

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

**MATHRY VOLUNTARY CONTROLLED PRIMARY
SCHOOL
MATHRY
HAVERFORDWEST
PEMBROKESHIRE**

School Number: 668-3046

Date of Inspection: 7-8 March 2005

by

**Mr Jeffrey Harries
W246/78220**

Date: 12 May 2005

Under Estyn contract number T/149/04P

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

The inspection of **Mathry Voluntary Controlled Primary School** took place between **7-8 March 2005**. An independent team of inspectors, led by **Mr Jeffrey Harries** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 The school is situated in the village of Mathry, midway between Fishguard and St David's. The village occupies an elevated site near the coast and looks out eastwards over rolling countryside and scattered settlements, an outlook which the school also enjoys. It serves those who live in the village and the surrounding rural communities of Granston, St Nicholas, Castlemorris, Mabws and Abercastle. The school is placed in category 'B' of the Pembrokeshire Local Education Authority's (LEA) language policy. Welsh is taught as a second language and the school endeavours to ensure pupils are bilingual by the age of 11. Around 96% of pupils come from homes where English is the predominant language spoken at home. The school considers the area from which the pupils are drawn is neither prosperous nor economically disadvantaged, with the full range of ability.
- 2 The school is a Church in Wales Voluntary Controlled Primary School which has, over the years, maintained its strong links with the parish church. The early years and Key Stage (KS) 1 class is held in the original school building built in 1870, while KS2 pupils are taught in a mobile classroom in the middle of the school playground. The life of the school is underpinned by Christian values which respect education as the pursuit of truth and with each individual given equal status. The local vicar is chair of the governing body and takes collective worship on a weekly basis.
- 3 Education is provided for pupils between the ages of four to 11, with 58 pupils on roll. Around 98% of pupils are of white ethnicity. Approximately 85% of pupils have received pre-school education. Around 10% of the pupils are entitled to free school meals, a figure significantly lower than the Pembrokeshire figure of 17% and all Wales figure of 18.5%. At present, there are 12 pupils on the Special Educational Needs (SEN) register (20%), one of whom carries a statement of SEN.
- 4 The school sets considerable store by its vision statement. The school aims to:
 - provide a broad, balanced and stimulating curriculum;
 - promote tolerance, understanding and respect for others, leading pupils to be happy, well-rounded citizens of the future;
 - provide each pupil with the opportunity to fulfil their individual potential and achieve to the best of their ability, and
 - ensure high standards of achievement.
- 5 The school's main priorities for the present academic year are to:
 - improve standards in creative writing;
 - promote practical mathematical activities to consolidate learning;
 - develop further pupils' scientific investigative skills;
 - ensure information and communications technology (ICT) resources are accessible to all pupils;
 - establish a whole-school homework policy involving all stakeholders;

- redefine co-ordinators' roles and responsibilities, and
 - improve staff awareness and adopt the requirements of the under-fives curriculum.
- 6 The school was last inspected in 1999. Since that time, pupil numbers have nearly doubled, with a large influx of families moving into the catchment area. A mobile classroom with indoor toilets has recently been erected for the KS2 pupils. Both the headteacher and class teacher were appointed on a permanent basis in September 2004. The school attained the Basic Skills Quality Mark Award in 2001 and this was renewed in 2004.

Summary

- 7 Mathry Voluntary Controlled Primary School is a good school with many outstanding features. It has continued to maintain standards since the last inspection. The inspection team graded its judgements above those of the school in four of the seven key questions, and agreed with the school's judgements in the remainder. The headteacher's leadership, pupils' standards of achievement, quality of teaching, the learning experiences provided for pupils and the strong links the school has fostered, are outstanding features.

Table of grades awarded

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

Standards

- 8 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 9 Pupils with SEN make very good progress and achieve the targets set for them.
- 10 In the early years, children listen attentively to their teacher and support staff. Children's skills in speaking, reading and writing develop well.
- 11 In KS1, pupils' standards and progress in the key skills of speaking and listening are good with outstanding features; standards in reading are good. In lessons, pupils think carefully and express themselves confidently and clearly and listen attentively to other's points of view.

- 12 Standards and progress in numeracy, ICT and bilingual skills are good. The progressive development of pupils' problem solving and creative skills is a strong feature.
- 13 In KS2, pupils build on the skills acquired in KS1. They write extendedly showing a wide understanding, using ICT as an integral tool for learning. Numeracy skills are well utilised particularly in science, design and technology and geography.
- 14 Key Stage 2 pupils' skills in bilingual competence are good overall; they have a very good understanding of teachers' instructions, however, a minority lack confidence in responding readily in Welsh.
- 15 Almost without exception, pupils in both key stages are enthusiastic learners and enjoy their work and play. Pupils make very good progress towards fulfilling their potential and moving on to the next stage of learning.
- 16 Pupils' attainment in the National Curriculum (NC) assessments by teacher assessment in KS1 and by NC tests in KS2 are consistently well above the local and national averages. Almost without exception, all pupils have attained national expectations in the last few years. There is no significant variation between the performance of boys and girls
- 17 Pupils' behaviour is very good; relationships between them and staff are good and this has a positive impact on their learning and to the overall work of the school as a community. They display high levels of self-discipline and support for each other.
- 18 Pupils' average level of attendance over the three terms prior to the inspection was good at 96.1 per cent with pupils in KS1 achieving very good levels of attendance. Despite the school rigorously promoting the need for regular attendance, holidays being taken by families during the summer and autumn terms have a negative impact on attendance levels. Pupils are punctual and the school day starts promptly. Registers are completed correctly and registration procedures conform to statutory requirements.
- 19 Pupils take a very active part in their community. The community is also integral to the life of the school resulting in it being an outstanding strength of the school.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	67%	0%	0%	0%

- 20 The quality of teaching is a strength of the school. The percentage of grade 2 and grade 1 lessons is well above the Welsh Assembly Government's target of 65% being good or better by 2007. The percentage of very good lessons as witnessed in both classes is very high, and well above the Welsh average.
- 21 Teachers use very effective strategies to engage and maintain pupils' interests. In all classes, lessons are well planned. Continuity and progression and the development of key skills are well structured in all lessons. Teachers have very good subject knowledge and use a good range of teaching strategies and resources, with good use made of interactive whiteboards. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning. Teachers promote equality of opportunity and actively address the needs of specific groups of pupils including those with SEN.

- 22 The quality of assessment is good. The school complies with statutory requirements for NC assessment and for recording the progress of all pupils. The school has developed an efficient system for tracking pupils' academic progress and targets are set for all pupils. The marking of pupils' work is generally good. Annual reports to parents conform to statutory requirements.
- 23 The school responds very well to pupils' learning needs. The curriculum is broad, balanced and relevant to the needs of its pupils. Policies and schemes of work are of good quality for all curriculum areas. All staff have a clear view of how the curriculum is to be organised and taught, and work hard to ensure equality of opportunity for all pupils.
- 24 The quality of whole-school planning for the development of key skills is very good. There is a good range of extra-curricular activities. The curriculum is effectively enhanced by educational visits involving a wide range of activities. A very good feature is the large number of individuals and groups who attend the school to talk to pupils about their work and their experiences. Local agencies are also very supportive and enrich pupils' education and understanding.
- 25 The school has a very good relationship with parents who support with enthusiasm. The governors' annual report to parents meets statutory requirements. The recently re-established Home/School Agreement conforms to statutory requirements. There are very close links between the school and the community; pupils play a prominent part in village activities.
- 26 The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual and moral development is strongly promoted in all aspects of school life. '*Y Cwricwlwm Cymreig*' is enhanced through visits to places of interest in the locality and further afield to reinforce pupils' awareness of the culture and heritage of Wales. Appropriate emphasis is placed on developing pupils' awareness of the diversity of other cultures.
- 27 The school makes very good provision for pupils' personal and social education. Pupils have good opportunities to take responsibilities and show initiative, for example, on the school council.
- 28 The school's promotion and implementation of sustainable development are in the early stages of development but already pupils begin to act in a sustainable way. Pupils have a good awareness of global citizenship. Their entrepreneurial skills are developing well. They effectively utilised a grant to publish a guidebook for tourists on the local area.
- 29 Learners throughout the school are very well cared for, guided and supported. A feature of the school is its strong culture of inclusion, tolerance and community spirit. The school operates an effective reward and sanctions' system through the '*Tocyn Clod*.' The provision for pupils with SEN is very good. Support staff work closely and effectively with class teachers to support the needs of individual pupils. Individual educational plans (IEPs) are of good quality.

Leadership and management

- 30 The quality of leadership shown by the headteacher is very good. She has clarity of vision for improving and developing the school and is ably supported by the teachers and support staff. The school takes very good account of national priorities, for example, it has developed a number of initiatives to develop pupils'

understanding of global citizenship. Links with other providers of education is an outstanding feature of the school.

- 31 In judging success and evaluating its own performance, the school uses a developing range of strategies, informed by a broad range of data and qualitative evidence. The effective staff appraisal system promotes teachers' continuous professional development.
- 32 Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. Governors have a good oversight of the budget and supervise expenditure well. While governors are involved in setting the strategic direction of the school, their role in monitoring the quality of provision is less well developed. Governors fulfil their legal and regulatory requirements though the school prospectus does not fully meet statutory requirements.
- 33 All staff are involved in the self-evaluation process, with the views of governors, parents and learners having been taken into account. The self-evaluation report, produced by the school before the inspection, is comprehensive. The SDP is a detailed plan for 2004-2005, clearly setting out the school's priorities with agreed time schedules, success criteria and costings identified. However, there is no outline of the issues to receive attention over the longer term.
- 34 Overall, the school has made very good progress since the last inspection in addressing the identified key issues. It has continued to maintain the high standards achieved with the identified targets having been implemented successfully. Indoor toilets have been provided for KS2 pupils, however, despite pressing the case, there is no indoor toilet provision for early years children and KS1 pupils.
- 35 The school has a satisfactory number of experienced and suitably qualified teachers who are effectively deployed throughout the school. Pupil numbers in both classes are high, however, the support assistants work very effectively alongside teachers and give very good support to pupils.
- 36 The quality and quantity of resources are good. Resources are matched to the school's priorities for development and are regularly reviewed. Good use is made of the interactive whiteboards to enrich pupils' learning. Pupils make good use of laptops and computers to enhance their ICT skills.
- 37 Overall, the accommodation is adequate for the number of pupils on roll. The building and grounds are well maintained but the grassed area is at present in a poor state. There are no indoor toilets for early years children and KS1 pupils.
- 38 The school manages its resources efficiently. Overall, the school achieves very good value for money.

Recommendations

The school needs to:

- R1. maintain the high standards of achievement;
- R2. maintain the high quality educational provision;
- R3. ensure the school prospectus meets Welsh Assembly Government's requirements, and

R4. continue to press the case for indoor toilet facilities for early years children and KS1 pupils.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 39 The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. Inspectors deemed standards of achievement to be an outstanding feature of the school.
- 40 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate attainment is average on entry.
- 41 Pupils with SEN make very good progress and achieve the targets set for them.
- 42 In the early years, children listen attentively to their teacher and support staff. Children's skills in speaking, reading and writing develop well.
- 43 In KS1, pupils' standards and progress in the key skills of speaking and listening are good with outstanding features; standards in reading are good. In lessons, pupils think carefully and express themselves confidently and clearly, and listen intently to other's points of view.
- 44 Standards and progress in numeracy, ICT and bilingual skills are good. The progressive development of pupils' creative and problem solving skills is a strong feature.
- 45 In KS2, pupils build on the skills acquired in KS1. In the best practice, when writing and recording across the curriculum, pupils do not use worksheets but write extendedly showing a wide understanding, and use ICT as an integral tool for learning. Numeracy skills are well utilised particularly in science, design and technology and geography.
- 46 Key Stage 2 pupils' skills in bilingual competence are good overall; they have a very good understanding of teachers' instructions, however, a minority lack confidence in responding readily in Welsh.
- 47 Almost without exception, pupils in both key stages are enthusiastic learners and enjoy their work and play. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration. They are interested in their work, are keen to do their best and they take pride in their achievements, which they readily share with others.
- 48 Pupils make very good progress towards fulfilling their potential and moving on to the next stage of learning. Key Stage 2 pupils have a developing perception of what are the major factors that determine the standards they currently achieve. They set targets in literacy and numeracy to address their shortcomings.

- 49 Pupils' attainment in the NC assessments by teacher assessment in KS1 and by tests in KS2 are consistently well above the local and national averages. Almost without exception, all pupils have attained national expectations in the last few years. There is no significant variation between the performance of boys and girls.
- 50 Throughout the school, pupils' understanding of equal opportunity issues is developing very well. Through the general work of the school and their work in religious education and personal and social education, the pupils come to respect the diversity of beliefs, and cultural attitudes and traditions within society.
- 51 Pupils' behaviour is very good; relationships between them and staff are good and this has a positive impact on their learning and to the overall work of the school as a community. They display high levels of self-discipline and support for each other. They are courteous, friendly and considerate to each other, staff and visitors to the school. Pupils are aware of the school rules and the standard of behaviour expected of them and adhere to them.
- 52 No instances of bullying or aggressive behaviour were observed during the inspection and the school has not had cause to exclude any pupil during the past year.
- 53 Pupils' average level of attendance over the three terms prior to the inspection was good at 96.1% with pupils in KS1 achieving very good levels of attendance. Despite the school rigorously promoting the need for regular attendance, holidays being taken by families during the summer and autumn terms have a negative impact on attendance levels. Pupils are punctual and the school day starts promptly. Registers are completed correctly and registration procedures conform to statutory requirements.
- 54 Pupils take a very active part in their community and the community is also integral to the life of the school. This is an outstanding strength of the school. The nearby village hall is used regularly by the school for physical education, concerts and social events. Pupils' knowledge and understanding of the world of work are developing well through extensive visits and visitors to the school.

The quality of education and training

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

Grade 1: Good with outstanding features

55 Overall, the findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. Inspectors judged the quality of teaching to be a major strength of the school.

56 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	67%	0%	0%	0%

57 The percentage of grade 2 and grade 1 lessons is well above the Welsh Assembly Government's target of 65% being good or better by 2007. The percentage of very good lessons as witnessed in both classes is very high, and well above the Welsh average.

- 58 Teachers have a very good relationship with pupils and they know their backgrounds very well. Pupils' efforts and good work are praised and consistent encouragement ensures very good progress. Teachers use very effective strategies to engage and maintain pupils' interests.
- 59 In all classes, lessons are well planned with clear learning objectives shared with pupils. Continuity and progression and the development of key skills are well structured in all lessons. Planning for pupils to develop and apply their bilingual skills in subjects across the curriculum is appropriate. Planning for the under-fives is good overall, however, children do not have daily opportunity to access a stimulating play area.
- 60 Teachers have very good subject knowledge and use a good range of teaching strategies and resources, with good use made of interactive whiteboards which significantly maintains pupils' interest, and ensures that equal opportunities are offered to all. Teachers exchange classes to utilise their subject specialism in history, music, physical education and design and technology.
- 61 Well-organised direct teaching is conducted at a brisk pace and good quality questioning encourages pupils to make appropriate responses. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning. Teachers promote equality of opportunity and actively address the needs of specific groups of pupils including those with SEN.
- 62 The quality of assessment is good. The school complies with statutory requirements for NC assessment and for recording the progress of all pupils including those with SEN. The NC assessment test results are analysed to identify strengths and weaknesses in performance, and used to guide teachers' planning and improve learning and target setting. The school has developed an efficient system for tracking pupils' academic progress which informs teachers effectively of individual pupil achievement, and enables even greater precision in target setting.
- 63 Targets for improvement are set for each pupil. These targets are well used to ensure pupils' progress over the year in both key stages. In discussion, pupils report that these targets are helping them to understand what they need to do to improve. There are good opportunities for pupils to be involved in evaluating their own work or learning. The recording system is well developed and clearly demonstrates pupils' progress and achievement.
- 64 The marking of pupils' work is generally good. Comments about pupils' work is encouraging and constructive, enabling them to make progress in their work. However, it is sometimes inconsistent with limited reference how pupils can improve.
- 65 Annual reports to parents conform to statutory requirements. In the best practice they include observations that refer to pupils' achievements, effort and attitude with comments on pupils' strengths and weaknesses. Reports do not always include information about how pupils can improve their performance. The school holds one formal parental consultation meeting a year. The school has an 'open door' policy, however, at the pre-inspection meeting with inspectors, parents stated they had insufficient opportunity to see their child's work.

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

Grade 1: Good with outstanding features

- 66 The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report. Inspectors judged the learning experiences to be an outstanding feature.
- 67 The school responds very well to pupils' learning needs. The curriculum is broad, balanced and relevant to the needs of its pupils. It includes all subjects of the NC and religious education. It is well organised and is accessible to all pupils, including those with SEN.
- 68 The school has adopted a thematic approach to curriculum planning. Policies and schemes of work are of good quality for all curriculum areas. Within the schemes, there are references to aims and objectives, assessment opportunities and resources. All staff have a clear view of how the curriculum is to be organised and taught, and work hard to ensure equality of opportunity for all pupils. The quality of whole-school planning for the development of key skills is very good.
- 69 The arrangements for additional help and support for pupils with SEN is very good. They receive very good support in mainstream classes and in withdrawal groups and they make very good progress towards their individual learning targets. Provision for the needs of pupils who are gifted or talented is good.
- 70 There is a good range of extra-curricular activities including Urdd, Menter Iaith, gymnastics, Dragon sports and games, with equal opportunities for all pupils to participate. The curriculum is effectively enhanced by educational visits which include a wide range of activities.
- 71 The school has a very good relationship with parents who support with enthusiasm. The foundation of these close links begins on children's entry to school. The governors' annual report to parents meets statutory requirements. Parents are satisfied with the regular information that they receive from the school through letter, meetings and reports. The recently re-established Home/School Agreement which conforms to statutory requirements, has been signed by the majority of the parents. The Friends Association raises significant sums of money during the year towards resources for the school.
- 72 There are very close links between the school and the community, which is an outstanding strength of the school. Pupils play a prominent part in village activities. A number of services, concerts, fairs and other activities are held throughout the year and pupils collect towards charities and good causes regularly. A very good feature is the large number of individuals and groups who attend the school to talk to pupils about their work and their experiences. Local agencies are also very supportive and enrich pupils' education and understanding.
- 73 The school has very good partnerships with the local primary and secondary schools through the Family of Schools and the cluster of schools. The transition and induction programme for the transfer of pupils to local secondary schools are very effective.

- 74 The provision for pupils' spiritual, moral, social and cultural development is an outstanding feature. Pupils' spiritual and moral development is strongly promoted in all aspects of school life. Pupils know the school rules and expectations and have a clear awareness of the difference between right and wrong. *Y Cwricwlwm Cymreig* is enhanced through visits to places of interest in the locality and further afield to reinforce pupils' awareness of the culture and heritage of Wales. Appropriate emphasis is placed on developing pupils' awareness of the diversity of other cultures, and encouraging them to respect the beliefs of others, in their own country and abroad.
- 75 The provision for promoting bilingual skills and culture of Wales is good. Pupils make good use of incidental Welsh during registration periods, recite prayers in Welsh and sing Welsh hymns and songs with intelligible level of pronunciation. There is very good use of incidental Welsh by teachers.
- 76 The school makes very good provision for pupils' personal and social education. Relationships throughout the school are very good. Pupils have good opportunities to take responsibilities and show initiative, for example, on the school council. The provision for social inclusion by ensuring equality of access and opportunity for all pupils is very good.
- 77 The school's promotion and implementation of sustainable development is in the early stages of advancement but already pupils are becoming familiar with it, and begin to act in a sustainable way. Pupils undertake a litter pick in the village, sort the litter and visit a local recycling centre to see how it will be disposed of. Pupils have a good awareness of global citizenship through close links with Botswana, Mongolia and Phuket. Inter-school visits by teachers enhance pupils' understanding.
- 78 Pupils' entrepreneurial skills are developing well. They effectively utilised a grant to publish a guide book for tourists on the local area. This gave the pupils an opportunity to enhance a number of their skills in order to research, compile and publish the booklet. This venture also led to partnerships with agencies such as the National Trust, National Park and Forestry Commission, as well as local businesses.
- 79 The school has utilised a regeneration grant and a Millennium Grant to purchase a pottery kiln for school and community use. Pupils have already produced a mural using the kiln and are currently in the process of producing a much larger work at the entrance to the school.

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

Grade 1: Good with outstanding features
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- 80 Overall, the findings the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. Inspectors judged the care, guidance, and support for pupils to be good with outstanding features.
- 81 Learners throughout the school are very well cared for, guided and supported. An outstanding feature of the school is its strong culture of inclusion, tolerance and community spirit. The headteacher, teachers and support staff know their pupils very well. The school provides a very welcoming, caring environment where all pupils feel safe, happy and secure. Pupils' academic progress and

personal development are carefully monitored and their achievements are shared and celebrated.

- 82 Induction arrangements for early years' children are very good and parents are fully involved in the process. Arrangements to settle pupils into school life at a later stage are equally as good.
- 83 There is a range of policies and procedures relating to health, safety and welfare of pupils. A clear policy has been drawn up on child protection issues. All members of staff are aware of the procedures to be followed. Good working relationships have been established with social services. The school has effective procedures for the monitoring of pupils' behaviour and attendance. The school operates an effective reward and sanctions system through the 'Tocyn Clod'.
- 84 The provision for pupils with SEN is very good. The identification of their needs and the monitoring and assessment of their progress are effective.
- 85 Support staff work closely and effectively with class teachers to support the needs of individual pupils with SEN. Pupils' IEPs are of good quality. They include appropriate learning objectives and clear targets.
- 86 Detailed records are kept on attainment and progress of pupils with SEN. Arrangements for discussion with parents are effective. There is a named governor who takes an active interest in the provision and in the progress made by pupils. Links with outside agencies are good.
- 87 Relationships throughout the school are good and contribute significantly to pupils' self-esteem and confidence. Pupils are friendly and polite to each other, teachers and visitors alike. The school has policies in place that promote equal opportunities, diversity, racial equality and anti-bullying strategies.
- 88 There are effective arrangements to ensure that pupils with physical disability are not treated less favourably than others. However, the emergency exit in the mobile classroom is not ramped for the physically disabled.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 89 Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 90 The quality of leadership shown by the headteacher is very good. She has clarity of vision for improving and developing the school and is ably supported by the teachers and support staff. The school ethos supports a good quality of life reflected in the confidence, trust and mutual co-operation between staff, pupils, governors, parents and the wider community.
- 91 The school takes very good account of national priorities, for example, it has developed a number of initiatives to develop pupils' understanding of global citizenship. Links with other providers of education is an outstanding feature of the school. The school council helps pupils to contribute to and influence directly the decisions that affect them.

- 92 Detailed analysis is undertaken of performance data. Benchmark information is used to compare the school's performance with that of other schools. Whole-school quantitative targets are set which are both challenging and realistic.
- 93 In judging success and evaluating its own performance, the school uses a developing range of strategies, informed by a broad range of data and qualitative evidence. Subject co-ordinators undertake monitoring and evaluation of their areas of responsibility by visiting classes and undertaking an annual audit of provision. At the time of the inspection, samples of pupils' work gathered in portfolios were not up-to-date. Teachers share the outcomes from evaluation and act upon the findings.
- 94 The effective staff appraisal system promotes teachers' continuous professional development.
- 95 Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. Many are actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. Governors meet regularly and are supplied with comprehensive information about the life and work of the school through the headteacher's reports.
- 96 Governors have a good oversight of the budget and supervise expenditure well. The latest audit of finances by the local authority in 2003 reported good budgetary control. Decisions on expenditure are closely linked to the priorities identified in the school development plan (SDP) and governors make every effort to secure best value for money. Whilst governors are involved in setting the strategic direction of the school, their role in monitoring the quality of provision is less well developed. Governors fulfil their legal and regulatory requirements though the school prospectus does not fully meet statutory requirements.
- 97 The school runs effectively and efficiently on a day-to-day basis. The part-time school administrator carries out her duties efficiently and conscientiously. Overall, the school provides very good value for money.

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

Grade 2: Good features and no important shortcomings

- 98 Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 99 The headteacher, governors and staff are committed to maintaining and further improving standards. All staff are involved in the self-evaluation process, with the views of governors, parents and learners having been taken into account.
- 100 Governors are becoming more involved in monitoring the quality of provision and have a developing understanding of the strengths of the school and the priorities to be implemented through the SDP. The role of subject co-ordinators in monitoring and evaluating work is developing well.
- 101 The SDP is a detailed plan for 2004-2005, clearly setting out the school's priorities with agreed time schedules, success criteria and costings identified.

However, there is no outline of the issues to receive attention over the longer term.

- 102 A detailed analysis is made of a wide range of assessment and test results including baseline tests in reception, teacher assessment at the end of KS1 and the results of NC tests at the end of KS2. The school makes good use of this analysis to identify strengths and weaknesses.
- 103 Performance management procedures are impacting well on staff development. They contribute effectively to the identification of professional needs of all staff.
- 104 The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and areas for improvement supported by a wide range of documented evidence. It has however been modest in its grading of the key questions.
- 105 Overall, the inspection team agree with the school's identification of its strengths and areas for improvement and with the judgements made by the school in three of the seven key questions. The team upgraded the remaining four key questions.
- 106 Overall, the school has made very good progress since the last inspection in addressing the identified key issues. It has continued to build on the high standards achieved with the identified targets having been implemented successfully. Indoor toilets have been provided for KS2 pupils, however, despite pressing the case, there are no indoor toilets for early years children and KS1 pupils.

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

Grade 2: Good features and no important shortcomings

- 107 Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 108 The school has a satisfactory number of experienced and suitably qualified teachers who are effectively deployed throughout the school. They work well together as a team and show a strong commitment to the school. Pupil numbers in both classes are high, however, the support assistants work very effectively alongside teachers and give very good support to pupils. Good support is given by the visiting peripatetic teachers. In-service training is appropriately linked to priorities for school development.
- 109 The quality and quantity of resources are good. Resources are used well but children in early years do not utilise the large play equipment on a regular basis. Resources are matched to the school's priorities for development and are regularly reviewed. Good use is made of the interactive whiteboards to enrich pupils' learning. Pupils make good use of laptops and computers to enhance their ICT skills.
- 110 Overall, the accommodation is adequate for the number of pupils on roll and is fully exploited for teaching and learning. Key Stage 2 pupils are housed in a mobile classroom; it is spacious, in good condition, and has significantly enhanced the learning areas. However, its location has significantly reduced the hard-surfaced playing area.

- 111 The building and grounds are well maintained but the grassed area is at present in a poor state. There are no indoor toilets for early years children and KS1 pupils. The school overcomes its limited facilities for whole-school activities and physical education by utilising the village hall. The classrooms are well arranged with colourful displays, which provide a stimulating environment in all teaching areas.
- 112 Spending decisions are well linked to priorities in the school's plans. Recently, decisions have led to a significant improvement in information technology resources so that, for example, all classes now have fixed interactive whiteboards.
- 113 Spending decisions in school are sanctioned by the headteacher, and the budget sub-committee of the governing body is diligent in its monitoring role of reviewing and guiding significant areas of expenditure. There are secure processes in place to ensure value for money.
- 114 Overall, the school achieves very good value for money.

School's response to the inspection

The school was invited to respond to the inspection report, however, on this occasion, it declined to do so.

Appendix A

Basic information about the school

Name of School	Mathry Voluntary Controlled Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Mathry Haverfordwest Pembrokeshire
Post-Code	SA 62 5HA
Telephone Number	01348831452

Headteacher	Mrs Judy Griffiths
Date of appointment	September 2004
Chair of Governors	Rev Paul Davies
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	7-8 March 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		9	7	11	8	7	8	8	58

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole school
Spring 2004	95.0%	98.0%	96.0%	97.0%
Summer 2004	95.6%	97.5%	93.7%	95.6%
Autumn 2004	96.0%	97.0%	94.5%	95.7%

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results - End of KS1:

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2:	8
As the number of pupils eligible for assessment at the end of KS1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88%	In Wales	81%

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

National Curriculum Assessment Results - End of KS2:

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6:	4
As the number of pupils eligible for assessment at the end of KS2 was fewer than five, summary information is not included.		

Appendix D

Evidence base of the inspection

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

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and 18 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 30 completed questionnaires were analysed and the inspection team took note of the results; 94.5% of the responses were positive;
- school documentation was examined.

During the inspection:

- evidence was gathered based on the inspection of classes in a total of 18 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-times;
- discussions were held with pupils about aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr J Harries Registered Inspector	Context Summary and recommendations Key Questions 1, 2, 5 and 6
Mr M Lewis Team Inspector	Key Questions 3, 4 and 7
Mrs J Davies Lay Inspector	Contributions to key questions 1, 2, 3, 4 and 5
Mrs J Griffiths	Nominee

Acknowledgement

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

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

A SUMMARY REPORT FOR PARENTS

Mathry Voluntary Controlled Primary School

**Mathry
Haverfordwest
Pembrokeshire**

School Number: 668-3046

Date of Inspection: 7-8 March 2005

by

**Mr Jeffrey Harries
W246/78220**

Date: 12 May 2005

Under Estyn contract number T/149/04P

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

The inspection of **Mathry Voluntary Controlled Primary School** took place between **7-8 March 2005**. An independent team of inspectors, led by **Mr Jeffrey Harries** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Basic information about the school

Name of School	Mathry Voluntary Controlled Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Mathry Haverfordwest Pembrokeshire
Post-Code	SA 62 5HA
Telephone Number	01348831452

Headteacher	Mrs Judy Griffiths
Date of appointment	September 2004
Chair of Governors	Rev Paul Davies
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	7-8 March 2005

The nature of the provider

- 1 The school is situated in the village of Mathry, midway between Fishguard and St David's. The village occupies an elevated site near the coast and looks out eastwards over rolling countryside and scattered settlements, an outlook which the school also enjoys. It serves those who live in the village and the surrounding rural communities of Granston, St Nicholas, Castlemorris, Mabws and Abercastle. The school is placed in category 'B' of the Pembrokeshire Local Education Authority's (LEA) language policy. Welsh is taught as a second language and the school endeavours to ensure pupils are bilingual by the age of 11. Around 96% of pupils come from homes where English is the predominant language spoken at home. The school considers the area from which the pupils are drawn is neither prosperous nor economically disadvantaged, with the full range of ability.
- 2 The school is a Church in Wales Voluntary Controlled Primary School which has, over the years, maintained its strong links with the parish church. The early years and Key Stage (KS) 1 class is held in the original school building built in 1870, while KS2 pupils are taught in a mobile classroom in the middle of the school playground. The life of the school is underpinned by Christian values which respect education as the pursuit of truth and with each individual given equal status. The local vicar is chair of the governing body and takes collective worship on a weekly basis.
- 3 Education is provided for pupils between the ages of four to 11, with 58 pupils on roll. Around 98% of pupils are of white ethnicity. Approximately 85% of pupils have received pre-school education. Around 10% of the pupils are entitled to free school meals, a figure significantly lower than the Pembrokeshire figure of 17% and all Wales figure of 18.5%. At present, there are 12 pupils on the Special Educational Needs (SEN) register (20%), one of whom carries a statement of SEN.
- 4 The school sets considerable store by its vision statement. The school aims to:
 - provide a broad, balanced and stimulating curriculum;
 - promote tolerance, understanding and respect for others, leading pupils to be happy, well-rounded citizens of the future;
 - provide each pupil with the opportunity to fulfil their individual potential and achieve to the best of their ability, and
 - ensure high standards of achievement.
- 5 The school's main priorities for the present academic year are to:
 - improve standards in creative writing;
 - promote practical mathematical activities to consolidate learning;
 - develop further pupils' scientific investigative skills;
 - ensure information and communications technology (ICT) resources are accessible to all pupils;
 - establish a whole-school homework policy involving all stakeholders;
 - redefine co-ordinators' roles and responsibilities, and
 - improve staff awareness and adopt the requirements of the under-fives curriculum.

- 6 The school was last inspected in 1999. Since that time, pupil numbers have nearly doubled, with a large influx of families moving into the catchment area. A mobile classroom with indoor toilets has recently been erected for the KS2 pupils. Both the headteacher and class teacher were appointed on a permanent basis in September 2004. The school attained the Basic Skills Quality Mark Award in 2001 and this was renewed in 2004.

Summary

- 7 Mathry Voluntary Controlled Primary School is a good school with many outstanding features. It has continued to maintain standards since the last inspection. The inspection team graded its judgements above those of the school in four of the seven key questions, and agreed with the school's judgements in the remainder. The headteacher's leadership, pupils' standards of achievement, quality of teaching, the learning experiences provided for pupils and the strong links the school has fostered, are outstanding features.

Table of grades awarded

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

Standards

- 8 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 9 Pupils with SEN make very good progress and achieve the targets set for them.
- 10 In the early years, children listen attentively to their teacher and support staff. Children's skills in speaking, reading and writing develop well.
- 11 In KS1, pupils' standards and progress in the key skills of speaking and listening are good with outstanding features; standards in reading are good. In lessons, pupils think carefully and express themselves confidently and clearly and listen attentively to other's points of view.
- 12 Standards and progress in numeracy, ICT and bilingual skills are good. The progressive development of pupils' problem solving and creative skills is a strong feature.

- 13 In KS2, pupils build on the skills acquired in KS1. They write extendedly showing a wide understanding, using ICT as an integral tool for learning. Numeracy skills are well utilised particularly in science, design and technology and geography.
- 14 Key Stage 2 pupils' skills in bilingual competence are good overall; they have a very good understanding of teachers' instructions, however, a minority lack confidence in responding readily in Welsh.
- 15 Almost without exception, pupils in both key stages are enthusiastic learners and enjoy their work and play. Pupils make very good progress towards fulfilling their potential and moving on to the next stage of learning.
- 16 Pupils' attainment in the National Curriculum (NC) assessments by teacher assessment in KS1 and by NC tests in KS2 are consistently well above the local and national averages. Almost without exception, all pupils have attained national expectations in the last few years. There is no significant variation between the performance of boys and girls.
- 17 Pupils' behaviour is very good; relationships between them and staff are good and this has a positive impact on their learning and to the overall work of the school as a community. They display high levels of self-discipline and support for each other.
- 18 Pupils' average level of attendance over the three terms prior to the inspection was good at 96.1 per cent with pupils in KS1 achieving very good levels of attendance. Despite the school rigorously promoting the need for regular attendance, holidays being taken by families during the summer and autumn terms have a negative impact on attendance levels. Pupils are punctual and the school day starts promptly. Registers are completed correctly and registration procedures conform to statutory requirements.
- 19 Pupils take a very active part in their community. The community is also integral to the life of the school resulting in it being an outstanding strength of the school.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	67%	0%	0%	0%

- 20 The quality of teaching is a strength of the school. The percentage of grade 2 and grade 1 lessons is well above the Welsh Assembly Government's target of 65% being good or better by 2007. The percentage of very good lessons as witnessed in both classes is very high, and well above the Welsh average.
- 21 Teachers use very effective strategies to engage and maintain pupils' interests. In all classes, lessons are well planned. Continuity and progression and the development of key skills are well structured in all lessons. Teachers have very good subject knowledge and use a good range of teaching strategies and resources, with good use made of interactive whiteboards. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning. Teachers promote equality of opportunity and actively address the needs of specific groups of pupils including those with SEN.
- 22 The quality of assessment is good. The school complies with statutory requirements for NC assessment and for recording the progress of all pupils. The school has developed an efficient system for tracking pupils' academic progress and targets are set for all pupils. The marking of pupils' work is generally good. Annual reports to parents conform to statutory requirements.

- 23 The school responds very well to pupils' learning needs. The curriculum is broad, balanced and relevant to the needs of its pupils. Policies and schemes of work are of good quality for all curriculum areas. All staff have a clear view of how the curriculum is to be organised and taught, and work hard to ensure equality of opportunity for all pupils.
- 24 The quality of whole-school planning for the development of key skills is very good. There is a good range of extra-curricular activities. The curriculum is effectively enhanced by educational visits involving a wide range of activities. A very good feature is the large number of individuals and groups who attend the school to talk to pupils about their work and their experiences. Local agencies are also very supportive and enrich pupils' education and understanding.
- 25 The school has a very good relationship with parents who support with enthusiasm. The governors' annual report to parents meets statutory requirements. The recently re-established Home/School Agreement conforms to statutory requirements. There are very close links between the school and the community; pupils play a prominent part in village activities.
- 26 The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual and moral development is strongly promoted in all aspects of school life. '*Y Cwricwlwm Cymreig*' is enhanced through visits to places of interest in the locality and further afield to reinforce pupils' awareness of the culture and heritage of Wales. Appropriate emphasis is placed on developing pupils' awareness of the diversity of other cultures.
- 27 The school makes very good provision for pupils' personal and social education. Pupils have good opportunities to take responsibilities and show initiative, for example, on the school council.
- 28 The school's promotion and implementation of sustainable development are in the early stages of development but already pupils begin to act in a sustainable way. Pupils have a good awareness of global citizenship. Their entrepreneurial skills are developing well. They effectively utilised a grant to publish a guidebook for tourists on the local area.
- 29 Learners throughout the school are very well cared for, guided and supported. A feature of the school is its strong culture of inclusion, tolerance and community spirit. The school operates an effective reward and sanctions' system through the '*Tocyn Clod*.' The provision for pupils with SEN is very good. Support staff work closely and effectively with class teachers to support the needs of individual pupils. Individual educational plans (IEPs) are of good quality.

Leadership and management

- 30 The quality of leadership shown by the headteacher is very good. She has clarity of vision for improving and developing the school and is ably supported by the teachers and support staff. The school takes very good account of national priorities, for example, it has developed a number of initiatives to develop pupils' understanding of global citizenship. Links with other providers of education is an outstanding feature of the school.
- 31 In judging success and evaluating its own performance, the school uses a developing range of strategies, informed by a broad range of data and qualitative evidence. The effective staff appraisal system promotes teachers' continuous professional development.

- 32 Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. Governors have a good oversight of the budget and supervise expenditure well. While governors are involved in setting the strategic direction of the school, their role in monitoring the quality of provision is less well developed. Governors fulfil their legal and regulatory requirements though the school prospectus does not fully meet statutory requirements.
- 33 All staff are involved in the self-evaluation process, with the views of governors, parents and learners having been taken into account. The self-evaluation report, produced by the school before the inspection, is comprehensive. The SDP is a detailed plan for 2004-2005, clearly setting out the school's priorities with agreed time schedules, success criteria and costings identified. However, there is no outline of the issues to receive attention over the longer term.
- 34 Overall, the school has made very good progress since the last inspection in addressing the identified key issues. It has continued to maintain the high standards achieved with the identified targets having been implemented successfully. Indoor toilets have been provided for KS2 pupils, however, despite pressing the case, there is no indoor toilet provision for early years children and KS1 pupils.
- 35 The school has a satisfactory number of experienced and suitably qualified teachers who are effectively deployed throughout the school. Pupil numbers in both classes are high, however, the support assistants work very effectively alongside teachers and give very good support to pupils.
- 36 The quality and quantity of resources are good. Resources are matched to the school's priorities for development and are regularly reviewed. Good use is made of the interactive whiteboards to enrich pupils' learning. Pupils make good use of laptops and computers to enhance their ICT skills.
- 37 Overall, the accommodation is adequate for the number of pupils on roll. The building and grounds are well maintained but the grassed area is at present in a poor state. There are no indoor toilets for early years children and KS1 pupils.
- 38 The school manages its resources efficiently. Overall, the school achieves very good value for money.

Recommendations

The school needs to:

- R1. maintain the high standards of achievement;
- R2. maintain the high quality educational provision;
- R3. ensure the school prospectus meets Welsh Assembly Government's requirements, and
- R4. continue to press the case for indoor toilet facilities for early years children and KS1 pupils.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Acknowledgement

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