4 use a variety of materials such as chicken wire, balsa wood and papier mâché to make Viking long boats of very good quality. Their designs for the Viking puppets they also made included precise instructions and clearly labelled diagrams that communicated their design ideas effectively.
  - Year 5 pupils visit a supermarket to gather information about pizzas before making their own, taking into account different bases, toppings and costs. Some completed simple evaluations with yes/no answers. Others wrote more extended evaluations including difficulties and possible changes they could have made.

### **Shortcomings**

- Pupils in both key stages have a limited knowledge and understanding of a range of simple mechanisms including wheels, axles and joints in KS1 and ways in which they can be used to produce different types of movement in KS2.
- Pupils in both key stages have a limited knowledge and understanding of control technology and of the possible applications of electrical circuits and simple switches.

### **Information technology**

Standards of achievement in information technology are good in both key stages.

#### **Good features**

- Pupils use a range of information technology equipment well, such as digital cameras, interactive whiteboard, radios, television videos, listening and music centres appropriately to enhance their learning experiences.
- A significant number of pupils in both key stages use keyboard skills competently and accurately. Many pupils become more confident in their use of ICT through the regular use of a new computer suite and computers in class.
- Pupils in both key stages use word processing skills with increasing confidence and sophistication, selecting, amending and editing their work to suit the particular audience.
- By the end of KS1 the majority of pupils recognise the need to save a file on the computer. They are able to take pictures of each other with a digital camera and save them; they combine these pictures with a simple word processed article they type of themselves to produce a pen and picture portrait which they save and print.
- At the beginning of KS2, pupils edit an acrostic poem they type using an appropriate range of word processing skills including highlighting, underlining, changing fonts, size and colour. They use a digital camera to record push and pull investigations with springs.
- Key Stage 2 pupils are able to recall using a programmable robot well. They can describe how to plot a robot's route using a sequence of accurate instructions.
- A significant number of older KS2 pupils are fully conversant with word processing. They can edit imported images to illustrate their work and design attractive pictures using an art program.
- A minority of pupils at the end of KS2 make independent use of graphics, spreadsheets and word processing applications to illustrate and support their work.

- 
- Pupils develop their research skills and enrich their curriculum knowledge appropriately through accessing a good range of CD-ROMs.
  - Pupils in Y6 utilise the Internet effectively to support their learning across the curriculum.

### **Shortcomings**

- There are no major shortcomings in the overall standard of achievement of pupils, although many in both key stages are at an early stage of development in their ability to use the full potential of websites due to a lack of Internet connection to the majority of classes and the new computer suite.

### **History**

Standards of achievement in history are good in both key stages.

#### **Good features**

- In both key stages visits to places of historical interest are very effective in developing pupils' awareness of the past. They speak with enthusiasm about their visits and give vivid descriptions of aspects of life in the past that they have found out about.
- Pupils in both key stages are also developing, at a level appropriate to their age and ability, knowledge and understanding of the history of Wales. Their understanding is enhanced through links with their work in geography.
- Pupils in KS1 are developing a good understanding of ways in which the past is different from a range of historical sources. For example, they interpret black and white photographs of the same square in Haverfordwest now and in Victorian times and make comparisons between the past and the present.
- After a visit to Scolton Manor where they investigated the house, its rooms, furnishings and the artefacts in it, Y2 pupils could identify, recall and discuss many differences between the way of life then and now. They are beginning to ask relevant questions about the Victorian period.
- Time lines of changes to homes over the ages and personal time lines of their own day help pupils develop chronological awareness. They know that the Victorians lived over one hundred years ago.
- Year 3 pupils visit Scolton Manor and investigate a day in the life of a child who lived there. Pupils gain valuable insights when they individually imagine themselves in the role of the child and answer questions from other pupils about their lives. Pupils ask relevant questions, demonstrating their understanding of life for a rich Victorian child.
- Year 5 pupils can identify some of the causes of major historical events such as the reasons why Henry Tudor and Richard III fought at the battle of Bosworth. They communicate their understanding by writing in role as a person who joined Henry's march through Wales. Many pupils produce very good extended pieces of writing which display real empathy with the people of the period.
- Year 6 pupils understand and use historical terms such as 'BC' and 'AD' and know that the Celts lived before Christ. During a discussion following a visit to Castell Henllys, they demonstrated good understanding of some of the characteristics of Celtic life, including the social structure of the Celts.

---

---

### **Shortcomings**

- There are no major shortcomings, however, pupils in KS2 have a limited awareness that some aspects of the past can be interpreted in different ways.

### **Geography**

Standards of achievement in geography are good in both key stages.

#### **Good features**

- Pupils in both key stages have awareness, at a level appropriate to their age and ability, of their local area and of Wales. Their understanding is enhanced through links with their work in history.
- Pupils in both key stages use ICT effectively to assist their work in geography. Pupils in KS1 handle data relating to their houses and pupils in upper KS2 use the Internet to gain access to additional information about European countries.
- Pupils in Y1 observe and collect information about the weather and make predictions about what it will be like tomorrow. They understand the impact of the weather on what people wear and the activities they can do. They record their understanding in a variety of ways, including making their own weather symbols.
- By the end of KS1 most pupils can describe their route to school, follow directions and use simple co-ordinates to locate features on a pictorial map. They compare Haverfordwest with Snowdon and can identify differences in what they would see, hear and smell in the two places.
- Pupils in Y3 have a good understanding of the terms 'human' and 'physical' features and can give examples of both. They use co-ordinates on an aerial photograph of Haverfordwest to identify key features. They understand the range of facilities available and categorise them into leisure, transport and shops.
- Year 4 pupils are developing an awareness of places in the wider world and most of them can identify Britain on a map of the world. They use atlases to find out more about major countries in the world. They understand the purpose of a key.
- Pupils in Y6 develop their knowledge of European geography using a range of resources. They ask and answer questions about aspects such as language, currency and surrounding countries. They observe, collect and record information during their study of a local river and identify ways in which people pollute the environment. They present their findings in a variety of ways, including poetry.

### **Shortcomings**

- There are no major shortcomings, although pupils in KS1 have limited recall and understanding of some of the subject terminology they have encountered.

### **Art**

Standards of achievement in art are satisfactory in both key stages.

#### **Good features**

- Pupils in both key stages make good progress in recording images from direct observation of objects in the natural world.

- 
- Pupils in Y2 enjoy experimenting with the visual qualities of different pencils and create an interesting series of lines, shapes and tones. They explain clearly their discoveries about the properties of the pencils.
  - Pupils in Y3 are beginning to develop awareness of art from other cultures and periods in their study of photographs of patterns in Celtic sculptures and West Indian paintings. They also use the computer effectively to make repeated patterns to decorate the covers of their art folders.
  - Year 4 pupils study a painting of the sea by the Welsh artist, Catrin Webster, and make their own seascape collages inspired by her work using a range of shades of blue. Their work is extended through use of a computer program.
  - Pupils in Y5 mix colours very effectively and respond practically and imaginatively to the methods and ideas of Monet to produce their own good quality pictures.
  - Current Y6 pupils conducted a very good investigation of fruits using a variety of media and techniques. They sketched the fruit with coloured pencils, took photographs of it, painted it and made clay tiles and pinch pots on the same theme.

### **Shortcomings**

- In general, pupils do not explore a sufficiently wide range of materials, processes and techniques in three dimensions as well as two dimensions and on a variety of scales.
- Pupils in both key stages do not always apply the techniques they have practised separately, for example shading, in the creation of their own original drawings.
- Pupils in KS1 explore a limited range of art from a variety of periods and cultures.

### **Music**

Standards of achievement in music are good in both key stages.

#### **Good features**

- Younger pupils in KS1 begin to appreciate how a simple graphic representation can guide them through a musical composition about the weather. They choose and play tuned and untuned instruments to create appropriate sounds to express the mood of different kinds of weather. They demonstrate a reasoned appreciation of why they like their choice of instruments and words.
- Older pupils in KS1 perform clap and click rhythm patterns with increasing accuracy and control to the beat of taped music.
- Younger pupils in KS2 sing to a guitar accompaniment with good intonation and rhythm. They can split words into syllables in words in order to accompany a set rhythm. They make good efforts to explore and compose different rhythms to match simple music notation using a minim, crotchets and quavers.
- Later in the key stage pupils sing interesting and sometimes complex rounds and songs in two part harmony clearly and in tune; they listen to each other well and are able to maintain their singing parts. They refine their performance of the tune 'Fishy Scales' to a good standard and add voice, chime bars and untuned instrument accompaniment to enhance the performance.
- Good standards in music are supported by the skills a significant number of pupils learn through instrumental tuition and extra-curricular musical activities in school, for example

---

---

flute accompaniment when pupils enter the hall for assembly. In particular the very well attended school choir performs to a very high standard which raises the musical aspirations of pupils.

### **Shortcomings**

- There are no significant shortcomings, although pupils' ability to explore the full potential of tuned and untuned percussion instruments is at an early stage of development.

### **Physical education**

Standards of achievement in physical education are generally good in KS1 and KS2.

#### **Good features**

- Pupils in KS1 listen attentively to instructions and recognise it is important to warm up appropriately before vigorous exercise. Much evidence was with dance.
- Pupils early on in the key stage walk, run, skip and stretch with much energy when they explore movements in dance based on a supermarket theme. They respond to music effectively and they use a variety of levels and shapes to depict the strong, slow, heavy movements of pushing a trolley. They stretch and bend as if reaching for high and low shelves. Pupils are on task, concentrate and make good efforts to explore the theme and cool down appropriately.
- Younger pupils in KS2 prepare movements and sequences for dance based on Dickens' Christmas Carol. They show good awareness of space and are sensible about health and safety issues. They recognise the changes that take place in their bodies when they exercise. Pupils show good control, and are agile and imaginative in their movements. They begin to evaluate their performances and make sensible suggestions about how they may improve.
- Older pupils explore a variety of ways to reflect and imitate the movements of ice skating to appropriate music. They contrast effectively the short, quick movements of ice skating with those of speed skating which are smooth and sustained. They work well in pairs to reflect figure skating with high and low jumps, then travelling in curved and straight pathways.
- Pupils in KS2 have a clear understanding of the benefits of exercise on their bodies and show good agility during physical activities. They evaluate each other's performance sensitively and can adapt and improve their workout sequences.
- Older pupils in KS2 perform short good gymnastic sequences when they roll, balance and jump. They use feathers effectively and sensitively to learn good balance control and put together flowing sequences using a forward roll, balance and jumps on points and patches.
- Key Stage 2 pupils participate enthusiastically in games activities, including netball and cross country running. During netball girls practise the skills of scoring and sending and receiving balls, which they then practise and improve in a game. Boys refine and develop basic techniques in running to improve stamina over long distances.
- A significant number of pupils benefit from a gymnastics club held once a week by former pupils of the school. The skills learnt make a significant contribution towards the overall gymnastic standards achieved.

- 
- Pupils attend swimming lessons and the vast majority reach the expected standard.

**Shortcomings**

- There are no significant shortcomings.

**Religious education**

Religious education was not inspected as part of this report. As this is a voluntary aided school, the school's governors arranged for the subject to be inspected in accordance with Section 23 of the Education Act 1996.

---

---

## 8. SCHOOL IMPROVEMENT

### 8.1 Progress Since the Last Inspection

There were 10 key issues for action identified in the previous report.

There is a need to:

- **improve standards in design and technology and in Welsh in KS2;**

Standards have improved in design and technology which are now satisfactory in both key stages, while standards in Welsh as a second language remain satisfactory. However, there is evidence of standards in Welsh improving significantly in recent times due to the effective and enthusiastic collaboration in the teaching of Welsh by the peripatetic teacher and teaching staff.

- **complete schemes of work in art and Welsh;**

These are now in place and continue to be developed appropriately.

- **improve progression and continuity in the work in Welsh, art and to a lesser extent, in history and geography;**

Progression and continuity in Welsh, geography and history have improved significantly, but to a lesser extent in art.

- **provide opportunities for staff to receive inset in design and technology, Welsh, art and music in KS2;**

Staff have attended appropriate courses in these subjects.

- **devise a whole-school assessment policy to allow for a clearer identification of pupils' strengths and weaknesses and a more coherent system for improving pupils' progress;**

There is now an appropriate school assessment policy in place, although there is room for further development.

- **monitor the use of worksheets across the curriculum to ensure that class work better matches pupils' abilities;**

Pupils are less dependent on worksheets; new schemes of work and new resources enable a better match to pupils' abilities.

- **include, in the SDP, long-term targets related to improving standards in the teaching and learning;**

Long-term targets have been recently identified in the recent SDP giving the school a clearer sense of direction and purpose.

- **provide a policy on child protection and relevant training to staff;**

The school now has an appropriate policy in place and staff have had relevant training. Recently appointed staff have not yet had training.

- **review and improve the way registers record absence and lateness;**

Relevant improvements have been made and statutory requirements are met fully.

- 
- **address the following health and safety issues:**
    - (i) arrangements for delivering to and collecting pupils from school on a busy road;
    - (ii) arrangements, include gaining parents' co-operation, making some structural changes and the appointing a road crossing patrol officer, have improved the situation.
  - **improving the security of the separate buildings on the school site;**

This has not been adequately addressed, although the new school building is intended to be secure.
  - **attending to the danger posed by the open paddling pool in the nursery play area.**

This paddling pool has been filled to make it safe.

## **8.2 Key Issues for Action**

The school needs to:

- address the shortcomings identified in subjects in the report;
- continue to refine effective strategies to develop key skills across the curriculum;
- provide a more focussed direction for the school by producing a more detailed and structured school self-assessment report to evaluate the schools' progress in achieving its goals and setting targets for improvement;
- continue to develop schemes of work to ensure full coverage of the NC;
- develop the present arrangements for monitoring the curriculum to include the foundation subjects;
- formalise the existing appropriate arrangements for dealing with bullying and equal opportunities.

## APPENDIX

### A. Basic Information About the School

Name of School	Mary Immaculate RC Primary School
School Type	Voluntary Aided Primary
Age-Range of Pupils	3–11 years
Address of School	Merlin's Terrace Haverfordwest Pembrokeshire
Post Code	SA61 1PH
Telephone Number	01437 762324

Headteacher	Mr M J Buckley
Date of Appointment	4 January 1994
Chairman of Governors	Mr M Evans
Registered Inspector	Mr Phillip D W Edwards
Dates of Inspection	30 September – 3 October 2002

### B. School Data and Indicators

<i>Number of Pupils in Each Year Group</i>									
Year Group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of Pupils	18.5	29	30	20	30	30	24	26	207.5

<i>Total Number of Teachers</i>			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of Teachers	9	1	9.3

<i>Staffing Information</i>	
Pupil : Teacher (fte) Ratio	22.8:1
Average Class Size	27
Teacher (fte) : Class Ratio	1:16

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>				
	R	KS1	KS2	Whole School
Term 1	93	93	94	93.6
Term 2	95	94	94	94.3
Term 3	94	94	95	94.3

Number of Pupils Excluded during Twelve Months prior to Inspection	0
--	---

## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

NC Assessment KS 1 Results: 2002			Number of Pupils in Y2: 30					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	71	29	0
		National	0	4	13	62	21	0
ENGLISH: Reading	Teacher Assessment	School	0	0	0	62	38	0
		National	0	4	13	54	29	0
	Task/Test	School						
		National	1	3	13	53	30	
ENGLISH: Writing	Teacher Assessment	School	0	0	0	86	14	0
		National	0	5	13	70	12	0
	Task/Test	School						
		National	0	5	10	75	9	
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	0	0	71	29	
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	48	52	0
		National	0	2	9	60	29	0
	Task/Test	School						
		National	0	2	6	56	36	
SCIENCE	Teacher Assessment	School	0	0	0	52	48	0
		National	0	2	10	67	21	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	100	In Wales:	81

- D Pupils who have been disapplied from the statutory arrangements  
 A Pupils who were absent from the tests/tasks  
 W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

END OF KEY STAGE 2: 2002

NC Assessment KS2 Results: 2002							Number of Pupils in Y6: 26						
Percentage of Pupils at Each Level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	2	1		0	0	8	8	38	46	0
		National	0	0	1		0	1	6	19	48	25	0
	Test/Task	School							8	4	50	38	
		National	0	2	2	0			4	14	47	31	
Mathematics	Teacher Assessment	School	0	0	0		0	0	4	19	27	50	0
		National	0	0	1		0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0			4	23	27	46	
		National	0	2	1	1			4	18	42	32	
Science	Teacher Assessment	School	0	0	0		0	0	0	19	39	42	0
		National	0	0	1		0	0	3	15	52	29	0
	Test/Task	School	1	0	0	0			0	19	39	42	
		National	0	2	0	1			2	13	51	31	

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)			
by Teacher Assessment		by Test	
In the School:	73	In the School:	73
In Wales:	68	In Wales:	68

- D Pupils who have been disapplied under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
N Pupils who have failed to register a level for reasons other than absence.  
B Pupils who have not been entered for tests because they are working outside the levels of the tests  
W Pupils who are working towards Level 1 but have not yet achieved the standards needed for Level 1

The majority of eleven-year-old pupils are expected to attain Level 4.

## D. The Evidence Base of the Inspection

The inspection was carried out by a team of four inspectors over a period of three days.

- Pre-inspection meetings were held with the acting headteacher, staff and governing body.
- 20 parents attended a meeting with two members of the inspection team.
- 50 questionnaire responses were analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the SDP, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- 54 lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.

- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with SEN was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the acting headteacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.
- There was a post-inspection meeting with the acting head, staff and governors.

### E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Phillip Edwards	RgI	Context Main findings of the report Standards achieved in subjects and areas of learning Standards achieved in key skills across the curriculum Spiritual, moral, social and cultural development Teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues	Welsh second language mathematics science information technology music physical education
Mrs Stephanie James	Team	Assessment, recording and reporting Provision for pupils with SEN Staffing, accommodation and learning resources Key issues	early years English design and technology history geography art
Mrs Janet Warr	Lay	Behaviour and attitudes Attendance Support, guidance and pupils' welfare Partnership with parents and community, schools and other institutions Partnership with industry Key issues	

---

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