

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

Milford Haven Junior School

**Prioryville
Milford Haven
Pembrokeshire
SA7 32LQ**

School Number: 668/2237

Date of Inspection: 22-25 November 2004

by

**Mr Brinley Jones
Reg no. 78379**

Date: 27th January 2005

Under Estyn contract number: T/57/04P

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Milford Haven Junior 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 Milford Haven Junior School took place between 22-25th November 2004. An independent team of inspectors, led by Mr Brinley Jones 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

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.

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Context

The nature of the provider

1. Milford Haven Junior school is located in the town of Milford Haven; the LEA is Pembrokeshire. The school has two feeder infant schools and notes that a significant majority of pupils come from areas which are economically disadvantaged. 28 % of pupils are entitled to free school meals. No pupils speak Welsh as a first language and around 1% of pupils come from ethnic minority backgrounds. At present there are 349 pupils on roll and there are 103 (30%) of pupils on the special educational needs register, including four of whom are statemented.
2. The school's mission statement highlights the importance of pupils, parents and teachers working in partnership as a community. It also refers to the importance of the school's partnership with the wider community of Milford Haven, thereby encouraging pupils to have pride in their school and respect for the town in which they are growing up.

The school's priorities and targets.

3. The school's overall aim is to develop the whole child so that all pupils reach their potential physically and academically and are taught social skills to be able to live in and contribute to the wider community.
4. Other aims include:
 - developing pupils as healthy, happy and well-adjusted individuals;
 - developing pupils hidden talents through a strong commitment to music and sport;
 - encouraging appropriate behaviour and attitudes including: courtesy; care; respect; pride; effort and tolerance;
 - creating a rich and stimulating learning environment;
 - providing high quality teaching, books, materials and equipment to promote effective learning;
 - helping pupils become independent learners by teaching them the necessary skills;
 - establishing positive attitudes towards learning;
 - producing literate, numerate, articulate pupils with good communication skills.

Priorities as identified in the SDP for 2004 – 2005 include:

- developing ICT resources and providing further staff training in the subject;
- improving reading standards for all but especially for selected groups of pupils;
- continuing to develop story writing across the whole school;
- monitoring and evaluating the teaching of key skills across year groups;
- focusing on SEN – policy, provision and new programmes/initiatives;

- developing personal and social education with reference to school grounds, playtimes, health promotion and behaviour;
 - preparing for and participating in the new inspection process;
 - continuing to work towards maintaining the standards of the quality mark;
 - continuing to develop and refine the process of performance management.
5. The school was last inspected in March 1999. The school was awarded the basic skills mark, for the second time, in 2002.

Summary

6. Milford Haven Junior school has a number of strengths. These include the school's ethos, the quality of relationships between staff and pupils, the very good leadership and management, the overall quality of teaching, the very effective contributions of support staff and the role of music and sport within the school. Staff are committed to moving the school forward and to raising pupils' self esteem and self confidence. They work hard at improving the very challenging behaviour of a small minority of pupils.
7. The inspection team's findings matched the judgements made by the school in six of the seven questions in the self- evaluation report. The inspection team allocated a lower grade to one question.

Table of grades awarded

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

Standards

Subjects

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Welsh 2 nd Language	Grade 2
Design and Technology	Grade 2
Information Technology	Grade 2
Geography	Grade 2

8. The majority of pupils, including those from all backgrounds, make good progress in their work and personal and social development.
9. Whilst most older pupils reach targets set, this was not the case with a significant minority of boys, in English in particular, at the end of the last academic year.
10. The majority of pupils with SEN make good progress. Some make very good progress.
11. Standards in the key skills of speaking, listening, writing and numeracy are good in subjects across the curriculum. The use pupils make of reading and ICT is more variable and standards are satisfactory. Standards in bilingualism are satisfactory.
12. Most pupils develop a good understanding of their strengths and areas for further development. The majority make good progress in acquiring new knowledge and skills and in the development of their problem solving skills.
13. The great majority of pupils demonstrate good attitudes towards their work and school life.
14. Percentages of pupils achieving level four in core subject NC tests in 2004 were well below local and national figures. They were in line and above in 2002 and 2003 respectively. In comparison with schools of a similar background the 2004 figures shows that the school, having been in the middle and upper quartiles for 2002 and 2003, is in the lower quartile for English and in the middle quartile for mathematics and science.
15. While boys out-performed girls in 2002, a significant gap has developed between girls and boys, particularly in English and to a lesser degree in mathematics in 2004. There are indications that this trend may continue despite strategies employed to address this discrepancy.
16. The great majority of pupils are considerate and sociable and have a good relationship with each other and with staff. They develop a good understanding of moral values, equal opportunities and the need to respect diversity.

17. Overall the behaviour and attitudes of most pupils are good. During the inspection, a small minority exhibited very challenging behaviour; in the case of a very small number, very aggressive behaviour patterns, involving physical aggression were observed.
18. Overall, attendance rates during the last three terms have been at least satisfactory at just below 94%. Pupils are, for the most part, punctual.

The quality of education and training

19. The overall quality of teaching is one of the strengths of the school. The percentage of good or better teaching observed is well above the WAG target of 50% good or better.
20. Features of good and very good teaching include clear aims, well matched activities, good organisation, a good range of teaching techniques, well paced lessons, effective plenary sessions and high expectations of both achievement and behaviour.
21. In less effective and unsatisfactory lessons, objectives are not clearly shared with pupils.
22. Insufficient attention is given to differentiation and lessons develop at an inappropriate pace.
23. In a very small minority of lessons expectations, both in terms of learning and behaviour, are insufficiently high; consequently some pupils, particularly boys, underachieve.
24. The quality of assessment and record keeping in core areas is good; however procedures in the foundation subjects are at a very early stage of development. Systems for assessing pupils with SEN are appropriate.
25. Standards of marking across the school are inconsistent. At its best, marking acknowledges achievement and indicates clearly how work can be improved.
26. Pupils have individual target sheets but they are inconsistently used by pupils.
27. The school maintains a useful “record of achievement” file for each pupil. An effective tracking system to monitor the progress pupils is being developed.
28. Reports to parents are of good quality and comply with statutory requirements. Opportunities are provided for parents to discuss their children’s progress on three occasions annually.
29. The school offers a broad, balanced and relevant curriculum which meets the needs of all its pupils. Clear policy documents and good schemes of work for each subject help ensure continuity and progression. Short term planning is very well focussed and very good opportunities are planned for the development of basic skills.

30. Planning for the development of key skills across the curriculum is in the process of being further developed. At present it is insufficiently rigorous. There are positive strategies for the promotion of bilingualism and the specialist Welsh teacher makes a very important contribution. Opportunities for the progressive use of incidental Welsh are constrained at times, by lack of class teacher expertise
31. Literacy hour experiences are effective and good use is made of relevant literature. Strategies for developing handwriting are not consistently applied.
32. Setting systems for mathematics and English are effective but lack procedures for ensuring that time is not wasted as pupils move to and from their respective groups.
33. A good range of visits and well-focused visitors enrich the curriculum and the school offers a very wide range of stimulating extra-curricular activities.
34. Good opportunities are provided for independent, pair and group work and for problem solving activities, particularly in mathematics.
35. Homework is regularly set and is well targeted.
36. Provision for moral, social and cultural development is good while provision for spiritual development has good features. Pupils are encouraged to be helpful and co-operative at all times. Older pupils care for younger children as playground 'buddies'. School and class councils are developing effectively. Pupils are aware of those less fortunate and contribute to a number of charities.
37. The curriculum Cymreig is promoted well and there are good opportunities for pupils to develop their awareness of other cultures.
38. PSE experiences encompass all aspects of the curriculum. The focus on healthy eating is particularly effective. The focus on sustainable development is being further enhanced.
39. Links between the school and parents, with the community and other schools are very good.
40. Very good links exist with other schools. Links with industry are good.
41. The overall quality of the pastoral care of pupils is a noteworthy feature. Achievements are celebrated in a range of ways.
42. There are good links with outside agencies.
43. The head and an experienced teacher have received training for child protection. Staff have a good awareness of signs of abuse and these are discussed regularly, although they are not listed in the policy document. All

staff members are fully aware of procedures to be followed if they have concerns.

44. Links with the two feeder infant schools are well developed. Links with the comprehensive school are strong and very well established.
45. The school has a comprehensive health and safety policy, which is well implemented. A number of recent initiatives have further improved security in the school. A matter of security was raised with the head and GB.
46. Good procedures are in place to identify pupils with additional learning needs. Provision in this area has been reorganised during the last year and the role of the new SENCO is developing with the support of the LEA adviser. The current SDP indicates that the new initiatives are in the process of being further developed but new procedures for drawing up IEPs are at times insufficiently precise and detailed.
47. There is a very successful programme for the development of basic skills with pupils with additional learning needs. The contribution of LSAs under the SENCO's leadership is of a high order.
48. Links between staff, parents and governors to promote good behaviour and to manage the very challenging behaviour of a small minority of pupils are good. The school has developed a number of well-focused initiatives and most are implemented appropriately.
49. Staff work very hard and for most part are successful in ensuring that inappropriate behaviour is dealt with effectively and does not undermine learning in classes. The school notes that staff have received training in the management of aggressive behaviour; they deal quickly and appropriately with break time or lunchtime incidents. All incidents are well documented.
50. Recently there has been an increase in specialist support for pupils with aggressive behaviour tendencies from the behaviour support teacher and the education psychologist who also help staff further develop appropriate and effective strategies in this context.
51. The school has an anti bullying policy. Issues relating to bullying are regularly discussed and incidents of reported bullying are dealt with immediately. There are clear policies for promoting race relations and developing an awareness of diversity.
52. Good procedures are in place for monitoring attendance and punctuality.
53. Pupils with disabilities are included in all aspects of school life.

Leadership and management

54. The school is very well led and has very clear structures for effective management.

55. The head provides very purposeful leadership and direction and is very well supported by a cohesive management team.
56. The school takes good account of national priorities and local initiatives. The SDP is a detailed document, which clearly defines relevant areas of current focus and reflects on-going work. A culture of self- evaluation, involving all staff has been well established. The link between self- evaluation and the SDP, which emerges, is strong.
57. Performance management is an integral feature of professional and school development. Targets include an annual whole- school focus as well as individual targets. All staff benefit from INSET training.
58. Links with school governors, who meet their statutory responsibilities conscientiously and very effectively, are close. The chair of governors is very much involved in the daily life of the school and provides support of high quality while other governors undertake responsibilities effectively through an efficient committee structure. The GB is very involved in discussing evaluation evidence and decisions regarding future developments.
59. The school budget is managed very effectively and the day to day running of the school is very efficient. Administrative staff play a major role.
60. The monitoring role of the head, SMT and year group leaders is very well developed. Co-ordinators monitoring of the teaching and learning of specific subjects through classroom observations is, however, insufficiently developed.
61. The school undertakes a detailed analysis of the results of pupil tests including teacher assessments and NC tests; these are shared with GB. All teachers are involved in setting realistic targets for pupils. This information is shared with parents. Governors are fully involved in discussions on target setting.
62. The self-evaluation document provides a range of relevant information. While the document is based on a wide range of evidence, the school acknowledges that parents and pupils could be more involved in the process.
63. Progress in addressing the key issues identified in the last inspection has been good overall.
64. Pupil teacher ratio is good and teachers are well deployed. A notable strength of the school is the use and deployment of LSAs who are involved in the professional development programme. Support staff perform their duties effectively and efficiently.
65. Accommodation is very good. Very effective use is made of the ICT suite, music room and the hall. The high standard of displays makes an important contribution to the learning environment.

66. The outdoor play areas and school fields are spacious and are used very effectively for a range of sporting activities; good use is made of a nearby swimming pool.
67. The quality and quantity of resources in the subjects inspected are good. Their effective use in information technology and design and technology has been very important in raising standards in these subjects.
68. Spending decisions are well matched to priorities and the well focused decisions on staffing, accommodation and resources have contributed significantly to moving the school forward.
69. Overall, the school provides very good value for money.

Recommendations

70. In order to move the school forward, the head, staff and GB need to:

R1 maintain standards judged to be good in the subjects inspected during the inspection;

R2 continue to focus on the underachievement of a minority of boys in particular;

R3 continue to increase specialist support for the small minority of pupils with very challenging and very aggressive behaviour and ensure that appropriate and consistent strategies and procedures are further developed for managing such behaviour;

R4 further develop assessment procedures;

R5 further develop planning for the promotion of key skills across the curriculum;

R6 further develop the provision for pupils with SEN.

71. The current SDP focuses on aspects relating to recommendations 2, 5 and 6.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no significant shortcomings

72. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.

73. In lessons observed, the standards achieved by pupils were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	72%	16%	5%	0%

74. The school notes that while pupils entering the school display the full range of abilities, a significant number are of below average ability. The majority of pupils from all backgrounds make good progress in their work and in their personal and social development.
75. While most pupils at the upper end of the key stage reach their set targets, this was not the case with a significant minority of boys, in English in particular, at the end of the last academic year.
76. The majority of pupils with SEN make good progress. Some make very good progress.
77. Most pupils use key skills confidently and standards in speaking, listening, writing and the application of number are good. The great majority of pupils contribute effectively when asking and answering questions or taking part in discussions. They write for a good range of purposes across the curriculum and apply their mathematical skills well, particularly in subjects such as science and geography. Use pupils make of higher reading skills is more varied as is their use of ICT to support their learning in class lessons and in their work across the curriculum.
78. Bilingualism is promoted through positive strategies and standards are satisfactory. Welsh is used on a regular basis in assemblies. Bilingual displays in many areas help pupils' acquisition of both languages. In some classes there is inconsistency in the use of incidental Welsh and progression is not always evident.
79. Most pupils across the school develop a good understanding of their strengths and areas for further development. They make good progress in acquiring new knowledge and skills and in the development of their problem solving skills.
80. The great majority of pupils demonstrate good attitudes towards their work and school life in general. They show interest and enthusiasm in lessons, focus well on given tasks and concentrate effectively. These positive attitudes are important elements in the progress they make and the success they achieve.
81. National curriculum test results for 2004 show that the percentages of pupils achieving level four and above in the core subjects has fallen well below local and national figures. The school's percentage figures were in line with national and local figures in 2003 and above in 2002 respectively. In comparison with schools of a similar background in Wales the percentages for 2004 shows the school, having been in the middle and upper quartiles during 2002 and 2003, is in the lower quartile for English and in the middle quartiles for mathematics and science.
82. While boys out-performed girls in 2002, a significant gap has developed between the performance of girls and boys in recent years, especially during the last academic year, particularly in English and to a lesser degree in mathematics. There are indications that this trend may continue despite strategies employed by the school to address this discrepancy.

83. For most part, pupils are considerate and sociable and have a good relationship with each other and with staff; they are courteous and friendly to visitors. They work independently and effectively in pairs and in groups. Most develop a good understanding of moral values such as fairness and consideration, features which they exhibit during the school day.
84. Pupils demonstrate a good understanding of the importance of equal opportunities; they develop a good awareness that people have different traditions and beliefs and that diversity should be respected.
85. Overall, the behaviour and attitudes of most pupils are good, both in classrooms and around the school and this has a positive effect on learning and school life. During the inspection, however, a small minority of pupils were seen to exhibit very challenging and in the case of a very small number, very aggressive behaviour patterns. A very small number of incidents involving physical aggression were witnessed. The school notes that eleven pupils were suspended for fixed term periods during the last academic year.
86. Overall, attendance rates during the last three terms have been at least satisfactory at just below 94%. Pupils are, for the most part, punctual.

The quality of education and training

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

Grade 2 : Good features and no important shortcomings

87. The inspection team's findings match the judgement made by the school in its self evaluation report.
88. In lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	62%	14%	5%	0%

89. The overall quality of teaching is one of the strengths of the school; it has a very positive impact on standards of achievement. Teachers have a good knowledge and understanding of the subjects and areas of learning which help motivate pupils and maintain their interest. The relationship between teachers and pupils is very good; pupils' efforts and good work are praised and consistent encouragement ensures their progress.
90. Features of good and very good teaching include:

- carefully planned lessons with clear aims and learning objectives which are shared with pupils;
 - effective reinforcement of the content of lessons in plenary sessions;
 - activities well matched to pupils' differing needs;
 - a good range of organisational strategies providing pupils with opportunities to work as a whole class, in groups, in pairs or as individuals;
 - a good range of teaching techniques and positive use of resources including the interactive white board to enhance the learning process;
 - high expectations of pupils in terms of both achievement and behaviour;
 - skilful questioning that builds well on what pupils already know and what they can do;
 - lessons moving along at a good pace;
 - well focused and appropriate interventions and support for pupils.
91. In the minority of lessons where teaching is less effective and sometimes unsatisfactory:
- objectives are not clearly shared with pupils;
 - insufficient attention is given to differentiation;
 - there are more limited opportunities for independent work;
 - lessons do not develop at an appropriate pace.
92. In a very small minority of lessons, expectations, both in terms of learning and behaviour, are insufficiently high and consequently some pupils, particularly boys, underachieve.
93. The overall quality of assessment is good and is used consistently to inform planning. Standardised tests are administered in core subjects and assessments provide a clear picture of each pupil's achievements. Appropriate record keeping procedures are in place in core areas.
94. Assessment and record keeping procedures in the foundation subjects are at a very early stage of development.
95. Systems for assessing pupils with SEN are appropriate; useful records of progress are kept in classes.
96. Pupils have individual target sheets, but they are not always referred to by pupils in all classes. The school is developing a tracking system to monitor the progress of individual pupils over time. Although this initiative is at an early stage it is providing an effective means of identifying those making less progress than expected in relation to their targets.
97. The school maintains a "record of achievement" file for each pupil. These files provide helpful evidence of progress over time and, in some cases, examples of work are assessed well and annotated to indicate NC levels.

98. While pupils' work is marked regularly and conscientiously, standards of marking across the school are inconsistent. At best, marking acknowledges achievement and indicates clearly how work can be improved.
99. Reports to parents comply with statutory requirements and are of good quality. They provide information on standards achieved and indicate how improvement can be made. Parents have opportunities of meeting teachers on three occasions during the year to discuss their children's progress.

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

Grade 2 : Good features and no important shortcomings

100. The inspection team's judgement differs from the school's self evaluation as the school judged this question as grade 1.
101. The school offers a broad, balanced and relevant curriculum which meets the needs of all its pupils. Clear policy documents and good schemes of work for each subject help ensure continuity and progression. Short term planning is very well focussed and includes clear aims for teaching sessions.
102. Very good opportunities are planned for pupils to develop their basic skills in literacy and numeracy as part of the SEN provision. Planning for the development and application of key skills across the curriculum is insufficiently rigorous. This limits pupils' opportunities, particularly in using their higher reading and library skills and applying their skills in ICT in a wide range of curriculum areas.
103. The school promotes positive strategies for the development of bilingualism. The specialist teacher for Welsh, who is employed on a full time basis, makes a very important contribution. Opportunities for the progressive use of incidental Welsh across the school are, at times, constrained by lack of class teacher expertise.
104. Literacy hour experiences promote good coverage of spelling, grammar and punctuation. Pupils have good opportunities to enjoy a wide range of literature which is used with older pupils to enrich their understanding of the Victorian period, for example. Strategies for developing handwriting, however, are not consistently applied.
105. The setting systems for mathematics across the school and for English in Y6 are effective initiatives. There is no effective system to ensure that time is not wasted as pupils move to and from their respective groups.
106. The curriculum is enriched by a good range of well- planned visits and well focused visitors such as poets and artists. Pupils successfully participate in competitions in English and mathematics.

107. Good opportunities are provided for pupils to work independently and in pairs and groups. Pupils work particularly well in pairs in IT sessions. There is an appropriate focus on problem solving in a number of curriculum areas. Problem solving skills in mathematics are enhanced by weekly challenges.
108. Homework is regularly set and is well targeted. Older pupils have good opportunities to engage in individual projects in history and geography in particular.
109. A very wide range of stimulating extra-curricular activities is offered. The school orchestra is very well supported and pupils achieve much success in musical performances and productions. The numerous sporting opportunities include a strong gymnastic club and a school gymnastic team has, fairly recently, represented Wales in an international competition. A number of pupils have represented the county and, on occasions, Wales, in other sporting events including athletics and cross country running.
110. Provision for moral, social and cultural development is good while provision for spiritual development has a number of good features. Circle time experiences make important contributions as they focus well on caring values. These values and respect for others are effectively highlighted in acts of worship, which include thoughtfully conducted experiences reflecting the diversity of faiths. Opportunities for quiet reflection during acts of worship and during the school day are however insufficiently developed.
111. Pupils are encouraged to be helpful and co-operative at all times. Older pupils, have good opportunities to care for younger children as playground 'buddies'. There are appropriate opportunities for taking responsibilities and class and school councils are developing effectively. The latter for example, has recently addressed the GB.
112. Pupils are aware of those less fortunate and contribute to a number of charities. The curriculum Cymreig is promoted well and the school is also involved in activities associated with the Urdd movement. Opportunities to develop awareness of other cultures are good, mainly through work in religious education and geography.
113. The school ensures that PSE experiences encompass all aspects of the curriculum. The focus on the principles of healthy eating is particularly effective. Pupils awareness of the importance of sustainable development is promoted mainly through work in geography although this as an area identified for further development by the school.
114. Links between the school and parents are very good. They are well informed about the curriculum through newsletters and curriculum meetings. Annual GB reports and the school prospectus meet statutory requirements. The great majority of parents appreciate the school's provision. There is an open door policy and parents are welcomed to the school at any time including family assemblies.

115. A very well established programme of social, cultural and curricular links exist with the local community and local and national charities are well served by the school. Very good links exist with other schools in the area through the family of school's initiative. There are however no formal links with initial teacher training institutions at the present time.
116. Links with industry are good. Local industry has been generous in supporting several curriculum and social projects. The school has successfully encouraged entrepreneurial skills by initiating a Muesli Bars vocational project, in which the pupils set up a business, which involves opening a bank account and making, marketing and selling their product.

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

Grade 2: Good features and no important shortcomings.

117. The inspection team's findings match the judgement made by the school in the self evaluation report.
118. The overall quality of pupils' pastoral care is a strong feature; the school is a happy and caring community where all pupils are valued and relationships between staff and pupils are very good. The school provides good quality personal support and guidance for pupils. The success of efforts to raise their self esteem and give them confidence are noteworthy features of school life. The school has introduced a number of imaginative schemes such as improving motivation among low achievers, for example. Achievements are celebrated in a range of ways.
119. Very good procedures are in place for working with parents and carers and links with outside agencies are good.
120. The head, who is the designated responsible person for child protection, and another senior staff member have received training in this field. A policy is in place and appropriate procedures are well established. Staff have a good awareness of signs of abuse and these are discussed regularly, although they are not listed in the policy document. All staff are vigilant and well aware of procedures to be followed. All concerns are documented and immediately referred to the appropriate authority.
121. Links with the two feeder infant schools are well developed. Parents receive relevant information, the school holds an induction day for the new pupils and Y3 pupils provide an alternative prospectus to welcome them. Links with the comprehensive school are strong and very well established; procedures include well-focused visits of staff and a very effective bridging project.
122. The school has a comprehensive health and safety policy which is effectively implemented. There is a health and safety notice board; the school notes that fire drills and risk assessments are regularly undertaken. Ten staff members are trained in first aid – eight in emergency aid and two as "first aiders at work".

A number of initiatives have further improved security in the school. A security matter was raised with the head and GB.

123. There are clear programmes to ensure healthy lifestyles with a very good emphasis on the promotion of healthy eating. The school, for example, is pioneering a programme of cold lunches and as part of the Funky Food group and pupils work with caterers and a dietician to produce alternative menus for school lunches. The school has successfully participated in health promoting school projects for which it has received much praise.
124. A revised policy document is in place to support the provision for pupils with SEN. Good use is made of information provided by the infant feeder schools, a range of tests and teacher expertise. to identify pupils with additional learning needs. Provision in this area has been reorganised during the last year due in the main to staff changes and the appointment of new SENCO whose role is developing with the support of the LEA adviser. The current SDP indicates that the new initiatives are in the process of being further developed but new procedures for drawing up IEPs do not always ensure that they are precise or detailed enough to help facilitate accurate monitoring. IEPs are reviewed regularly and parents are given opportunities to discuss the contents.
125. The school has a very successful programme to support the development of basic skills in mathematics and language for pupils with learning difficulties. The contributions of thirteen LSAs, who have received accelerated literacy training is very good. They keep records of pupils' progress and their work is well organised, supported and monitored by the SENCO.
126. Links between staff, parents and governors to promote good behaviour and to manage the very challenging behaviour of a small minority of pupils are good. The school has a revised policy and behaviour charter. It has developed a number of well-focused initiatives such as Circle Time, Golden Time and anger management programmes and has recently set up a social skills groups to help manage inappropriate behaviour. Procedures for "time out" periods for disruptive pupils are being further developed. While strategies employed are for most part well focused, on a very limited number of occasions they are not always appropriate.
127. Staff work very hard and in most instances are successful in ensuring that inappropriate behaviour is dealt with effectively and does not undermine learning in classes. The school notes that all staff have received training in the management of aggression and deal quickly and appropriately with break time or lunchtime incidents involving the very small number of pupils who demonstrate very aggressive tendencies. All incidents are well documented and exclusions are seen as a very last option.
128. Recently there has been an increase in specialist support for pupils with aggressive tendencies from the behaviour support teacher and the education psychologist. They also work with the staff on further strategies for the behaviour management of disruptive pupils.

129. The school has an anti bullying policy. Issues relating to bullying are regularly discussed with pupils and all staff are encouraged to be vigilant in this context. Incidents of reported bullying are dealt with immediately.
130. The school has good procedures to monitor attendance and punctuality. First day absences are dealt with appropriately and links between the school and the pupil support officer are strong.
131. The policy for the promotion of equal opportunities is clear. Equal opportunities are embedded in the curriculum, so that inclusion underpins all aspects of school life. The focus on diversity and good race relations is evident in the curriculum where a strong emphasis is placed on tolerance and respect.
132. Pupils with disabilities are included in all aspects of school life. The school has wheelchair access to all areas of the building and grounds.

Leadership and management

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

Grade 1: Good with outstanding features

133. The inspection team's findings match the judgement made by the school in the self evaluation report.
134. The school is very well led and has very clear structures for effective and efficient management.
135. The head provides very purposeful leadership and gives a clear sense of direction to the life and work of the school. She ensures that the school provides opportunities for each pupil to reach his/her potential through a broad and relevant curriculum and a wide range of valuable experiences in an environment based on respect. She has a clear vision for the future of the school.
136. The head is very well supported by a cohesive SMT which includes a very hard working deputy and senior management team and very effective year group leaders who play crucial supporting roles in planning and monitoring.. The role of the curriculum co-ordinator is well defined and co-ordinators take leading roles in the development of subjects. Lines of communication are clear and are promoted by effective administrative procedures. Strategies for communicating and reporting in a school that is relatively large are very effective. Minutes of a wide range of meetings are very well documented.

137. The school takes good account of national priorities and local initiatives. Initiatives such as the development of ICT within the school are having a very important impact on standards. The school also gives a high priority to developments in relation to the reduction of teacher workloads and works very closely, with other members of the successful family of schools in the area, on joint projects.
138. Development planning is effectively undertaken in the light of the schools needs .The SDP is a detailed document and clearly defines relevant areas of current focus and reflects on-going work. Targets are clearly identified, costed and success is carefully evaluated at the end of the year. The link between self evaluation and the SDP is strong.
139. Performance management is seen as an integral feature of professional and school development and the first cycle has been completed. As well as focusing on individual targets based on further developing ICT expertise there has been a clear whole school objective to improve the writing of narrative. Currently, the whole school objective is to further develop the reading abilities of selected pupils. These initiatives which highlight clear success criteria focus well on areas where weaknesses have been identified.
140. Agreed job descriptions are reviewed annually during professional interviews and this process is seen as making a significant contribution to whole school development. The management structure enables all staff to benefit from good opportunities for professional development. Courses undertaken have had beneficial effect on provision and standards in the school for example developments since the last inspection in IT. All LSAs have recently been involved in accelerated literacy training.
141. Links with school governors who meet their statutory responsibilities conscientiously are very effective. Members of the GB receive high quality information about all aspects of school life, including the curriculum from the head and through co-ordinator reports and presentations. The chair of the GB is very much involved in the daily life of the school and provides support of high quality while other governors undertake responsibilities conscientiously through an efficient committee structure which contributes effectively to strategic planning.
142. The school budget is managed very effectively. Clear spending decisions have ensured the maintenance of staffing levels, the employment of a high number of LSAs, together with improvements to the building and investments in resources. Investment in information technology has had particularly beneficial effects.
143. In association with the LEA, the GB is carefully considering and monitoring projected developments and costs over the next two to three years in order to plan for staffing provision.
144. The day to day running of the school is very effective; administrative staff carry out daily routines and responsibilities very efficiently.

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

Grade 2: Good features and no important shortcomings

145. The inspection team's findings match the judgement made by the school in the self evaluation report.
146. A culture of self-evaluation and a cycle of school improvement involving all staff has been well established. The school community continually evaluates its own performance in an attempt to provide the highest quality provision.
147. Good use is made of LEA monitoring reports following advisory team visits.
148. The GB is very much involved in discussing evaluation evidence and in the decisions regarding ways forward.
149. The monitoring role of the head, SMT and year group leaders is very well developed and that of curriculum co-ordinators is effective overall. Co-ordinators produce their own development plans, which are effectively co-ordinated by the deputy. Their monitoring of teaching and learning in their specific subjects through classroom observations, however, is insufficiently developed.
150. The school makes good use of teacher assessments, standardised tests and teacher expertise to identify specific weaknesses and to set realistic targets for pupils. The GB is made fully aware of benchmarking statistics, the main findings of the analysis of results and the steps to be taken as a result of the analysis. Governors are fully involved in discussions on target set by teachers. This information is shared with parents.
151. Analyses of data and teacher assessments are used to inform the planning of teaching and learning programmes.
152. The self evaluation document, based on a wide range of evidence produced by the head and staff prior to the inspection offers a very good range of relevant information and a detailed analysis of all aspects of school life; the document offers a clear identification of priorities for improvement as well as identifying strengths. The school, however, acknowledges the need for more involvement for parents and pupils in the self-evaluation process.
153. The inspection team agreed to a marked extent with the school's evaluation of most of the elements included in the seven key questions and agreed with the grades which the school had assigned to six of the seven questions.
154. Overall, the school's progress in addressing the key issues of the last inspection has been good. Developments in relation to information technology and design and technology have been very good. While a number of relevant

initiatives have taken place, the promotion of effective strategies for focusing on a small minority disruptive pupils remains an area for further development as the school acknowledges.

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

Grade 1: Good with outstanding features

155. The inspection team's findings match the judgement made by the school in the self-evaluation report.
156. The school budget is very well managed and this has ensured the continuation of a good pupil teacher ratio in the school. There are sufficient, suitably qualified class teachers of good quality who are very effectively deployed and led by year group leaders.
157. Teachers are confident, experienced and have a good subject knowledge to teach the subjects of the NC and religious education. The SMT uses the strengths of teachers and team leaders very effectively to enrich the curriculum for pupils and to enhance standards. The specialist teacher of Welsh is used very effectively. All staff work effectively as a team.
158. A notable strength of the school is the use and deployment of learning support assistants who work very effectively alongside the teachers and make significant contributions to pupils' development of basic skills. The support they offer and the very good relationships they have with pupils contribute very positively to their educational, personal and social development.
159. Every member of staff has a detailed job description. The arrangements for performance management and continuing professional development are of a high order. Teachers attend appropriate in service training courses that are linked to individual needs and priorities for school development. The professional development programme effectively includes non-teaching staff.
160. The school administrators, canteen staff, midday supervisors, cleaning staff and caretaker perform their duties effectively and efficiently.
161. The quality of the accommodation is very good. In recent years, surplus budget and local authority grants have allowed extensive re-modelling of teaching areas and the setting up of a library and ICT suite. Pupils benefit from attractive teaching areas, which provide a stimulating atmosphere for learning. Very effective use is made of the ICT suite and the music room in particular and very good use is also made of school hall for collective worship, physical education and after school activities.
162. The high standard of displays, which include a very good range of, pupils' work makes an important contribution to the learning environment.

163. The outdoor play areas and school fields are spacious and used very effectively for the range of sporting activities to take place. The close proximity of the swimming pool provides very good opportunities for pupils to develop their swimming skills. Plans are in place to develop further the hard surface play areas and quadrangle area as part of a developing PSE project.
164. Overall, the quantity and quality of resources in subjects inspected are good. Relatively recent expenditure on resources, including interactive whiteboards has enhanced pupils learning. The school is in the process of acquiring more interactive whiteboards to develop further research and investigative work.
165. The specific focus on the effective use of information technology and design and technology resources has been a very important feature in raising standards in these subjects. Resources are also used very effectively for investigative work in science and for the impressive music and sporting activities. More efficient storage has made them more accessible to teachers.
166. The school works very closely with LEA finance officers and the finance sub committee of the governing body. Spending decisions are well matched to the school's priorities and the well focused decisions in relation to staffing, accommodation and resources have contributed significantly to moving the school forward.
167. Overall, the school provides very good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

168. Across the key stage, the listening skills of the great majority of pupils are of a high standard. They listen attentively and with interest to both the teacher and other children and are keen to contribute to lessons. At appropriate levels, most pupils speak clearly and with confidence and are enthusiastic in their response to teachers' questioning. The majority participate well in role play situations and respond well to opportunities to share and enjoy a wide range of literature. They make good use of opportunities provided in class and school council sessions and during circle time to develop their persuasive speaking skills.
169. Pupils' reading skills are developing well. The majority of pupils read with developing accuracy, fluency and expression and have a clear understanding of what they read. Some pupils, who belong to the local library and derive much pleasure from a variety of books achieve very high standards in reading. Pupils' research and book skills are progressing well in classroom situations.

170. Across the school the majority of pupils make good progress in relation to the conventions of writing. Pupils' spelling is improving as a result of a routine of weekly spelling tests.
171. Pupils engage in a wide range of writing in a variety of genres. These include newspaper reports, character sketches, estate agents' advertisements, reports on visits, play scripts, poetry, and effective non-fiction in the form of procedural writing, such as composing recipes, letters and instructions; the standard of some pupils' writing is very high.
172. Pupils practise reviewing and redrafting their written work in order to sharpen up expressiveness. Across all years, they write successful poetry, such as acrostic bonfire night poems in Y3, descriptive poems in Y4, poems about the moon poems in Y5 and winter poems in Y6.
173. The school has addressed successfully its target to promote story writing and this has led to the production of extended writing of high quality, especially in Y5 and Y6. The most effective story writing has been inspired by reading classic texts of English literature, such as *The Secret Garden* and *The Wind in the Willows*. Some extended writing by older, more able boys is lively and expressive.
174. Although a number of pupils across the school achieve a high standard of handwriting, and especially by practised writers in Y6, standards are variable and a number of pupils do not acquire a fluent or presentable style.

Shortcomings

175. The handwriting skills of a minority of pupils are underdeveloped.
176. Across the school, the reading and writing skills of a minority of pupils are underdeveloped.

Mathematics

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

177. Across the key stage pupils demonstrate a positive attitude towards mathematics and develop an appropriate mathematical vocabulary. For the most part, they respond rapidly during mental mathematics sessions and the majority answer correctly.
178. Pupils in Y3 appropriately develop their knowledge of place value in line with age and ability. The majority can subtract 20 from a given number, calculate change from a pound and demonstrate a sound grasp of money in general. Their understanding of shape, space and measurement is developing well.

179. Pupils in Y4 name and identify a wide range of two and three dimensional shapes and have a good understanding of their properties. A high percentage can use the four rules of number confidently and apply them correctly when solving problems. Pupils make good progress in their knowledge and understanding of decimals and fractions. The more able show the ability to measure and calculate the perimeter and area of simple shapes. They collate information and represent it by means of graphs and Venn diagrams.
180. In Y5, pupils develop competence in completing more complex calculations using the four operations in number and learn strategies to check their calculations. They have an appropriate knowledge of number patterns and the more able pupils know the formulae for calculating the area and perimeter of a rectangle and they record their answers using the appropriate units. Pupils measure and draw angles to the nearest degree, can identify acute, right and obtuse angles and know the properties of equilateral and isosceles triangles.
181. In Y6 pupils have a good understanding of place value, including decimal notation and the competence of the majority in using more complex calculations involving the four operations is good. Pupils have a good knowledge of fractions, decimals and percentages with abler pupils applying their knowledge to solve problems. They have a good knowledge of angles, shapes, area, perimeter and tessellation and are becoming familiar with the vocabulary used to denote their properties. They understand the concepts of average, mode and median and use them in relevant contexts. Pupils are developing competence in interpreting time, both analogue and digital and reading timetables. They successfully read and plot co-ordinates in all four quadrants and use six figure grid references effectively
182. Throughout the key stage, pupils enjoy problem solving and their investigative skills develop well in relation to age and ability. The more able pupils show confidence in applying their knowledge and understanding to problems and challenges such as those experienced in Buzz Club. The experiences of “Maths Week” enhances the work of all pupils.

Shortcomings

183. A minority of pupils lack confidence in thinking mathematically, identifying alternative mental strategies and explaining their methods.

Welsh (as a second language)

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

184. Pupils in all classes have a very positive attitude and respond effectively when given opportunities to use the language. They demonstrate an increasing confidence in their use of Welsh as they move up the school. Their levels of understanding and their pronunciation and intonation skills develop particularly well.
185. Pupils in Y3 and Y4 make good progress in listening and speaking. They respond well to instructions and speak with appropriate expression. They develop a good range of sentence patterns and vocabulary relating for example about the weather, days of the week and months of the year, personal features, food items, the time and likes and dislikes. They demonstrate an increasing grasp of a variety of forms of asking and answering questions
186. Older KS2 pupils use a wider range of language patterns including those relating to the third person and the past tense. They focus effectively for example on pets, hobbies and a wide range of personal information and can describe others effectively. The majority have a good grasp of a range of question forms and are able to conduct conversations relating to a good range of personal information in an effective manner.
187. Across the key stage, pupils' writing skills develop well. Younger KS2 record personal and factual information while older pupils, write dialogues of good quality and more extended paragraphs using a variety of sentence patterns.
188. Pupils read with increasing accuracy and levels of understanding. Y3 and Y4 pupils read with good expression and answer questions well on class reading books. Older pupils read their own work and a variety of worksheets confidently. They read given dialogues particularly well.
189. By the end of the key stage, a small minority of pupils make very good progress and demonstrate a very good grasp of a number of features relating to the language

Shortcomings

190. Older pupils need to further develop their skills as independent readers.

Design and Technology

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

191. Pupils use a range of tools and equipment appropriately and safely across the key stage. They plan, design and make a range of models and most pupils can describe and demonstrate each stage of the process effectively using relevant vocabulary. Pupils develop designing, making and evaluating skills

appropriately, often in conjunction with work in other curricular activities, particularly history, science and art.

192. Pupils in Y3 demonstrate that they are developing an understanding of the design process well by choosing suitable materials for the task of making an attractive fridge magnet. They realise the importance of research in design by investigating properties of commercially produced fridge magnets, comparing the effectiveness of materials and evaluating the final product. Pupils talk enthusiastically about their initial ideas and list materials and necessary resources for their products.
193. Pupils in Y4 understand the place of design and technology in meeting society's needs. They enthusiastically undertake a mini enterprise project to develop the most effective production line for making muesli bars. They respond to the requirements of the brief set and investigate aspects such as taste, appearance, texture and the most suitable packaging. Hygiene is considered before evaluating the process and final product.
194. Y5 pupils develop their knowledge and understanding of the stability of structures when choosing the most suitable materials to strengthen a frame and constructing a secure beam when building a bridge. They make good use of links between design and technology and other subjects such as science and mathematics. These pupils appraise their own work, identifying strengths and weaknesses and making suggestions on ways to improve their designs.
195. Pupils in Y6 design and construct an electrically operated fairground ride making good use of their knowledge of electric circuits. They explain their design proposals by modelling their ideas, giving due consideration to appearance, function, safety and reliability. Designs are well evaluated and modified in order to ensure that the end product is fit for the purpose. Pupils accurately measure, mark out, cut and select appropriate materials. All pupils are conscious of safety issues and apply their understanding to their practice.
196. Across the key stage the majority of pupils work well together and listen respectfully to their fellow pupils' contributions; they respond sensibly to ideas offered by others and can make and justify decisions taken to decorate or present finished products.

Shortcomings

197. Pupils do not communicate their ideas sufficiently through the use of ICT nor do they fully explore control technology.

Information Technology

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

198. Pupils across the key stage work enthusiastically and make good use of opportunities provided by the computer suite to develop their skills. They work confidently and make good progress in a wide range of information technology skills and the majority achieve good standards.
199. Pupils in Y3 develop good word processing skills and effectively import graphic images into their work. They demonstrate a wide range of related skills which include logging on effectively, changing fonts and colours, copying and pasting work and indenting and formatting their work effectively. They are beginning to use the internet effectively to gather information. They make good use of IT skills to identify instruments and sounds in music.
200. Y4 pupils draft and redraft their work effectively as they as they write about visits or produce posters. They use effects such as font colours and borders well, vary fonts, edit texts effectively and demonstrate good skills of importing clip art images into their work. They demonstrate good skills of creating symmetrical shapes in work related to mathematics and rotate shapes effective as they develop images, using repeating patterns in work relating to the story of The Iron Man. They have a good awareness of procedures for using correct tools to create a range of images.
201. Pupils in Y5 demonstrate good simulation skills as they create classroom plans. Their skills of using a children's question based search engine to gain answers to complex questions are effective. The use logo effectively, programming the pen to create their initials on screen.
202. Pupils in Y5 and Y6 develop good skills in creating multi-media presentations incorporating sound. In Y6, pupils' skills are particular effective when importing images into their work and when adding instructional language
203. Older pupils develop a good understanding of data bases and good skills of analysing data as they create block and pie graphs based on complex searching of the internet on topics such as bird flight patterns. Pupils in Y5 and Y6 develop a good understanding of spreadsheets as they format them for an audience and produce charts in an effective manner.
204. Pupils in Y4 have begun to use e-mail to communicate with fellow pupils while Y6 pupils have started using electronic mail to collaborate on joint projects.

Shortcomings

205. Pupils' use of electronic mail is insufficiently developed.

Geography

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

206. Pupils in Y3 demonstrate a good understanding of changing weather patterns. They have a good knowledge of the location of various climatic conditions around the world. Their skills of using plans and maps are developing well and they make good use of their understanding of keys and two-figure co-ordinates to enhance their knowledge and understanding of physical features related to their own locality.
207. Y4 pupils make good use of mapping skills and demonstrate a good awareness of scale as they develop knowledge and understanding of a variety of features relating to their own county. They focus well on the reasons for the growth of settlements and make good use of a fieldwork visit and pictures and plans to enhance their knowledge of a contrasting locality within the county; they draw some relevant comparisons with their own area.
208. Y5 pupils make good use of four figure grid references and demonstrate a good understanding of contour lines as they focus on natural features on maps of Wales and the United Kingdom. They make good use of information from a variety of maps and draw their own effectively as they focus on their locality.
209. Pupils in Y5 focus well on rainforest regions and make good use of graphs to identify climatic conditions in a region of Brazil. They have a good knowledge of the products of such regions and draw some comparisons between life in a rainforest area with their own. They show a good awareness of reasons why life in rainforest areas is under threat.
210. Pupils in Y6 make good use of keys, symbols, six figure grid references and compass directions in their map work. They develop a good knowledge of locations on a map of Europe and make good use of research skills to complete individual projects on chosen countries.
211. Older pupils develop a good understanding of environmental issues when focusing well on threats posed by spillage from oil tankers to the natural life of their locality.

Shortcomings

212. There are no shortcomings.

School's response to the inspection

The staff and governors of the school are pleased that the inspection report recognises the good progress made since the last inspection especially in DT and ICT.

Inspectors found that teaching was good or better in 81% of lessons and that this was the result of high quality planning and clear learning objectives. This figure reflects the hard work done by curriculum co-ordinators and year leaders to unite the teaching staff and ensure consistency of lesson delivery across the school.

All staff, whether teaching or non-teaching, are committed to creating a safe and happy environment for the pupils and this was recognised as a strength in comments on school ethos and pupil/teacher relationships.

Our decision to use PSE as a basis for all curricular and extra-curricular planning has been noted in the staff's commitment to raising children's self-esteem and self confidence.

It was pleasing to note, that despite the minority of pupils with behavioural problems, the majority of children participate well in school activities and quality learning experiences result from the good and very good teaching. Acknowledgement was given to the very important role played by our ancillary staff who play an essential part in the improvements being made to special needs provision.

Most importantly, the inspectors acknowledged the strong leadership and management structure in the school, which is vital for a large school if it is to move forward with everyone involved in the process. Governors were pleased that the importance of their role and contribution to the process was also noted.

An action plan will be put into place to address the issues highlighted in the recommendations and as much of the work has already begun, we are confident that these issues will be addressed. The most difficult issue will be that of boys' performance as it relies on the ability of the boys in the cohort and this can vary from year to year as our previous results have shown. This recommendation may not be achievable in one year as there are many factors affecting boys' performance.

Governors and staff were re-assured that there were no surprises, the report recognised and gave credit for all the hard work that has gone into school improvement since the last inspection. It should be noted that several of the recommendations are part of the current school development plan.

School has already addressed the reference in the report, concerning the recording of signs of child abuse and an addition has been made to the Child Protection policy after discussion with staff.

Developmental work on all the recommendations will begin immediately especially in those which have already begun or where there are opportunities for the sharing of expertise.

A copy of the school's Action Plan in response to the inspection will be sent to all parents and updates on its progress will be made in Governing Body minutes and the Annual Governors' report to parents.

Appendix A

Basic information about the school

Name of School	Milford Haven Junior School
School type	Community School
Age –range of pupils	7 – 11
Address of school	Prioriville Milford Haven Pembrokeshire
Post-Code	SA7 32 LQ
Telephone Number	01646 692705

Headteacher	Mrs Louise Rees
Date of appointment	January 1996
Chair of Governors/ Appropriate Authority	Mrs Pat James
Registered Inspector	Mr B.W.Jones
Dates of inspection	November 22 nd – 25 th 2004

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	N/A	N/A	N/A	N/A	89	90	78	92	349

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	2	17

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:23
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
1			92.80	92.80
2			93.82	94.00
3			94.03	93.82

Percentage of pupils entitled to free school meals	28%
Number of pupils excluded during 12 months prior to inspection	11

Appendix C

National Curriculum Assessment Results: 2004 End of Key Stage 2:

National Curriculum Assessment KS 2 Results: 2004							Number of pupils in Y6: 97						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	5	25	42	28	0
		National	0	0	0	0	0	1	5	16	45	29	0
	Test/Task	School	0	0	0	0	0	0	11	23	43	23	0
		National	0	2	2	1	0	0	4	12	41	38	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	2	20	53	26	0
		National	0	0	3	0	0	1	4	19	46	27	0
	Test/Task	School	0	1	1	0	0	0	3	23	55	18	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher Assessment	School	0	0	0	0	0	0	2	8	59	31	0
		National	0	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	1	0	0	0	0	2	8	66	23	0
		National	0	2	0	0	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school:	65%	In the school:	61%
In Wales:	70 %	In Wales:	72 %

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
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 not 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.
n Tests do not cover these levels.
n/a not applicable.

Appendix D

Evidence base of the inspection

The inspection was carried out by a team of four inspectors who spent a total of 14 inspector days at the school.

The school decided not to appoint a nominee to work with the inspection team.

Before the inspection:

- meetings were held with the head and staff, the GB and parents;
- questionnaires were distributed to all parents and the 47 completed questionnaires were analysed and note was taken of the results;
- school documentation was examined.

During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 66 lessons or sessions across age groups;
- other observations included assemblies, registration, playtimes and lunch-time;
- discussions were held with pupils about aspects of their work and life in the school;
- an inspector listened to a representative sample of pupils read;
- inspectors scrutinised 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 head, staff and the GB.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Key Questions	Subject Responsibilities
Mr B. Jones	Rgl	KQ 1, 5, 6 Contributed to KQ4	Welsh 2 nd Language Information technology Geography
Mr O Phillips	Team	KQ 2, 7	Mathematics Design and Technology
Dr L Hall	Team	KQ 3,4	English
Mr P. Foley	Lay	Contributed to KQ 1,3,4,7	

Acknowledgement

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

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