

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

A Report on the Quality of Education in

**Monkton Priory CP School,
St Martins Road,
Monkton,
Pembroke,
SA71 4NG**

School Number: 6682387

Date of Inspection: 28 September 2009

by

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78706**

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

The inspection of Monkton Priory CP School took place between 28/09/09 and 01/10/09. An independent team of inspectors, led by Dr David Gareth Evans, 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.

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Monkton Priory Community Primary School serves the Monkton area of the town of Pembroke. Monkton consists of a very large local authority council estate, a permanent gypsy/traveller encampment and a small number of private houses. A large majority of pupils come from the local area, which is considered to be seriously socially and economically disadvantaged.
- 2 The school was formed in September 2001 with the amalgamation of two separate schools, Priory Junior School and Monkton Infant School, which were on adjacent sites.
- 3 Currently, there are 205.5 pupils (including nursery children) on roll. No pupil has English as an additional language and no pupil has Welsh as a first language. Currently, about 52 per cent of the pupils have some degree of Special Educational Needs (SEN), which is about average, and around 48 per cent of pupils are eligible for free school meals, and this is well above average. When they enter the school, many pupils have very poor communication, personal and social skills.
- 4 The school has two attached units for a maximum of eighteen pupils with severe and complex learning difficulties. The school also has a facility entitled the Priory Project, which is in effect the Pembrokeshire Gypsy/Traveller Education Service. The Priory Project educates 25 secondary-aged pupils on site and in total supports 210 gypsy pupils in fourteen schools across the county.
- 5 The school adopts a particular approach to social deprivation and is a neighbourhood learning centre, which responds to the specific needs of its community. In this endeavour it has had the full support of the Local Authority (LA). With the support of the LA, the school is running several Welsh Assembly Government (WAG) initiatives.
- 6 The Raise Attainment and Individual Standards in Education (RAISE) grant is used to raise standards with two specifically targeted groups within the school. The Flying Start initiative for 0 – 3 year olds has resulted in school placements within a playgroup facility for 2- to 3-year- olds. Springboard, a community education project, is funded by Communities First, the LA and Objective 1 and the school has already engaged over 500 adults. The Priory Project, for gypsy/traveller education, is funded by Section 488 Grant of the 1996 Education Act and recently the EQUAL element of the European Social Fund (ESF). This project is widely recognised as best practice in Wales and Project staff give presentations to the Equality of Opportunity Committee of the Welsh Assembly during their Review of Services for Gypsy/Travellers in Wales. The school notes that many of the ultimate recommendations of the committee were based on Priory Project evidence.

- 7 The school has 12 full-time teachers, 2 part-time teachers and 19 learning support assistants. The head teacher, who was previously the deputy head teacher, started her duties in September 2009 and there is an acting deputy head teacher.
- 8 The school has two Investor in People and Quality Mark reports.
- 9 The amalgamated school was inspected two years after amalgamation in October 2003.

The school's priorities and targets

- 10 The school's current priorities for improvements in its School Development Plan (SDP) are to:
 - amend and monitor the impact of the Foundation Phase;
 - amend and monitor the impact of the New Curriculum in key stage 2;
 - take appropriate action to improve standards of writing;
 - oversee the final stages of the Information and Communications Technology (ICT) Audit, which is due for completion in January, 2010; and
 - develop a new management team

Summary

- 11 Monkton Priory is a very inclusive school, where pupils make good progress. Outstanding features include the learning experiences provided for pupils and the care, support and guidance available to pupils.

Table of grades awarded

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

Standards

- 12 At key stage 1 in 2009, results of the teacher assessments in English, mathematics and science were well below national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well below local and national averages. When the 2009 key stage 1 results are compared with similar schools, using the free school meals indicator, results in English, mathematics, science and the core subject indicator were well below average. Girls outperformed boys in the three core subjects and there have been quite significant gender gaps over the last few years.
- 13 Over the last four years, results at key stage 1 have been adversely affected by large numbers of pupils with special educational needs (SEN) in the year 2 group; for example, 63 per cent of the 2009 cohort were on the SEN register; 50 per cent in 2008 and 52 per cent in 2007. If the SEN pupils are discounted, results in key stage 1 have been consistently above average over the last four years.
- 14 At key stage 2 in 2009, results in English, mathematics and science were well below national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also well below both national and local averages. When the 2009 results are compared with similar schools, results in the three core subjects and the core subject indicator were well below average. Girls outperformed boys in the three core subjects. The trend in performance at key stage 2 has been consistently flat over the last few years.

- 15 The 2009 results were adversely affected by the number of pupils with SEN in the year 6 group: 50 per cent of the cohort were on the SEN register and many of these had severe learning difficulties. If the SEN pupils are discounted, the results at key stage 2 have been consistently above average over the last four years. In addition, if the test results of the 2009 year 6 pupils are compared with their results in year 2, there is a marked improvement in performance.
- 16 Baseline assessments indicate that children enter the school with communication and personal skills that are well below average and often quite poor. However, by the end of key stage 2, the vast majority of pupils make good progress in line with their age and abilities. This is a considerable achievement given the attainment of these pupils on entry to the school.
- 17 Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	84%	8%	0%	0%

- 18 These figures are higher than the national picture reported by Her Majesty's Chief Inspector (HMCI) in his Annual Report for 2007-2008 where standards are Grade 2 or better in 84 per cent of lessons. Analysis of pupils' work over time and overall grades for standards of achievement in the subjects inspected are positive.
- 19 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh second language	Grade 2	Grade 2
English	Grade 2	Grade 2
Information and communications technology	Grade 3	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 3
Physical Education	Grade 2	Grade 1

- 20 Most pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Assessment records, examination of pupils' work and review of ongoing programmes indicate that pupils with SEN make good progress and achieve well over time.
- 21 Children under five make outstanding progress in their personal and social education skills. In their listening, speaking, early reading, writing, numeracy, problem-solving and creative skills they make good progress with no important shortcomings. Their Welsh communication, bilingual competence and

information and communications technology (ICT) skills have good features which outweigh shortcomings.

- 22 In key stages 1 and 2, pupils make outstanding progress in their personal and social education skills. In their listening, speaking, reading, writing, numeracy, problem-solving and creative skills they make good progress with no important shortcomings. Pupils' Welsh communication skills and bilingual competence have good features which outweigh shortcomings. In ICT skills good features outweigh shortcomings in key stage 1, while in key stage 2 pupils make good progress with no important shortcomings.
- 23 The progress that the vast majority of learners make in their personal, spiritual, moral, social and wider development is outstanding. Pupils' behaviour is also an outstanding feature of the school.
- 24 Attendance rates for the three terms before the inspection average 90.3 per cent. These rates are below national and similar rates of attendance for pupils of primary school age. Attendance rates are affected by a few pupils who have a high level of absence.

The quality of education and training

- 25 The quality of teaching in the lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	74%	4%	0%	0%

- 26 These percentages are higher than those published in the latest Annual Report by HMCI for 2007-2008 where the quality of teaching is good or better (grades 1 and 2) in 83 per cent of lessons.
- 27 Examples of outstanding teaching include: teachers adopting innovative and stimulating strategies to capture pupils' interest; and all practitioners establishing exemplary relationships with their pupils.
- 28 In lessons where teaching was judged to be good with no important shortcomings, the good features include: clear and purposeful presentation of aims and lesson objectives; consistent, firm and fair behaviour management; and teachers establishing effective partnerships with teaching assistants and other adults.
- 29 In the very small number of lessons where there are shortcomings, these include: over-long lesson introductions; and teachers not promoting pupils' bilingual skills well enough.
- 30 The quality of assessment, recording and reporting is good with no important shortcomings. Assessment systems provide very useful information about pupils' achievements and different groups of pupils are clearly identified and tracked.

- 31 The school has outstanding arrangements to meet the needs and abilities of the range of pupils. The curriculum is broad and balanced and there are very well-planned activities that fully meet statutory requirements and pupils' aspirations.
- 32 Provision for the development of pupils' spiritual, moral, social and cultural development is outstanding. The *Cwricwlwm Cymreig* is well integrated into all schemes of work and promoted effectively in subjects.
- 33 The school provides outstanding care, support and guidance for pupils. Teaching and support staff are highly successful in creating a calm, caring and supportive environment where pupils feel secure and valued. The school has established highly successful arrangements that contribute very successfully to the well-being of pupils.
- 34 The quality of provision for SEN pupils is an outstanding feature of the school. The Special Educational Needs co-ordinator (SENCo) is highly effective in managing the quality of provision and pupils with special needs are identified at a very early stage.
- 35 The quality of provision for equal opportunities is outstanding. Equality for all is firmly embedded in the school's ethos, and the commitment to social inclusion is exemplary.

Leadership and management

- 36 The newly appointed head teacher has an extremely clear vision for the school and leads it with dedication, commitment and sensitivity. A positive team spirit is clearly apparent and the school is a happy environment for staff and pupils alike. The school takes excellent account of local and national priorities.
- 37 The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the head teacher and staff to set the strategic direction of the school. The governing body fully meets statutory requirements.
- 38 The head teacher, members of staff and governors are very committed to further school improvement and they display commendable determination to achieve improvements in all aspects of school life. A culture of self-evaluation is firmly embedded in the school and the cycle of school improvement is well established.
- 39 The school has made good progress since the last inspection in relation to all of the key issues identified in 2003.
- 40 The school is very well staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Staff are very effectively managed and deployed to enhance teaching and learning. Learning resources are of good quality and readily accessible to staff and pupils alike. School

buildings are well maintained and effective use is made of all available facilities and space.

- 41 The school makes outstanding and very effective use of available finances. The school provides very good value for money, which is well reflected in standards of achievement, the quality of education and leadership and management.

Recommendations

42 In order to improve, the school should:

R1 * raise standards in those subjects where shortcomings are identified;

R2 * improve pupils' bilingual and ICT skills; and

R3 continue to improve attendance rates.

* Aspects of these are currently identified by the school in its School Development Plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

Standards

- 44 At key stage 1 in 2009, results of the teacher assessments in English, mathematics and science were well below national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well below local and national averages. When the 2009 key stage 1 results are compared with similar schools, using the free school meals indicator, results in English, mathematics, science and the core subject indicator were well below average. Girls outperformed boys in the three core subjects and there have been quite significant gender gaps over the last few years.
- 45 Over the last four years, results at key stage 1 have been adversely affected by large numbers of pupils with special educational needs (SEN) in the year 2 group; for example, 63 per cent of the 2009 cohort were on the SEN register; 50 per cent in 2008 and 52 per cent in 2007. If the SEN pupils are discounted, results in key stage 1 have been consistently above average over the last four years.
- 46 At key stage 2 in 2009, results in English, mathematics and science were well below national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also well below both national and local averages. When the 2009 results are compared with similar schools, results in the three core subjects and the core subject indicator were well below average. Girls outperformed boys in the three core subjects. The trend in performance at key stage 2 has been consistently flat over the last few years.
- 47 The 2009 results were adversely affected by the number of pupils with SEN in the year 6 group: 50 per cent of the cohort were on the SEN register and many of these had severe learning difficulties. If the SEN pupils are discounted, the results at key stage 2 have been consistently above average over the last four years. In addition, if the test results of the 2009 year 6 pupils are compared with their results in year 2, there is a marked improvement in performance.
- 48 Baseline assessments indicate that children enter the school with communication and personal skills that are well below average and often quite poor. However, by the end of key stage 2, the vast majority of pupils make good progress in line with their age and abilities. This is a considerable achievement given the attainment of these pupils on entry to the school.

49 Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	84%	8%	0%	0%

50 These figures are higher than the national picture reported by HMCI in his Annual Report for 2007-2008 where standards are Grade 2 or better in 84 per cent of lessons. Analysis of pupils' work over time and overall grades for standards of achievement in the subjects inspected are positive.

51 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh second language	Grade 2	Grade 2
English	Grade 2	Grade 2
Information and communications technology	Grade 3	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 3
Physical Education	Grade 2	Grade 1

52 Most pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Assessment records, examination of pupils' work and review of ongoing programmes indicate that pupils with SEN make good progress and achieve well over time.

53 Children under five make outstanding progress in their personal and social education skills. In their listening, speaking, early reading, writing, numeracy, problem-solving and creative skills they make good progress with no important shortcomings. Their Welsh communication, bilingual competence and information and communications technology (ICT) skills have good features which outweigh shortcomings.

54 In key stages 1 and 2, pupils make outstanding progress in their personal and social education skills. In their listening, speaking, reading, writing, numeracy, problem-solving and creative skills they make good progress with no important shortcomings. Pupils' Welsh communication skills and bilingual competence have good features which outweigh shortcomings. In ICT skills good features outweigh shortcomings in key stage 1, while in key stage 2 pupils make good progress with no important shortcomings.

55 Learners' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. The vast majority work well in lessons, they eagerly join in the activities prepared for them and are enthusiastic in their work. Their

understanding of what they are doing and of what they need to do to improve their work is also effective.

- 56 The progress that the vast majority of learners make in their personal, spiritual, moral, social and wider development is outstanding. Nearly all very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are very enthusiastic to broaden and develop their own understanding of moral and social issues and they demonstrate very effective levels of tolerance, honesty and respect.
- 57 Pupils' behaviour is an outstanding feature of the school and contributes significantly to the standards pupils achieve, to their personal and social development and to the quality of life in the school.
- 58 The quality of relationships throughout the school is excellent and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. Pupils are friendly, welcoming and courteous; they are proud of their school and keen to share their many achievements with visitors.
- 59 Attendance rates for the three terms before the inspection average 90.3 per cent. These rates are below national rates of attendance for pupils of primary school age and below those for schools that have a similar number of pupils entitled to receive free school meals.
- 60 Attendance rates are affected by a few pupils who have a high level of absence, and this has an adverse impact on the continuity of their education and the standards they achieve. The school works closely with the education welfare service and other external welfare agencies to support the families concerned.
- 61 A significant proportion of the school's population is transient and this factor also has an adverse impact on attendance rates. However, overall attendance rates for gypsy and traveller children attending the school have improved significantly over the past five years.
- 62 Most pupils are punctual and keen to attend school. Registration is conducted efficiently and pupils settle quickly into their class routines.
- 63 Pupils demonstrate an outstanding awareness of equal opportunities issues and respect for diversity within their school, their community and the wider world. They feel very strongly that all people should be treated equally and without discrimination or favouritism. Pupils are accepting of each other and value what everyone contributes to the school community.
- 64 Pupils are very well prepared to take a full and active role in the life and work of the local community. Pupils know their local area well and support a wide range of community activities and initiatives. Through well-planned educational visits in the locality, pupils learn about the life and work of their immediate community and the extended community of Pembroke.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

65 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. Although there are many good features in teaching, there were insufficient outstanding features to award a grade 1

66 The quality of teaching in the lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	74%	4%	0%	0%

67 These percentages are higher than those published in the latest Annual Report by HMCI for 2007-2008 where the quality of teaching is good or better (grades 1 and 2) in 83 per cent of lessons.

68 There has been an improvement in the quality of teaching since the last inspection when 23 per cent of lessons were graded satisfactory and 77 per cent good or very good.

69 Examples of outstanding teaching include:

- teachers adopting innovative and stimulating strategies to capture pupils' interest and imagination; and
- all practitioners establishing exemplary relationships with their pupils.

70 In lessons where teaching was judged to be good with no important shortcomings, the good features include:

- clear and purposeful presentation of aims and lesson objectives, which are shared well with pupils;
- consistent, firm and fair behaviour management;
- tasks that are interesting and challenging;
- lessons moving at a brisk pace and challenging pupils well;
- teachers having good subject knowledge and understanding of recent developments in their various fields;
- learning experiences which are well planned and structured to meet pupils' individual needs; and
- teachers establishing effective partnerships with teaching assistants and other adults.

71 In the very small number of lessons where there are shortcomings, these include:

- over-long lesson introductions; and
- teachers not promoting pupils' bilingual skills well enough.

- 72 The quality of assessment, recording and reporting is good with no important shortcomings. On entry to the school children in both nursery and reception classes are assessed carefully through standardised tests and ongoing daily observations.
- 73 Assessment systems in English, mathematics and science provide very useful information about pupils' achievements. Different groups of pupils are clearly identified and tracked, including those with SEN.
- 74 In many subjects teachers have produced effective portfolios of pupils' work to help them develop a view of pupils' standards. Pupils' work is marked regularly and positively and is seen as having an important role in teacher assessment. In most classes meaningful comments help pupils to understand what they need to do to improve their work. Pupils say that they find marking and discussion of their work useful in helping them to make improvements.
- 75 The school is actively involved in various internal and local arrangements to strengthen teacher assessment at key stage 2.
- 76 Reports to parents are of good quality. They provide parents with a detailed picture of their child's academic progress, personal and social skills and attitudes to learning. They indicate clearly to parents what their child needs to do to improve further.

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

- 77 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 78 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Children in the early years benefit from the good start they get to their school life and are well prepared for the new Foundation Phase.
- 79 The school has outstanding arrangements to meet the needs and abilities of the range of pupils. The curriculum is broad and balanced and there are very well-planned activities that fully meet statutory requirements and pupils' aspirations. The school is very good at meeting the needs of pupils who have linguistic, behavioural and other difficulties and ensuring that these have full access to all the activities that it provides.
- 80 The school actively promotes pupils' aims and aspirations and very successfully prepares them for their lives beyond primary education. Many previous pupils have gained accreditation and success in a wide range of vocations and the school makes very good use of their successes to enthuse

current pupils. This is an outstanding feature of a school in an area considered to be seriously, socially and economically disadvantaged.

- 81 Staff work hard as a team to produce schemes of work that are of good quality. New policies, practices and procedures have been agreed and adopted to provide progression and continuity across the school, ensuring that pupils are interested and motivated by the rich experiences they encounter. This is particularly important for the majority of pupils who enter the nursery with limited knowledge and understanding of the world outside their immediate environment.
- 82 Planning for the development of pupils' basic and key skills across the curriculum is good. The school has developed an effective range of strategies to promote pupils' skills and knowledge and this is reflected in its retention of the Basic Skills Quality Mark. Key skills are integrated well into schemes of work and short-term planning documents. The recently adopted skills framework underpins the tracking, planning and promotion of key skills across the curriculum and the school acknowledges this as an area for continued development.
- 83 The school offers an excellent range of well-attended, extra-curricular and out-of-hours clubs, which effectively enrich pupils' learning during and after the school day. Boys and girls have equal opportunities to participate in all sporting and creative activities. Inter-schools games, sports days and competitions are an invaluable part of school life and offer many opportunities for pupils to extend their talents.
- 84 The provision for personal and social education is a very well-established part of the curriculum. The school follows national guidelines very well; it successfully promotes healthy lifestyles and gives good attention to sex and relationships education, substance misuse and personal safety.
- 85 Provision for the development of pupils' spiritual, moral, social and cultural development is outstanding. Acts of corporate worship play an important role in the school and fulfil statutory requirements. Learners are given consistent opportunities to reflect on key messages and to relate them to their own lives. In the best examples, as in whole-school assemblies, there are many opportunities for learners to consider the importance of respect, perseverance and friendship.
- 86 Pupils are helped to become mature and considerate by thinking deeply and reflecting on issues that affect their own and other people's lives. They are very effectively encouraged to distinguish right from wrong, to manage their anger and, through charitable work, to support those who are less fortunate than themselves. For example, they actively support local churches and charities and have very strong links with a school in Romania. Pupils are actively encouraged to take responsibility for their actions, to play a significant role in improving the school and to share in the decision-making process.

- 87 The promotion of pupils' cultural experiences is exemplary. Through various projects and class-work, pupils learn about the cultures, foods, clothes, work, traditions and cultures of the wider world, and this helps them to become responsible global citizens.
- 88 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance children's learning experiences
- 89 Parents and carers are overwhelmingly supportive and proud of the school. They have great confidence in the head teacher and staff, value the school's welcoming nature and appreciate the strong sense of community fostered by the school. The genuine warmth, respect and partnership between parents and staff are outstanding features and are of great benefit to pupils.
- 90 Communication with parents is well established and effective. Parents receive regular, useful information that keeps them well informed about the life and work of the school. The constructive home/school agreement has been well received by parents.
- 91 The school enjoys highly productive partnerships with other schools in the Pembroke 'family' of schools. Curricular, pastoral and administrative links are well developed and help promote continuity of education as pupils move from one key stage to another. Arrangements for the transfer of pupils are very effective and ensure year 6 pupils approach secondary school with confidence and settle in quickly. A well-focused transition plan is in place, which demonstrates the commitment to ensuring a seamless transition to secondary school.
- 92 The school has established successful partnerships with several institutes of higher and further education and provides training facilities for student teachers and students undertaking childcare and vocational qualifications. Students from local secondary schools regularly undertake work-experience placements at the school. All students are well supported by staff and they make a positive contribution to the life of the school.
- 93 Partnership with the community is outstanding; the school is at the heart of the locality and greatly valued by those whom it serves. Exemplary use is made of the community as a learning resource and staff take full advantage of all that the local area and the extended county of Pembrokeshire have to offer to broaden and extend the learning experiences of pupils.
- 94 The wide range of educational visits and studies of the locality greatly enrich the curriculum and provide a stimulus for many of the displays around the school. Residential learning courses in key stage 2 offer extensive opportunities for older pupils to develop a mature sense of responsibility and a profound consideration of others. Pupils regularly visit the Urdd centre at Llangrannog and various places of educational interest in London.

- 95 Monkton Priory is a very inclusive school where all pupils are treated equally and have full access to the curriculum and all the activities that the school provides. This is because the school rigorously promotes equality of opportunity for all and celebrates the achievements of pupils in every aspect of school life.
- 96 The school successfully promotes pupils' awareness of the world of work, and the vocational aspect of the personal and social education programme is well addressed by teachers. Through their educational visits and in discussion with personnel from a range of professions and occupations, pupils gain a good understanding of different working environments and the variety of work undertaken in their area and further afield.
- 97 The school has forged beneficial links with local businesses and industry, including a major oil refinery, but few teachers have undertaken a relevant business placement with a view to enhancing professional development and enriching curricular provision for pupils. However, a significant number of teachers have a background in business and industry and use this expertise extremely well to support aspects of the curriculum.
- 98 The *Cwricwlwm Cymreig* is well integrated into all schemes of work and is promoted effectively in subjects. The Welsh heritage and culture are evident throughout the school; for example, St David's Day celebrations include a wide range of activities that focus on various aspects of life in Wales. However, the curriculum does not ensure sufficient continuity and progression of pupils' bilingual skills.
- 99 The school's provision for sustainable development and global citizenship (ESDGC) is good and this is a developing aspect of the school's curriculum. Pupils are involved in re-cycling and composting schemes, understand the problems of litter and pollution and the necessity of energy conservation. Many pupils are involved in gardening initiatives and are developing a love of horticulture.
- 100 Understanding of global citizenship is well promoted. Through their links with communities in Romania, Sri Lanka and Australia pupils are developing a good understanding of the life and work of people in different countries and the global forces that shape their lives. The school's commitment to the Fair Trade ethos is excellent and pupils have a clear understanding that the actions of people in one country can have a direct, beneficial impact on the lives of those in other countries.
- 101 The development of pupils' entrepreneurial skills is promoted well through various practical and curricular activities. Pupils take part in competitions sponsored by business and relevant agencies, run the fruit tuck shop and they design, make and sell goods for a profit at school fairs.

- 102 The school's commitment to national priorities for lifelong learning and community regeneration is outstanding. The high priority given to social inclusion, the promotion of pupils' skills and independence and to the engagement of the community in developing their talents and skills through further education opportunities, permeates the life and work of the school.
- 103 The school is at the heart of the regeneration of the local community and staff, governors and pupils are highly supportive of the community. The working relationships forged with a range of agencies and personnel, including Communities First, the Flying Start initiative and Community Police, are exemplary and of great benefit to children and their families.

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

Grade 1: Good with outstanding features

- 104 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 105 The school provides outstanding care, support and guidance for pupils. Teaching and support staff are highly successful in creating a calm, caring and supportive environment where pupils feel secure and valued. The mutual warmth and respect between staff and pupils are outstanding features and enable pupils to make good progress in their academic, social, personal and emotional development.
- 106 The school makes excellent use of a wide range of external support services and manages care arrangements very well to secure the best possible support for pupils. This is particularly beneficial for those pupils in challenging and vulnerable circumstances. The school works in full and productive partnership with parents, carers, health professionals and employers; their views are well considered, valued and acted upon.
- 107 Pupils are given good opportunities to make their views and opinions known to staff and do so with confidence through the school council. The school council is a good forum for the development of pupils' personal and social skills and enables pupils to work together to tackle issues that concern them. Councillors undertake their duties conscientiously and are good ambassadors for their school.
- 108 Staff in the nursery provide outstanding pastoral support for children when they enter school for the first time, and children settle quickly and confidently into their new school environment. Highly effective induction procedures ensure pupils are well supported when moving classes and transferring to secondary school.
- 109 The very good quality personal and social education programme, drawn up in line with national recommendations, permeates the life of the school and provides pupils with many rich learning experiences. Health education, sex

education, drugs awareness and emotional literacy are given appropriate attention and the school makes good use of outside agencies to help deliver these aspects of the programme.

- 110 The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous and early intervention ensures any issue is dealt with swiftly and efficiently. The school's policies and procedures to promote good behaviour are highly effective and consistently applied by staff.
- 111 The school has established robust procedures to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations when necessary. Regular and effective liaison takes place with the pupil support officer (PSO) from the education welfare service. The school complies with all requirements set out in National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support.
- 112 The academic performance of pupils is monitored carefully by class teachers, and pupils are beginning to take a more active role in the setting and monitoring of their individual targets and planning their own progress.
- 113 The school has established highly successful arrangements that contribute very effectively to the well-being of pupils. The school has a detailed policy and set of procedures to promote health and safety, including risk assessments, which are monitored and implemented consistently by the head teacher, caretaker, staff and governing body. Arrangements to undertake fire drills and to respond to accidents and emergencies are well established and effective.
- 114 The school makes very good efforts to promote healthy eating and a healthy lifestyle and pupils respond positively to this. Pupils are encouraged to eat fresh fruit and healthy snacks, and fresh water is readily available. Pupils also benefit from access to a wide range of physical and sporting activities, and even the youngest children understand that eating a healthy diet and exercising regularly is good for their health and well-being.
- 115 The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare. The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated. The head teacher and acting deputy head teacher have designated responsibility for child protection issues and they handle a range of complex issues with skill, sensitivity and discretion.
- 116 The quality of provision for SEN pupils is an outstanding feature of the school. The Special Educational Needs co-ordinator (SENCo) is highly effective in managing the quality of provision and pupils with special needs are identified at a very early stage. An outstanding feature is the way in which the SENCo liaises very effectively with class teachers, learning support assistants, parents, the local authority and other external agencies. The 'Flying Start'

Initiative is used very well for the early diagnosis of pupils with additional needs and to ensure specialist intervention.

- 117 The SEN register is extremely well organised and frequently updated. Individual Education Plans (IEPs) are very effective in raising pupils' individual achievements and learning targets are very specific and clear. Specialist services and advice from a range of outside agencies are used very effectively, especially to support pupils with physical disabilities, specific learning difficulties, speech and language difficulties and behavioural issues. The school's SEN policy is a clear, detailed document that fully complies with the recommendations of the Code of Practice.
- 118 Members of staff are very good at dealing with the wide range of difficulties that pupils have. For example, the school is a dyslexia-friendly school and almost all staff are trained to cope with a range of needs. The relatively high number of traveller children are given excellent support to ensure that they have full access to the curriculum.
- 119 Provision for learners with SEN in the key stage 2 special class is outstanding. The needs of pupils in this class are extensive and the teaching and support staff deliver an excellent standard of care and challenge for the pupils. The rainbow class provides an effective education and provides very good support for pupils when they attend mainstream classes.
- 120 The school has high expectations of good behaviour and incidents of disruptive behaviour are rare because staff are alert to the early signs of any difficulties and act purposefully to tackle these. The school actively avoids any form of exclusion. The behaviour policy is consistently implemented by all members of staff and school and class rules are visibly displayed. Staff refer to these regularly and remind pupils of the need to be sensitive to the thoughts and needs of others.
- 121 Outstanding measures are in place to eliminate any bullying, oppressive behaviour, racial discrimination and all forms of harassment. Such incidents are very rare and the school functions well as an inclusive, happy and vibrant community.
- 122 The quality of provision for equal opportunities is outstanding. Equality for all is firmly embedded in the school's ethos, and the commitment to social inclusion is exemplary.
- 123 The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Staff know children and their families exceptionally well and are sensitive to individual circumstances and needs.
- 124 Gender equality and good race relations are promoted very successfully, and teachers challenge stereotypical views and expectations rigorously. Diversity is recognised, respected and celebrated throughout the school. This is an

outstanding feature. All pupils, regardless of their backgrounds, race, gender or ability, are treated equally and with dignity and respect.

- 125 The school makes excellent efforts to secure the equal treatment of disabled learners and those with specific medical needs and ensures they are fully included in all aspects of the life and work of the school. The school has drawn up good quality documentation, including a disability equality scheme and accessibility plan, which demonstrates the school's commitment to equality for disabled learners and visitors. The school is fully accessible to wheelchair users and there are adequate toilet facilities for the disabled.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 126 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 127 The newly appointed head teacher has an extremely clear vision for the school and leads it with dedication, commitment and sensitivity. She has the full trust and confidence of the staff. A positive team spirit is clearly apparent and the school is a happy environment for staff and pupils alike. Members of staff share a common sense of purpose and are increasingly contributing to the achievement of shared goals.
- 128 The acting deputy head teacher is effective and a good role model as a class teacher. He complements the head teacher's role very well. The Senior Management Team provides clear and purposeful direction to improve overall standards. The role of subject leaders is well established and they are playing an increasing part in managing the subjects and areas for which they are responsible.
- 129 The head teacher ensures that objectives and targets are correctly identified in order to ensure the future improvement of the school. All members of staff and volunteers are fully aware of the principles and priorities. The head teacher is very clear about how the school needs to continue to develop.
- 130 The school takes excellent account of local and national priorities. For example, it works extremely hard to tackle any form of social disadvantage and the head teacher, school staff and governing body collaborate very well to establish the school firmly at the centre of the community.
- 131 All pupils are given challenging, but realistic, targets for attainment at the end of key stages 1 and 2 based on their individual capabilities. Most achieve these targets. Other goals for development are clearly identified in the School Development Plan, which is an on-going, working document.
- 132 The school shows a strong commitment to developing the expertise of both teaching and support staff. Performance management procedures are well established, very inclusive and successfully promote teachers' continuing professional development.
- 133 The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the head teacher and staff to set the strategic direction of the school. They undertake their monitoring responsibilities seriously through purposeful visits and various committees. They are well informed about standards and play a

supportive role in the development of the school. The governing body fully meets statutory requirements.

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

Grade 2: Good features and no important shortcomings.

- 134 The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team did not identify outstanding features in the self-evaluation procedures.
- 135 The school's self-evaluation report, which was prepared before the inspection, addresses each of the seven key questions of the Estyn inspection framework and provides a clear summary of the school's strengths, but it does not identify areas for development. The report, which is based on a range of supporting evidence, provides concise and relevant information. The inspection team matched the judgements of the school in five of the seven key questions
- 136 The head teacher, members of staff and governors are very committed to further school improvement and they display commendable determination to achieve high standards in all aspects of school life. A culture of self-evaluation is firmly embedded in the school and the cycle of school improvement is well established. Self-evaluation and the drive for continuous improvements are strong features of the school, particularly in relation to forming secure judgements about standards and the quality of learning and teaching.
- 137 All members of staff are involved in the process of school review and in identifying whole-school priorities as set out in the School Development Plan. The monitoring role of the head teacher and subject leaders is well established. They are a dynamic team and they focus sharply on school improvement, ensuring that relevant actions are taken to support progress and raise standards. Subject leaders carry out reviews of their subjects and produce appropriate action plans.
- 138 The school carefully analyses relevant data, including teacher assessments and the results of standardised tests. The governing body is kept well informed about standards and they receive regular reports from the head teacher. Governors are provided with detailed information so that they can compare the school's performance with other schools nationally and with similar schools.
- 139 The views of pupils, parents and other interested parties are actively sought and they are fully taken into account in school planning. Pupils confirm that they are listened to carefully and that there have been improvements as a result.

- 140 The school's detailed plans for improvement and focused priorities are set out in the School Development Plan, which is a useful working document with specific and measurable success criteria. The school improvement cycle is closely linked to the self-evaluation process. The school can show that there have been measurable improvements in many areas since the last inspection.
- 141 The school has made good progress since the last inspection in relation to all of the key issues identified in 2003.

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

Grade 1: Good with outstanding features

- 142 The findings of the inspection team match the judgement made by the school in its self-evaluation report. Although the inspection team judged key questions 1 and 5 as grade 2, the evidence demonstrates clearly that the outstanding management and use of all resources, including staff, learning materials, the buildings and outdoor amenities, enrich pupils' experiences very well and help to promote pupils' self-esteem and standards of achievement.
- 143 The school is very well staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Staff are very effectively managed and deployed to enhance teaching and learning.
- 144 The school uses its resources for workforce remodelling extremely well: there is leadership and management time for teachers; and fewer clerical and administrative tasks are undertaken by teachers. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and very good use is made of this.
- 145 Staff are well trained and take part in relevant and appropriate professional development. Teachers undertake relevant in-service courses to improve their knowledge and understanding of the curriculum. Training is appropriately linked to areas of school development and performance management. Teaching assistants have benefited from accredited courses of various kinds. Teachers and classroom support assistants work together very effectively as a team to provide a good quality education.
- 146 The school administrators carry out the daily routines effectively and efficiently. The canteen staff, midday supervisors, cleaner and caretaker all make significant contributions to the efficient running of the school and to the sense of whole-school community.
- 147 Learning resources are of good quality and readily accessible to staff and pupils alike. Recent acquisitions are in line with school priorities and suited to the age, ability and educational needs of pupils. Displays in classrooms and corridors are used effectively as teaching resources.

- 148 School buildings are well maintained and effective use is made of all available facilities and space. The main parts of the school site are securely fenced and windows and doors are protected. The staff-room and office block provide good quality accommodation for various activities. Most of the pupils' toilets have been recently refurbished and are in good condition.
- 149 The head teacher and governors regularly monitor the work of the school to ensure that spending decisions are carefully matched to the school's priorities. Subject leaders regularly review resources for their own subject areas. The school makes outstanding and very effective use of available finances. The school provides very good value for money, which is well reflected in pupils' progress and overall achievement, the quality of education and in leadership and management.

Standards achieved in subjects and areas of learning

English

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

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

Good features

- 150 In key stage 1 nearly all pupils' standards in listening are consistently good and often very good. Most pupils listen attentively to presentations and instructions, and recall accurately what has been said or read to them.
- 151 In key stage 1 most pupils make good progress in their speaking skills and use a growing vocabulary effectively in a range of situations. Many speak clearly and expressively, and give detailed responses to questions.
- 152 The majority of pupils in key stage 1 are confident readers. They talk enthusiastically about books they have read, and have a good recall of events and characters in stories. They discuss their favourite characters in books knowledgeably, and give sensible reasons for story preferences. They are familiar with terms such as author and illustrator.
- 153 In key stage 1 most pupils have good phonic knowledge, and build words effectively as they read from books and screen. By the end of the key stage, a few make well-reasoned predictions, and many read aloud with good expression.
- 154 Writing skills in key stage 1 are good, and most pupils write well for a variety of purposes, such as drawing pictures and labelling them, producing factual accounts, writing lists and creating imaginative stories.
- 155 Many pupils in key stage 1 plan and organise their writing well, making effective use of word banks. A few more able pupils write extended pieces, using connectives and interesting adjectives. All pupils are aware of the impact of starting sentences in different ways, and a few pupils edit text successfully by adding or changing words. Many pupils have a good understanding of alphabetical order.
- 156 In key stage 2 nearly all pupils listen well and respond well orally. They speak clearly, participate intelligently in class and group discussions and activities, and express themselves well. There is a clear development in the vocabulary of most pupils as they move through the school.
- 157 Pupils in years 3 and 4 have a good awareness of audience when speaking, and many express their ideas in a clear, organised way. In years 5 and 6 pupils use more complex sentences effectively in a wide range of contexts, and express ideas clearly. Across the key stage pupils' role-play is developing well.

- 158 In key stage 2, most pupils read a wide range of printed material independently, with a good degree of fluency and accuracy. Pupils in years 3 and 4 read with appropriate expression, and discuss the main characters in books with growing understanding.
- 159 Most older pupils in key stage 2 show an interest in books, and express sensible opinions on them, with the more-able pupils cross-referencing to similar books. The vast majority of pupils make good use of their reading skills to gather information from a variety of texts, and many have a good understanding of how text is adapted for different media and audiences.
- 160 Both boys and girls in key stage 2 produce a broad and varied range of written work for different purposes. Their skills in punctuation and paragraphing are good, and many succeed in varying their sentences to create interesting effects.
- 161 Throughout key stage 2 many pupils write sensitive poems, articles, letters and stories, making appropriate use of adjectives, extended ideas, and catchy headlines. In years 5 and 6 the written work of many pupils shows lively and well-structured pieces, with action, dialogue and speech incorporated effectively in the writing.
- 162 Many older pupils produce extended pieces of writing, with effective use of various sentence openers, empathy with characters, and sensitivity in descriptive work.

Shortcomings

- 163 There are no important shortcomings, but minor spelling errors are evident in the work of a few pupils in both key stages.

Welsh second language

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

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

Good features

- 164 Across the school most pupils' attitudes towards the language are positive and their understanding of the language is good. They respond quickly and appropriately to greetings and commands given during the school day.
- 165 In key stage 1 most pupils listen attentively and respond well to simple questions, using appropriate phrases and sentences. They count to ten or more confidently, know the names of colours and describe the weather effectively. They give positive and negative answers to questions about feelings, and convey simple information well. Their knowledge of the names of body parts and ailments is good, and they use these appropriately in their role-play.

- 166 Reading skills progress well in key stage 1, with most pupils accurately reading labels, flashcards and words on the screen. They have good recognition of familiar words and phrases, and respond well to stories, poems and songs, verbally and non-verbally.
- 167 The written work of the majority of pupils in key stage 1 is developing well. They draw and label pictures effectively, and many write words and phrases from memory. Most pupils write simple sentences, following patterns set by teachers to convey information about themselves. Most pupils express their likes and dislikes competently and many pupils make effective use of pictures in order to build sentences.
- 168 In key stage 2 most pupils listen carefully and speak clearly and confidently, with good enunciation. Most pupils' understanding of vocabulary, sentence patterns and phrases is good, and a few more able pupils in years 5 and 6 use the language voluntarily and effectively at times.
- 169 Older pupils in key stage 2 discuss favourite television programmes knowledgeably and use the past tense occasionally. Many express their opinions positively, and describe characters in books accurately.
- 170 In key stage 2 many pupils read their own work with good expression, and effectively retell stories they have heard or read. The majority show accuracy and fluency when reading aloud.
- 171 The standards of written work in key stage 2 are good, with pupils writing for a wide range of purposes and different audiences. Younger pupils use a wide vocabulary and a variety of sentences and older pupils describe recent weather, and make effective use of the future tense when predicting it. Many use connectives to extend their sentences, and a few more-able pupils demonstrate a good ability to transfer patterns learnt in one context to another.

Shortcomings

There are no important shortcomings.

Information and communications technology
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Key stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

- 172 In key stage 1, most younger pupils develop a range of basic skills, such as executing commands and using the mouse and pointer well. They use a simple graphics package to draw 'happy' pictures successfully.
- 173 Older pupils in key stage 1 extend their use of the tools in the graphics package when creating pictures of 'Ourselves'.

- 174 A few pupils in key stage 1 use a simple word-processing program appropriately to write simple sentences about their topic and use a digital camera to record and print pictures. They use an internet site to gather information for their topic on 'Bridges'
- 175 Many of the less able pupils in years 1 and 2 use 'talk time' postcards appropriately to deliver messages and 'talking point' to record and play back stories they are writing. They successfully use the digital camera and record sentences to accompany a photo album.
- 176 Many pupils in key stage 1 successfully use a programmable toy to create a route using the forward, backward, right and left arrows with increasing confidence.
- 177 Many year 3 pupils confidently use a simulation program. They successfully drag and drop in order to explore the modelling program and use a digital camera to enhance their work on the Celts. They use a simple data-handling package to interpret information on their favourite food.
- 178 Many pupils in years 4, 5 and 6 use a digital camera and a multimedia package with increasing confidence to create slides and to add text to present a physical education portfolio.
- 179 Less able pupils in key stage 2 develop their word-processing skills well while writing poetry and recipes. They successfully use a graphics package to paint their faces.
- 180 Most year 5 pupils competently use the internet to find suitable properties for sale in the locality and present their findings clearly. They improve their word-processing skills markedly as they use a range of fonts, colours and styles of text when writing about the Victorians.
- 181 A few older pupils use a 'digital blue' video camera to record and playback, using the interactive whiteboard effectively.
- 182 Most year 6 pupils further improve their word-processing skills while creating a class newspaper. They competently import pictures from the digital camera and the internet and proficiently use a search engine to find information about a number of Welsh towns. They save and print out the information correctly.

Shortcomings

- 183 In key stage 1, many pupils do not fully develop word-processing skills, data handling and modelling.

History

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

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

Good features

- 184 In key stage 1, most pupils develop a good awareness of chronology through ordering photographs into timelines. They observe buildings in the village and sequence them by age.
- 185 In key stage 1, most pupils use historical artefacts well to develop their understanding of change over time, comparing different forms of cooking and washing utensils from the past with present-day examples.
- 186 More-able pupils in key stage 1 successfully develop historical enquiry skills and apply their knowledge and understanding to identify different uses of artefacts. All pupils handle artefacts with care and offer sensible suggestions about their uses.
- 187 Throughout the school many pupils clearly identify living and working conditions in the past and empathise well with important characters in Welsh history, for example, Mary Jones and her Bible. Many pupils enthusiastically explain what they learn from visits to places of historical interest, such as Castell Henllys, St Fagan's and Big Pit.
- 188 Most younger pupils in key stage 2 use primary and secondary sources well to further their understanding of life in the past and they speak knowledgeably about changes in the locality. They develop their knowledge of change over time through observing old and new buildings and studying life in earlier times, for example, in a Celtic round house.
- 189 In key stage 2 many pupils evaluate the benefits of a Tudor diet and more-able pupils discuss famous figures in Tudor history. Older pupils in key stage 2 investigate the differences between the lives of rich and poor.
- 190 Most older pupils successfully recall their studies of World War II and name important figures of the period. They describe aspects of life at the time and display a good understanding of the lives of evacuees and the impact of wartime on daily life.
- 191 Less able pupils have a good recall of a wide range of facts relating to the Victorian era. They understand that there are differences between the lives of rich and poor children and actively participate in depictions of 'Oliver'.

Shortcomings

- 192 There are no important shortcomings.

Music

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 193 The quality of singing in both key stages is good. All pupils sing tunefully in assemblies with a good awareness of pitch, diction and dynamics. They sing a range of different types of songs, in English and Welsh, with enthusiasm and mature control.
- 194 Most pupils in key stage 1 confidently use simple non-tuned instruments to produce loud, quiet, long and short notes to accompany simple compositions. They learn to use musical vocabulary to describe the sounds made by the instruments.
- 195 Most pupils in key stage 1 listen attentively to a short piece of music and the majority keep a steady beat. Around a half can explain the difference between a rhythm and a steady beat.
- 196 Many less able pupils in years 1 and 2 experiment successfully with non-tuned percussion instruments and sensibly discuss the sounds. They listen to a story, decide on appropriate instruments and enthusiastically tell the story with instrumental accompaniment. They make effective use of an easi-speak microphone to record and play back their story.
- 197 Many pupils in year 3 listen to the 'The Carnival of the Animals' and successfully match the animals to the instruments. They sensibly discuss how the music represents different animals and identify the mood and character of each animal.
- 198 In years 3 and 4 many pupils identify the sound of the xylophone and they learn to play a melodic ostinato. They successfully perform the whole melody and keep a steady beat. The majority begin to appreciate how they can improve their learning and performance.
- 199 Many year 4 pupils explore rhythmic patterns and perform a rap. They listen attentively to an energetic rap and perform this in time. Around a half keep the rhythmic pattern and come in on time.
- 200 Less able pupils in key stage 2 perform a song they compose about Queen Victoria. They pay careful attention to the dynamics and the conductor. They play a non-tuned percussion instrument confidently and keep a steady beat. Many describe accurately the features of various instruments, such as the violin.
- 201 In year 5, many pupils competently play their parts using non-tuned percussion instruments in a cyclic pattern. They understand the importance of the drum in African music.

Shortcomings

- 202 Many pupils in key stage 2 do not consistently build on their previous knowledge and skills and many do not effectively develop composing and appraising skills.

Physical education

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 203 Across key stage 2, most pupils develop a wide range of skills, which they apply highly effectively in many activities.
- 204 Nearly all pupils in key stage 2 attain very good standards in their swimming, and most develop their orienteering skills very successfully.

Good features


- 205 In key stage 1, all pupils warm up well at the beginning of lessons. They listen attentively, move confidently and respond accurately to instructions. Most have a good awareness of space.
- 206 Nearly all pupils in key stage 1 know the positive effect that exercise has on their body and display increasing control of a range of movements, including running, skipping and jumping.
- 207 The youngest pupils in key stage 1 explore and perform dance steps successfully. Older pupils show agility and good co-ordination as they run, chase and play avoiding games. They further develop their control and co-ordination while throwing a ball underarm with increasing accuracy. Many confidently perform their movements to highlight good practice to their peers.
- 208 In key stage 2, most pupils have a firm understanding of the link between exercise, health and well-being. They improve their hitting and catching skills as they refine their eye-hand co-ordination. Nearly all older pupils co-operate well to solve problems when working with others.
- 209 Most pupils in key stage 2 show a good awareness of safety issues when moving small apparatus and playing competitive games. Most communicate well when making up their own team games and they develop an effective pace while running different distances.
- 210 Nearly all SEN pupils succeed well in a range of sporting activities, in relation to their age and capabilities. They achieve considerable success in a festival of sports for disabled athletes.

Shortcomings

- 211 There are no important shortcomings

School's response to the inspection

The staff and governors of Monkton Priory Community Primary School are delighted with this inspection report. We feel it offers a fair and accurate reflection of the quality of work in our school. We are very grateful to the inspection team for the manner in which they conducted the inspection. They gave the staff and children the confidence to give of their very best and the opportunity to achieve the outstanding results recorded. We feel this report captures the essence of our school and the efforts of all the staff and pupils. We are all very proud of our school and our children.



Appendix 1

Basic information about the school

Name of school	Monkton Priory CP School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Monkton Pembroke
Postcode	SA71 4LS
Telephone number	01646 685685

Head teacher	Mrs Shelley Morris
Date of appointment	1 st September, 2009
Chair of governors/ Appropriate authority	Mrs Sue Hutchings
Registered inspector	Dr David G Evans
Dates of inspection	28 th September—1 st October 2009.

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12.5	34	24	26	28	30	27	24	205.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	2	12.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.4
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	21.4
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	83.2%	90.8%	90.3%
Spring 2009	84.3	88.7	89.3
Autumn 2008	79.2	90.4	91.44

Percentage of pupils entitled to free school meals	58%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

It should be noted the these figures include **all** the pupils assessed in key stages 1 and 2 in 2009

National Curriculum Assessment KS1 Results 2009			Number of pupils in Y2:			30	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	40	23	37	0
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	40	23	34	3
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	53	13	34	0
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	20	43	37	0
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	3	50	47	0
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	46	54	0
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	33%	In Wales	80.7%

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2009							Number of pupils in Y6		24		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	4	8	13	25	42	4
		National	0.2	0	0	0.5	0.6	3.1	15.6	51.3	28.5
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	4	4	13	21	50	8
		National	0.2	0	0	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	4	0	4	29	54	8
		National	0.2	0	0	0.5	0.5	1.8	11.4	53.9	31.7

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	50%	In the school	N/A
In Wales	75.5%	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of twelve inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, and there was a peer assessor present for the duration of the inspection.

The team inspected:

- 49 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 57 parents'/carers' questionnaires, of which 96.0 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 5 and 6 English
Mrs Janet Warr, Lay Inspector	Key Question 4a and 4c and contributions to Key Questions 1, 3 and 7
Mrs Helen Smith, Team Inspector	Key Questions 2 and 7 Welsh, 2 nd language, information and communications technology and music
Mrs Aimee Field, Team Inspector	Key Question 3 and Key Question 4b History and physical education
Mrs Beryl Evans, Peer Assessor	Contributions to all the key questions
Mrs Shelley Morris, Nominee and head teacher	Attending meetings and supplying information

Contractor:

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Acknowledgement:

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