

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

**Narberth County Primary School
Moorfield Road
Narberth
Pembrokeshire
SA67 7AG**

School Number: 666/ 2242

Date of Inspection: 7-10 June, 2004

**By
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Registered Inspector: WO83
Date: 7 August, 2004
Under Estyn contract number T/ 262/03P**

CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

The school is situated in the town of Narberth in Pembrokeshire and serves the town and the surrounding rural areas. About a quarter of the pupils come from comparatively prosperous areas whilst the remainder come from areas that are neither prosperous nor economically disadvantaged. 16% of the pupils are entitled to free school meals; this figure is a little below the county average.

There are 250 pupils, aged between 4 and 11 years of age, on the school register and they represent the full range of ability. English is the main language spoken in the homes of 98% of pupils. 34% of pupils are designated as having special educational needs [SEN], including three for whom a statement of SEN has been produced; this figure is higher than the national and county average.

The school provides education mainly through the medium of Welsh or English in two separate streams and is therefore listed in the linguistic category A/C as defined by the local education authority (LEA). There are five classes in the Welsh stream with pupils being taught through the medium of Welsh until they are seven years old with English introduced in Y3, and five classes for whom English is the medium of teaching with pupils learning Welsh as a second language. A significant number of pupils who come from homes where Welsh is not spoken attend the Welsh stream.

The School Development Plan [SDP] includes the following priorities:

- to continue to raise standards in Welsh and numeracy through promoting home-school links;
- to extend the provision for pupils with SEN;
- to develop the health promoting school initiative;
- to continue to work with the LEA in developing the proposals for the new school.

The school was previously inspected in October 1998.

2. MAIN FINDINGS

The main findings of the report

The school is a happy, supportive and orderly community where pupils are valued and respected.

- The quality of provision for children under five is appropriate and promotes the Desirable Outcomes for Children's Learning. Standards of achievement are as follows:

Reception children [4-5 years]	
Language, literacy and communication skills	Good
Personal and social development	Very Good

Mathematical development	Good
Knowledge and understanding of the world	Very Good
Creative development	Good
Physical development	Good

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

	Key Stage 1	Key Stage 2
English	Satisfactory	Good
Welsh	Good	Good
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Welsh Second Language	Satisfactory	Satisfactory
Design and Technology	Satisfactory	Good
Information Technology	Satisfactory	Satisfactory
History	Satisfactory	Good
Geography	Satisfactory	Good
Art	Good	Very Good
Music	Satisfactory	Good
Physical education	Good	Good
Religious Education	Good	Good

- The standards achieved in the key skills across the curriculum are satisfactory. To date, there is insufficient planning to ensure their consistent development across the subjects.
- In the lessons inspected, the quality of teaching was very good in 8% of lessons, good in 54% and satisfactory in 30%. The quality of teaching was unsatisfactory in 8% of lessons. In the good and very good teaching, teacher presentations are purposeful, questioning techniques effectively probe pupils' understanding and the work proceeds at a good pace. Where there are shortcomings in the teaching, pupils are passive learners and do not develop the skills to work independently. In KS1, the organisation of group activity sessions lacks sufficient structure to ensure that pupils gain the maximum benefit from the tasks provided.
- The quality of provision for pupils with SEN is good. The requirements of the Code of Practice are met and pupils make good progress in their work. Pupils benefit from the additional support provided by the teachers and the learning support staff.
- The school offers pupils a broad and relevant curriculum. There is a whole school approach to short term planning but this does not consistently promote clear progression and continuity in pupils' learning. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas. The school offers all pupils full access to the curriculum.
- The arrangements for assessing and recording pupils' progress are satisfactory. Pupils' progress and achievements are regularly assessed but practice is not consistent across the school. Written reports to parents are informative and generally of good quality.

- The quality of leadership and efficiency is good. The head provides strong professional leadership and is highly effective in moving the school forward. She has been instrumental in securing the Basic Skills Agency's Quality Mark and the Investors In People (IIP) award for the school. The staff co-operate well and demonstrate considerable commitment to the school.
- The governing body is well informed and highly supportive of the school. Members fulfil their statutory responsibilities conscientiously. The SDP provides a useful structure for the development of the school but targets and time-scales are insufficiently precise and there is limited information on the longer-term development of the school. The action plans identify relevant aspects for review and good progress is being made in addressing the main issues listed. The budget is managed carefully and expenditure is closely linked to school priorities. The school offers good value for money.
- The head and staff are developing a suitable range of self-evaluation procedures and good attention is given to evaluating curriculum planning. The head regularly monitors the teaching and targets for improvement are agreed. The curriculum co-ordinators' role in monitoring the quality of provision in the classrooms is at an early stage of development.
- The school has responded well to the key issues identified in the previous inspection report. Since the last report, standards of achievement have improved in a good number of subjects. The school is developing new approaches to assessing and recording pupils' progress and the current SDP includes detailed action plans to address the current needs of the school.
- The provision of staffing and resources for learning is good, but by now the school population has outgrown the school building and site. The main hall provides inadequate floor area for whole school gatherings and three classes are accommodated in demountable buildings including two classes with no mains water supply or toilet facilities.
- The outside play area is sufficient for pupils within a staggered playtime structure but the area is barely adequate when it is occupied by the whole school population. The nature of the school buildings and site is such that it does not allow wheelchair access to all areas.
- The school has taken all possible steps to ensure that parents comply with requests to use appropriate parking spaces. However, a significant number of carriers insist on parking on the public highway outside the school. This practice is a potential safety hazard for pupils.
- Good opportunities are provided for pupils to participate in a wide range of extra curricular activities such as those involving the Urdd, concerts and sports. Appropriate attention is given to developing pupils' team skills through the school's physical education programme.
- Pupils' spiritual development is good and their moral, social and cultural development is very good. Pupils relate well to one another and show respect and courtesy towards their teachers, and towards other staff and visitors. Pupils' behaviour is good and contributes to pupils' learning.
- Pupils are aware of other cultures and traditions and are encouraged to appreciate the differences and diversity of these cultures. They have a good understanding of what is needed to be a good citizen.

- Partnerships with parents, the community, schools and other institutions are very good. The school is at the heart of the local community and greatly valued by the community that it serves. The school receives generous financial support from the parents and the local community and the money is used appropriately to purchase additional resources and to enrich the learning environment for all pupils. Parents are highly supportive of the values that the school promotes and are very willing to provide any support required by the school.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in the subjects and areas of learning

Pupils' standards of achievement are very good in 4% of lessons, good in 60% and satisfactory in the remaining 36 %.

- In the reception classes, the children's personal and social development and their knowledge and understanding of the world are very good. Their language and literacy skills and their mathematical, creative and physical development are good.
- In KS1, standards in Welsh, mathematics, art, physical education and religious education are good. Standards in English, science, Welsh second language, information technology, design and technology, history, geography and music are satisfactory.
- In KS2, standards in Welsh, English and mathematics are good. Standards in design and technology, history, geography, music, physical education and religious education are also good. Standards in art are very good. Standards in science, Welsh second language and information technology are satisfactory.
- Girls and boys make similar progress in their work. Pupils with SEN make good progress relative to their age and stage of development.
- In KS2, the school's results in the NC assessment tests and tasks for 2003 are above the national and county averages in English, Welsh and science and below in mathematics. There has been a significant improvement in the results in English, Welsh and science. In KS1, the results are above the national and county averages in Welsh, mathematics and science. Results in English are below the county and national averages.

3.2 Standards achieved in key skills across the curriculum

The standards achieved in the key skills across the curriculum are satisfactory. There is insufficient planning to ensure their effective development across the subjects.

- Children under-five make good progress as they apply their initial skills in literacy, numeracy and ICT within and across the six areas of learning.
- In both key stages, standards in speaking, reading and writing skills in Welsh are good across the curriculum. Most pupils speak confidently and by KS2 they have a wide vocabulary. Throughout the school, pupils make appropriate use of a variety of printed material and of other sources to gather information. Pupils write in a range of forms and older KS2 pupils

produce extended pieces of writing of good quality. On occasions, the use of worksheets limits the opportunities available to pupils to record their observations in their own words.

- In KS1, pupils make satisfactory use of their English oral, reading and writing skills in their work across the curriculum. More able pupils speak confidently and make good use of their reading and writing skills to record their tasks in a number of activities. However, a significant number of pupils offer only brief responses during discussion and examples of extended pieces of writing across the curriculum are limited.
- In KS2, pupils speak confidently and can discuss a range of subjects using appropriate vocabulary. Pupils use their reading skills well to research for information. Older pupils make good use of their reading skills to undertake independent research. Pupils' writing is well organised and they use different forms of writing to enhance their learning across the curriculum. Older pupils achieve very good standards in aspects of their writing in history.
- In both key stages, Welsh learners make increasing use of their Welsh oral skills in their work across the curriculum. Pupils' reading and writing skills are underdeveloped.
- Standards in numeracy across the subjects are satisfactory. In both key stages, there are examples of the good use of numeracy skills in different subjects, such as geography and science, when pupils undertake work on grid references and read scales. In general, opportunities for pupils to use their numeracy skills tend to be incidental rather than specifically planned.
- Standards in ICT across the subjects are satisfactory. In both key stages, pupils use word processing regularly to present their written work and make good use of programs to enhance their numeracy skills and knowledge. In a small number of classes, pupils make good use of databases and the older pupils are rapidly gaining confidence in using CD-ROM and the Internet to support their studies. In general, opportunities to use ICT to promote pupils' learning across the curriculum are not fully exploited.
- Pupils with SEN achieve satisfactory standards in their work across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral social and cultural development

The pupils' spiritual development is good; their moral, social and cultural development is very good.

- The school meets the statutory requirements for daily collective worship; services are organised as a school, department and class. A devotional atmosphere is created in the services and they make an important contribution to pupils' spiritual development.
- The school is a happy, caring and orderly community and the quality of the relationships between pupils, and between pupils and their teachers and other adults is good. Respect for people and property is emphasised.

- Pupils' values and moral attitudes are promoted effectively by raising their awareness of the needs of those less fortunate and by giving them an opportunity to contribute towards good causes.
- Pupils have a good awareness of the importance of respecting the environment. They carry out responsibilities in the classroom and around the school. The older pupils also take responsibility for younger children by being their 'Buddy' during their first weeks at school.
- The pupils contribute regularly to social and cultural events in the community and take part in Urdd activities and eisteddfodau. Many pupils take advantage of the range of extra-curricular activities provided by the school.
- Pupils' curricular experiences are enhanced by the contributions of parents and visitors to the school and through visits to places of educational interest. The Cwricwlwm Cymreig is given good attention within the curriculum.
- The school's provision is socially inclusive and pupils have a good understanding of what is needed to be a good citizen. Pupils are aware of other cultures and traditions and are encouraged to appreciate the differences and diversity of these cultures. Relevant policies emphasise the importance of equality for all.

4.2 Behaviour and Attitudes

Pupils' behaviour and their attitudes to learning are good.

- The school has an effective policy and set of procedures to promote good behaviour. Pupils have been involved in the formulation of their classroom rules, which are positive in nature and encourage mutual respect and responsibility. They reflect well the supportive ethos of the school.
- The provision of quiet areas for pupils and a range of playground equipment contribute to the good behaviour during break and lunch times.
- Most pupils have positive attitudes towards learning.
- The head has established effective procedures to deal with pupils whose behaviour is giving cause for concern and who might be at risk of exclusion. Pupils are counselled, parents are involved and support is sought from external agencies and the LEA when necessary. One pupil has been temporarily excluded during the past year.
- The head and staff take the issues of bullying, racism and sexism seriously and effective policies and procedures are in place to deal with any incidents should they arise. No such incidents were observed during the inspection.

4.3 Attendance

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

- Attendance rates for the past three terms average 91.5 per cent.

- Despite the best efforts of the school, a minority of pupils arrive late for the start of the school day.
- Registration is conducted efficiently and in accordance with statutory requirements.
- The head has established effective procedures to encourage good attendance and punctuality. Regular and effective liaison takes place with the Pupil Support Officer (PSO) from the LEA.
- Good attendance is celebrated and rewarded throughout the school. The school has set no formal targets for the continued improvement of attendance, but the high priority given to attendance and punctuality is frequently made known to pupils and parents.
- The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school.
- The school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*

5. QUALITY OF EDUCATION

5.1 Teaching

In the lessons inspected, the quality of teaching was very good in 8% of lessons, good in 54% and satisfactory in 30%. The quality of teaching was unsatisfactory in 8% of lessons.

- Teachers prepare their lessons thoroughly and offer pupils varied and interesting learning experiences. They have a secure knowledge of most of the subjects that they teach and make appropriate use of a range of teaching methods and relevant teaching resources to support pupils' learning.
- In the good and very good teaching, lesson objectives are clear and are shared with pupils, initial teacher presentations are purposeful, questioning is thorough and tasks are well matched to the needs of pupils. Lessons proceed at a good pace and plenary sessions are used effectively to reinforce the learning.
- In the satisfactory teaching, although there are some good features, lesson objectives are unclear and tasks lack sufficient challenge to extend pupils' learning in every subject. In a good number of lessons, pupils are passive learners and do not develop the skills to work independently. Group discussion activities are under-utilised and opportunities to develop key skills are lost.
- In the unsatisfactory teaching, the organisation of group activity sessions in KS1 lacks sufficient structure to ensure that pupils gain the maximum benefit from the tasks set and there is insufficient focus on extending pupils' subject knowledge and skills.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory.

- Baseline assessment is carried out effectively. All assessments are recorded appropriately and form the basis of the school's new pupil tracking system which record pupils' progress in the core subjects.
- The statutory requirements for the regular assessment, recording and review of the needs of pupils on the SEN register are fully met and teachers monitor pupils' progress well.
- The accuracy and consistency of assessments in the core subjects are good. Effective use is made of appropriate tests, including standardised tests, to check pupils' progress as they move through the school.
- There is no formal assessment in the non-core subjects. Pupil portfolios with levelled pieces of work have been compiled for most subjects and are used to assist teachers assess pupils' progress.
- Pupil targets are set that inform pupils of the steps that they need to take to improve their work. This practice is not consistent across the school.
- The quality of marking varies from class to class. It is most effective where teachers make written comments on the work about how pupils could improve or indicate the need to talk to the teacher about a particular point.
- The teachers' use of assessment to promote higher standards is satisfactory. Although some teachers formally record pupils' learning against key learning objectives, this practice is not consistent across the school.
- The overall quality of the annual reports to parents is good. Pupils' achievement and progress is reported clearly and often states what the pupil needs to do to improve. Parents appreciate the meetings that are arranged for them to discuss their children's progress.

5.3 Curriculum

The school provides a broad and relevant curriculum. It meets the statutory requirements of the NC and religious education and conforms to the requirements of the Desirable Outcomes for the six areas of learning.

- The quality of the curriculum for the under- fives is good and the experiences provided offer children a very good foundation for their learning. On occasion, play activities lack sufficient structure to extend the children's skills in all areas of learning.
- The curriculum provided for pupils with SEN is appropriate and they participate fully in all school activities.

- There are policies and schemes of work for all NC subjects. A significant number are general in nature and the guidance included on the school's approach is limited.
- There is a whole school approach to short term planning but this does not consistently promote clear progression and continuity in pupils' learning. Teachers' planning does not always identify lesson objectives and the related activities sufficiently clearly.
- The development of key skills across the curriculum is given insufficient attention in the planning process.
- The provision for developing pupils' personal and social education (PSE) is very good, as are the standards in this area. The scheme, which reflects national guidelines, has a beneficial influence on the education of pupils.
- The 'Cwricwlwm Cymreig' is developed effectively using resources from the local community, Welsh artists and authors.
- Good attention is given to fostering pupils' awareness of issues relating to sustainable development.
- Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas.
- Clear policies on sex education, health education and racial equality are implemented effectively across the school.
- Pupils take books home to read. This, along with other homework that is set, contributes to improving pupils' standards of achievement and effectively reinforces class work.
- Pupils across the two linguistic streams collaborate effectively in all cross-curricular activities, in whole school collective worship and during their morning and mid-day breaks. Staff co-operate increasingly in ensuring a whole school approach to the educational provision.
- Additional provision of good quality is made for a small number of pupils from overseas who are not yet fluent in English. The pupils quickly become fully integrated into the normal school curriculum.
- The school offers all pupils full access to the curriculum.
- No pupils have been disapplied from the requirements of the curriculum.

5.4 Support, guidance and pupils' welfare

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

- The head, teaching and support staff know pupils well and are sensitive to their individual needs. Good procedures are in place to support pupils' academic progress, their social development and their personal well being.

- Pupils are encouraged to become actively involved in decision making within the school. The school council and Eco-committee are good forums where pupils' concerns, ideas and opinions are sought.
- The school has a detailed policy and set of procedures to promote health and safety, which are implemented and monitored carefully by staff and the governing body.
- Aspects of hygiene, health, sex education and personal and emotional well being are incorporated into a sensitive personal, health and social education programme. Teachers are skilled at delivering these topics with tact and sensitivity.
- The school is successful in encouraging pupils to recognise the benefits of a healthy diet and lifestyle and is part of the *health promoting schools initiative*. Fresh fruit is readily available at break times and as part of school meals. The breakfast club is well supported and valued by pupils and parents.
- Pupils are well supervised at break and lunch times, and catering staff, mid-day supervisors and support staff make a valuable contribution to the care and welfare of pupils.
- The school has a clear policy and set of procedures to deal with child protection issues, which are known and understood by staff. The head is the nominated person with responsibility for child protection issues and she has established good working relationships with social services and other external welfare agencies.
- The school's policy for equal opportunities is successful and the high priority given to the social inclusion of all pupils is commendable.

5.5 Provision for Pupils with Special Educational Needs (SEN)

The quality of provision for pupils with special educational needs is good. Pupils make good progress relative to their age and stage of development.

- The school conforms to the requirements of the Code of Practice. A suitable system is in place for identifying pupils with SEN.
- A list is kept of the pupils who receive additional help and support. There are 34 pupils on school support, 26 on extended school support and 3 have statements of SEN. A further 21 pupils have been identified by the school as requiring additional support.
- Individual education plans (IEP) are produced for the pupils. These note areas of concern and set specific learning objectives that match the needs of individual pupils.
- The progress of SEN pupils is reviewed regularly throughout the school year. Meetings are held to enable parents to discuss their children's progress and both parents and pupils are involved in the setting of targets for the IEPs.
- The pupils are given full access to every aspect of the NC. Differentiated work is provided for pupils but it does not always correspond with pupils' individual needs.

- Classroom assistants are employed on a full time or part time basis to help and support pupils with SEN. They co-operate well with the teachers and offer pupils effective support.
- The SEN co-ordinator (SENCO) has a good knowledge of the needs of pupils and works closely with her fellow teachers, class assistants and the designated governor.
- The designated governor with responsibility for SEN is fully aware of her responsibilities and has a good understanding of the school's provision.
- The school has established good links with the relevant secondary schools in order to facilitate transfer arrangements for pupils with SEN. Links with outside agencies, such as educational psychologists, support the work of the SENCO.

5.6 Partnership with parents, community, schools and other institutions

The school's partnership with parents, community, schools and other institutions is very good.

- The school is successful in its aim to 'establish and maintain good working relationships with parents and the community in general.' Existing partnerships make a significant contribution to pupils' learning, motivation and standards of achievement
- Parents are kept well informed by a comprehensive prospectus, an informative annual report of the governing body and by regular newsletters. There are regular opportunities for parents to discuss their children's work and progress with teachers and these meetings are very well attended. A useful home/school agreement has been drawn up, which has been readily accepted by most parents.
- Parents make a valuable contribution to the life and work of the school. Many give freely of their time helping out in the classroom and library, accompanying pupils on educational visits and in fund-raising for the school.
- The school's active Friends Association provides a very good link between home and school. The association organises many fund-raising and social events, which enhance links with the local community and provide the school with a vital source of additional income.
- The school contributes regularly to civic, cultural, environmental and charitable projects and readily makes its accommodation and facilities available to community groups.
- Good pastoral and administrative links have been developed with the main receiving secondary schools. Curriculum links are developing well and arrangements for the transfer of pupils are good. The school has productive links with neighbouring primary schools.
- Effective links have been developed with local pre-school nurseries and the arrangements for the intake of children into the reception class are good.
- The school has established successful partnerships with several institutes of higher and education and provides training facilities for student teachers and students undertaking

vocational qualifications. Students from local secondary schools regularly undertake work-experience placements at the school.

5.7 Partnership with Industry

The school's partnership with industry is good.

- The school has no formal policy for the development of industry links but some effective strategies are in place to raise the economic and industrial understanding of pupils and give them insight into the world of work.
- The school has been successful in achieving the IIP award and has worked closely with a number of relevant agencies including Education and Learning in Wales (ELWa) and Careers Wales. However, no teachers have yet undertaken a relevant, industrial placement with a view to enhancing staff development and enriching curriculum provision for pupils.
- Through their visits to a variety of retail, commercial and industrial sites, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their immediate area and further afield.
- The contribution of personnel from a variety of professions and occupations has a positive impact on pupils' learning. Pupils have also benefited from the good links with professional artists, writers and people engaged in traditional crafts.
- As part of the *Eco-schools award scheme*, pupils are involved in re-cycling schemes and understand the problems of litter and pollution, and the necessity for water and energy conservation.
- As part of the *Health Promoting Schools Initiative*, pupils run the school's healthy eating tuck shop. Older pupils are engaged in an enterprise activity in partnership with a local company. These experiences offer pupils valuable insight into the running of a business.
- Pupils recognise the importance of tourism to the local economy and have been involved in a successful project with the National Park.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of the school's processes for self-evaluation and planning for improvement is satisfactory.

- The head's self-evaluation report includes a useful audit of what has been accomplished previously and notes the considerable achievements in addressing issues such as whole school policies, curriculum organisation and resources.
- As part of the audit, the head has consulted with parents and governors. Their views on the quality of provision have been analysed and the outcomes shared with the staff and governors. The information is being used to improve aspects of the provision.

- The head monitors the quality of teaching and reports are produced on the work seen in individual lessons. The sharing of this information assists collaborative planning and the setting of targets. Teachers evaluate their own work and note areas for attention.
- Curriculum development responsibilities have been shared amongst the teaching staff and they are developing a whole school view of the educational provision in the subjects for which they are responsible. The teachers undertake their planning and co-ordinating roles effectively but their classroom-monitoring role is at an early stage of development.
- The SDP provides a useful structure for the development of the school but targets and time-scales are insufficiently precise and there is limited information on the longer-term development of the school. The action plans identify relevant aspects for review and good progress is being made in addressing the main issues. The head, governors and staff contribute fully to the document and monitor progress.
- The results of NC assessments are analysed and compared with benchmark information. Whole school targets are in place. Individual targets are set for pupils but practice is not consistent across the school.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is good.

- The head offers purposeful direction and leadership. Since her appointment, a great deal has been achieved in moving the school forward. She succeeds in creating a climate that enables staff to develop their teaching and co-ordinating roles within a supportive environment. She is well supported in this work by the deputy headteacher.
- The school has a clear statement of its values and objectives which are well supported by parents.
- The governing body fulfils its statutory responsibilities conscientiously and works closely and productively with the head. Members have a good understanding of budgetary matters and carry out their curricular responsibilities effectively. Members have opportunities to view school documentation, and meetings with curriculum co-ordinators succeed in developing their knowledge of curriculum matters.
- The head manages the budget carefully in consultation with the governing body. Spending decisions are evaluated in order to ensure the best value for money. The school succeeds in working within its budget and offers good value for money.
- Procedures relating to the Performance Management of staff are in place.
- The school's documentation meets statutory requirements and takes appropriate account of national guidelines.
- Routine administration and organisation is very good.

6.3 Staffing, Accommodation and Learning Resources

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

- All full-time teaching staff are appropriately qualified and hold co-ordinating responsibilities for areas of the curriculum. Staff members have expertise in a wide range of curriculum areas.
- All school staff have job descriptions which state their responsibilities and duties. Staff undertake an appropriate level of in-service training (INSET) to support their professional development as identified through the performance management process and linked to priorities identified in the SDP.
- Assistants and other ancillary staff provide good quality support and make an important contribution to the work of the school.
- The school environment is orderly and functional. Displays throughout the school reflect work in many areas of the curriculum. Pupils are able to talk about the displays and take pride in showing their contributions.
- The building is well maintained internally and standards of cleanliness are very good.
- By now, the school population has outgrown the school building and site. The main hall provides inadequate floor area for whole school gatherings. Three classes are accommodated in demountable buildings including two classrooms with no water supply or toilet facilities. Another KS2 class is accommodated in a very small classroom.
- The outside play area is sufficient for pupils' use within a staggered playtime structure and pupils are well supervised. The area is barely adequate during the 10 – 15 minutes it is occupied daily by the whole school population. The school provides a secure play area for reception pupils and good breakaway areas that allow older pupils to sit and socialise away from the activities that otherwise dominate the play area. The nature of the school buildings and site is such that it does not allow wheelchair access to all areas.
- The school has taken all possible steps to ensure that parents comply with requests to use the adjacent parking spaces when they bring their children to school and collect them at the end of the school day. However, a significant and persistent number of carriers insist on parking on the public highway outside the school. This practice is a potential safety hazard for pupils.
- The school has a good supply of resources to meet the needs of the curriculum and they are used effectively to foster learning. Recent training has resulted in a wider use of ICT across the curriculum and purchases of laptops have meant that pupils have greater access to resources. A good range of play resources is provided for pupils during break and lunch times.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by pupils

Provision for the under-fives

The provision for the under-fives is appropriate and promotes the Desirable Outcomes for Children's Learning. The children are offered a very good range of relevant and interesting activities that match their stage of development.

Language, literacy and communication

Good features

- The children's literacy and communication skills are good. They listen attentively, respond well to stories and recall details from memory. The great majority speak readily and respond to questions giving simple explanations for their views. They recognise letters and their sounds and can read familiar words, captions and simple sentences. Older children read simple books. The younger children can underwrite sentences with mostly accurate formation. The older children have begun to write simple sentences independently. In the English reception class, the children make good progress in their Welsh Second Language skills. They follow simple instructions and respond accurately to commands.

Shortcomings

- A small minority of children lack confidence when speaking and offer only brief responses.

Personal and social development

Good features

- The children's personal and social development is very good. The children behave well and establish good relationships with other children and with adults. They concentrate well on their tasks and work together effectively in groups. They are familiar with stories from the Bible, and through suitable stories they learn about friendship and care for others.

Shortcomings

- There are no significant shortcomings.

Mathematical development

Good features

- The children's mathematical development is good. They handle number confidently, recognise and name large numbers and count to at least fifteen forwards and backwards. They order numbers correctly and can name numbers between, before and after a given number with increasing confidence. They understand concepts such as 'more than' and 'less than' and recognise two-dimensional (2D) shapes and common 3D shapes. They use mathematical terms correctly and are able to handle money when involved in role-play. They know several number rhymes and songs to support their learning.

Shortcomings

- There are no significant shortcomings.

Knowledge and understanding of the world

Good features

- The children's knowledge and understanding of the world is very good. They talk confidently about themselves, their families and the organisation of their day. They discuss the characteristics of the weather and they also understand simple features about the different seasons of the year and what kind of clothes to wear in the summer and winter. Their observation skills are good. They handle a range of seeds, examine them under a magnifying glass noting similarities and differences. Most children can name the parts of a

plant and know that plants need food, water and light to survive. They can classify old and new objects and use the terms 'long ago' and 'today' correctly. They use simple geographical terms when discussing their route to school and can record on a grid the different types of vehicles that pass the school. Their ICT skills are developing consistently.

Shortcomings

- There are no significant shortcomings.

Creative development

Good features

- The children's creative development is good. They enjoy role-play and use appropriate language to match the situation. They sing a variety of nursery rhymes, songs and hymns with clear diction. They recognise un-tuned instruments and play them to accompany their songs. They mix colours and experiment with a range of materials and techniques to create a variety of imaginative work. They observe pictures by famous artists and can imitate, draw and paint very effectively for their level of development. Through role-play, they act out real life situations and their imaginative skills develop well.

Shortcomings

- A good number of children lack the confidence to work independently and do not express their own ideas sufficiently in their work.

Physical development

Good features

- The children's physical development is good. Their fine motor skills are developing effectively and they use scissors, pencil and brush with increasing skill. They use a range of large apparatus with increasing confidence and can follow instructions correctly when creating a sequence of movements in the soft play area.

Shortcomings

- There are no significant shortcomings.

English

In KS1, standards in speaking and reading are good; standards in listening and writing are satisfactory. In KS2, standards are good in speaking and listening, reading and writing

Good features

- In KS1, most pupils listen attentively to stories and presentations. They communicate freely in familiar situations and speak appropriately to adults. Older pupils can express their ideas and opinions confidently.
- Pupils read fluently and accurately according to their age and ability. The more able read with good expression. A small number of pupils can discuss the story and characters in their books.

- Pupils write for different purposes. The most able pupils use some variety of sentences and can produce more imaginative pieces of writing. They spell and punctuate correctly.
- In KS2, pupils listen well and the great majority speak easily and readily. The more able pupils respond in an extended manner and can draw upon a wide vocabulary when expressing opinions and offering observations.
- The great majority of pupils read independently. They read accurately with clear expression and have a good understanding of the texts that they read. Some individuals have favourite authors and can discuss their work.
- Pupils gather information from a range of sources and make appropriate use of dictionaries to support their work.
- Pupils write in many different forms, for different audiences and in different registers. The more able pupils have a secure understanding of punctuation, spelling patterns and paragraphing. The content of these pupils' writing is coherent and interesting. Older pupils achieve very good standards in aspects of the work.
- Pupils use their word processing skills purposefully to record and present their work.

Shortcomings

- In KS1, a significant minority of pupils' listening skills are underdeveloped.
- In both key stages, pupils' ability to discuss their reading books is insufficiently developed.
- In KS1, a significant number of pupils do not write in sufficient length and have an insecure grasp of spelling and punctuation patterns.
- In both key stages, a good number of pupils' handwriting and presentation skills are underdeveloped.

Welsh

In both key stages, standards in oracy, reading and writing are good.

Good features

- In KS1, pupils listen well to stories and class presentations and are eager to take part in class discussions. They can recall the main elements of a story and place events in order. They talk confidently with each other and with visitors, and the more able pupils express themselves clearly using a good range of vocabulary.
- The great majority of pupils read a range of texts fluently and meaningfully. More able pupils can discuss the content of their books with understanding and interest.

- Pupils write simple sentences independently. The more able pupils produce extended pieces of writing and use appropriate vocabulary and accurate forms of the verb. On the whole, they punctuate their work correctly.
- In KS2, the great majority of pupils listen intently and speak confidently in formal and informal situations. They respond to each other's contributions and a good number offer extended comments.
- The reading skills of the great majority of pupils are good. They read fluently and accurately, showing enjoyment. They have a good understanding of the text they read. The remainder read satisfactorily at their level of development. Pupils use their reading skills appropriately to gather information from books and other sources.
- Pupils produce an appropriate variety of written work including stories, poems and reports. They demonstrate an increasing command of punctuation and can vary sentences to create different effects. The more able pupils achieve very good standards in their writing.

Shortcomings

- In both key stages, a small minority of pupils do not have a sufficient command of syntax and patterns in Welsh to enable them to communicate fluently and effectively, both orally and in writing.
- In both key stages, pupils do not produce extended pieces of writing often enough.
- A small number of pupils in Y2 and Y3 do not read books appropriate to their ability.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, younger pupils can count to 20 and back, sequence numbers and complete basic addition and subtraction sums using one and two digit numbers. Pupils can identify odd and even numbers and double and halve numbers quickly. The more able can count in tens to increasing and decreasing values.
- Older KS1 pupils can read numbers up to 1,000 and can confidently explain the place value of different digits. They have a good understanding of fractions.
- Pupils are familiar with standard units of measurement, basic coins and directions. Most pupils can name simple 2 and 3D shapes correctly. They have a good understanding of the months of the year and can tell the time to o'clock and half past the hour.
- Pupils can gather data and present it accurately in the form of simple graphs and tables.

- In KS2, younger pupils know numbers to 1000 and can recall multiplication patterns quickly and confidently. They understand division computation and can use mental strategies effectively to calculate their answers. They have a good understanding of place value.
- Older pupils have a good knowledge of number processes and their strategies to deal with mental mathematics are well developed. The older and more able pupils can convert fractions to decimals, average numbers and multiply and divide decimals by ten and a hundred. They are familiar with negative and squared numbers. By the end of KS2 more able pupils have a good grasp of multiplication tables.
- Pupils are familiar with standard units of metric measurement. They can calculate measurements of length, time, weight, area and volume. Pupils have a good knowledge of angles and can apply this knowledge to enhance their understanding of regular and irregular shapes and to describe their properties.
- Pupils collect and present data for varying purposes. The more able pupils interpret the data and come to conclusions based on them.

Shortcomings

- In both key stages, a good number of pupils' investigative skills are underdeveloped.

Science

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils can name the different parts of the body and they understand the features of a healthy diet. They can identify simple differences between living and non-living things and understand the conditions required for plants to grow. They label parts of the flower correctly and can describe the lifecycle of a frog and butterfly. They are familiar with the habitat of different animals and birds.
- Pupils can classify familiar materials according to their properties. They can identify light sources and name objects that work by electricity. They know the different ways in which musical instruments make sound.
- Pupils observe carefully and can make simple observations about what they see. In one class, pupils record their observations in their own words.
- In KS2, pupils have a secure knowledge of living things. They can explain the functions of the organs of the body and the effect exercise has on pulse rate. They know the functions of different teeth.
- The more able pupils' understanding of materials and their characteristics is good. In their work on changes in materials, pupils can identify the differences between solids, liquids and gases. Pupils draw and label electrical circuits and use symbols correctly.

- Pupils are aware of the need for a fair test and the more able can explain the conditions that are required to carry out such a test.
- Pupils record their work neatly in writing, diagrams and tables.

Shortcomings

- In KS1, pupils' investigative skills are underdeveloped.
- In a number of classes in both key stages, pupils' ability to record their findings in their own words is underdeveloped. Pupils generally make insufficient use of scientific vocabulary when discussing their work.
- In KS2, pupils' ability to carry out their own investigations independently, make generalisations and develop scientific enquiry skills by formulating their own questions, is underdeveloped.
- In both key stages, pupils make insufficient use of IT to support their work.

Welsh Second Language

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils listen well to classroom instructions and respond appropriately. The great majority of pupils understand the phrases used during Welsh lessons and can offer a limited response. They speak with intelligible pronunciation and intonation.
- Pupils can read familiar words and phrases correctly.
- Pupils write words and short phrases correctly and by the end of Y2 a good number can write a few simple sentences using familiar patterns.
- In KS2, pupils respond appropriately to simple greetings in different situations. During Welsh lessons, pupils attempt to use familiar patterns when answering questions.
- The older pupils read phrases and sentences correctly. A small minority read simple books and can discuss the contents of the books with understanding.
- Pupils complete written tasks to a satisfactory standard. They write dialogues, ask and answer questions and make positive and negative statements. Pupils express opinions and write short pieces in their diary using familiar words and phrases.
- In both key stages, pupils know a good range of songs, hymns and rhymes in Welsh.

Shortcomings

- In both key stages, pupils are unable to apply the knowledge of the language that they have acquired during formal lessons to informal situations. They lack confidence when responding in class and group discussion.
- In both key stages, pupils' reading skills are insufficiently developed. A significant number of pupils are unable to understand what they read.
- In both key stages, pupils' ability to express themselves in writing is limited.

Design Technology

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils use an appropriate range of materials and components to make artefacts. They understand that materials behave in different ways and can explain why certain materials are more suitable for the task than others.
- Pupils use pictures and words to convey their initial ideas and can record what they like or dislike about their artefacts.
- Pupils know about the different ways of joining materials and can discuss the finishing techniques used to complete their artefacts.
- Pupils understand that controllable toys can be used to perform designed movements and patterns.
- In KS2, pupils have a good understanding of the design process. They design, make and evaluate with increasing confidence and aptitude. They are confident in using a range of materials and tools.
- Pupils understand that research is important and are aware that people have different preferences and requirements regarding products and services.
- Older pupils respond to design briefs in a coherent way and are able to identify the materials and tools needed to complete the task. They can communicate clearly the stages of production that they need to follow to complete their brief.

Shortcomings

- In KS1, pupils' ability to investigate and evaluate simple products is limited.
- In KS1, pupils' ability to respond to design briefs in a structured way that enables them to practise and develop their designing and making skills is underdeveloped.

Information Technology

Standards of achievement are satisfactory in both key stages.

Good features

- Pupils in both key stages can use the keyboard confidently. Older KS1 pupils store and retrieve their work independently and KS2 pupils have a good understanding of file management. Pupils access programs independently and use the most common functions confidently.
- In KS1, pupils use word processing and graphic programs satisfactorily to communicate their ideas. They use a variety of software programs with increasing confidence to support their learning in areas of the curriculum.
- Pupils use a simple database appropriately to gather and display information based on studies of pupils' homes and pets.
- In KS2, pupils use ICT equipment confidently to communicate written work. They organise their own work effectively making full use of the facilities to allow them to change the appearance of the text. Most pupils make sensible and well founded decisions to change the colour, size or location of the font bearing in mind their target audience. Older pupils also incorporate pictures or clip-art to enhance their work.
- Pupils make increasing and effective use of the Internet to gather information on a variety of subjects.

Shortcomings

- In both key stages, pupils' skills are not developing consistently and their ability to use a range of ICT tools to support their work in other subjects is underdeveloped.
- In KS2, pupils' ability to organise, interrogate and present data is limited.

History

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Pupils in KS1 are aware of change in their own lives and those of others. They can identify differences between the past and present when studying topics such as life in Victorian times. They use correct terminology to discuss their observations.
- Pupils are aware of different sources of evidence and make good deductions from old photographs and artefacts.
- In one class, pupils can describe in reasonable detail the lives and work of some famous people in Welsh history.
- Pupils record their observations simply in the form of writing and drawings.

- In KS2, pupils have a good knowledge of the Celts and of life during the Victorian Age.
- Pupils respond positively to visitors to the school and are able to show empathy with their memories of childhood during the Second World War. They ask thoughtful historical questions.
- Pupils are familiar with time lines and can place different periods in the correct order.
- Pupils gather information from a range of sources, including documentation, site visits and artefacts. They record their observations effectively in different forms. Older pupils achieve very good standards in aspects of their written work.

Shortcomings

- In KS1, a good number of pupils' knowledge of the topics studied is limited.
- In KS1, pupils' enquiry skills are underdeveloped.
- In a number of classes, pupils do not make sufficient use of ICT to extend their historical knowledge and understanding.

Geography

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils can locate the countries that they have studied on a world map. They can describe the main human and geographical features of Botswana and can compare them simply with their own locality.
- Younger pupils can draw their journey to school using their own symbols and labels to represent the features that they pass on their way. Older pupils have an understanding of how keys are used to represent key features on a map. They use two figure grid references to locate features on a map and are aware that aerial representations can be used to denote location and position on a map.
- In KS2, pupils have a good knowledge of their own locality and can use geographical terms correctly to describe the main features of the area. They understand the importance of tourism to the area and can describe in some detail how their locality is changing.
- Younger pupils can compare and contrast their own locality with Snowdonia. They ask and answer questions confidently about the areas that they have studied. Pupils use different sources effectively to gather information.
- Older pupils can talk about how people affect the environment and understand that recycling certain materials can contribute towards improving the environment. Pupils have a good

awareness of sustainable development and can explain how the school can contribute to improving the quality of life without damaging the planet for the future.

- Pupils' writing demonstrates a good awareness of contrasting localities and of economically developing countries.

Shortcomings

- In KS1, pupils' enquiry skills are limited.
- In both key stages, pupils make insufficient use of ICT to support their work.

Art

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In KS1, pupils make good use of a wide range of equipment, materials and techniques. They are confident when experimenting with visual effects such as line, tone, colour, pattern and texture.
- Pupils draw and paint from observations, memory and from their feelings. They create their own shades of colour and use them to good effect in their paintings.
- Pupils co-operate well to create collages, using a wide range of materials to represent the class themes. They create 3D effects in their work.
- They make good use of IT as a medium for art and pattern work.
- Pupils are aware of the work of famous artists and they can emulate effectively the style of some of the artists in their own work.
- In KS2, pupils observe, experiment and create with different media. They show a good awareness of perspective, line and tone, pattern and texture. They observe closely in producing portraits and landscapes, and in preparing 3D models. The finished work is of very good standard.
- Pupils make purposeful use of sketchbooks to record initial observations and information. They successfully link art with other aspects of the curriculum.
- Pupils' understanding of the work of famous artists, including Welsh artists, is good and they can emulate the style of artists such as Picasso.
- Pupils design and make character masks using a range of textiles and other materials. They combine shape, form, colour and texture effectively.
- Pupils have visited exhibitions of the work of local artists and they can describe their work making appropriate use of art terminology.

Shortcomings

- In KS1, pupils' ability to use art terminology to discuss their work is underdeveloped.

Music

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils know an appropriate range of songs in Welsh and English. The quality of the singing is satisfactory. Pupils can reproduce simple rhythms fairly accurately and maintain a beat.
- The great majority of pupils identify and name instruments correctly and can investigate and use a variety of sound sources. After listening to music, pupils create interesting pictures to represent the piece of music.
- Pupils compose simple short sequences, selecting and organising sounds, and using musical elements such as dynamics and duration. They perform their compositions effectively.
- In KS2, pupils sing an appropriate range of songs, including rounds and songs with a descant. The quality of the singing is generally good. Pupils pay appropriate attention to diction, breathing and dynamics.
- Pupils can keep a beat and repeat rhythms accurately. They control ostinato appropriately when performing work on specific themes.
- Pupils can compose a musical sequence as a background to different stories and to create atmosphere. They investigate and use a wide range of sound sources effectively. They record their compositions, sometimes in the form of a graphic score, and can suggest ways to refine their ideas. Pupils are beginning to use an IT program to record and edit their musical compositions.
- Pupils listen to a variety of music and use musical terms accurately when discussing their own work and the work of other composers, including composers from Wales.

Shortcomings

- In KS1, pupils' control of breathing, pitch and dynamics is insufficiently developed.
- In KS1, pupils' ability to use instruments for composing and performing is limited.
- In KS1, the pupils' ability to evaluate and discuss their own work and the work of other composers is underdeveloped.
- In both key stages, pupils make insufficient use of ICT to support their work.

Physical Education

Standards of achievement are good.

Good features

- In both key stages, pupils apply themselves well to warm-up and cool down activities at the beginning and end of lessons.
- In both key stages, pupils listen attentively and respond accurately to instructions. They use space wisely.
- In dance lessons, KS1 pupils move confidently in time to the music and interpret instructions effectively. They work well in pairs and as members of a larger group.
- In games lessons, KS2 pupils demonstrate good hand and eye co-ordination and can pass and receive a ball in various ways. Pupils co-operate well in small team and pair situations.
- In gymnastics lessons, pupils in both key stages make sensible use of limited space. They display good body control and balance and can plan and execute a series of movements on the apparatus. Most pupils pay careful attention to the need for safety and handle equipment properly.
- In swimming lessons, pupils demonstrate a good repertoire of strokes and techniques.

Shortcomings

- In a small minority of lessons, pupils do not evaluate their own and other pupils' performance sufficiently.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils are familiar with stories from Old and New Testament. They also have a good knowledge of Christian festivals and traditions.
- Pupils show a good understanding of the meaning of prayer. They compose prayers of their own that show empathy with issues such as ill health, poverty, and homelessness.
- In KS2, pupils understand the key beliefs, traditions and symbolism of the Christian religion. They recognise the importance of the local church and its significance for the local community. They also know about other religious buildings and their importance to worshippers of other religions, such as Islam.

- Pupils have a good knowledge of how leaders within the community and further afield can influence people's lives. They know of many famous leaders, such as Mahatma Gandhi and Martin Luther King, and how they were influenced by their religious and moral viewpoints.
- Pupils' understanding of religious symbolism and the differences and similarities in religious practices is good. They can refer to visits to local churches and chapels and visits to the school by people such as the Bishop of St. David's and a follower of the Buddhist faith.
- In both key stages, pupils understand the significance of religious artefacts to the followers of the respective religions.
- In both key stages, pupils understand the importance of caring and respecting others. In KS2, pupils can talk about the values that are important to them.

Shortcomings

- In both key stages, a significant minority of pupils' understanding of religious terms is limited.

8. SCHOOL IMPROVEMENT

{~}8.1 Progress Since the Last Inspection

The school has made good progress in responding to a number of the key issues noted in the previous inspection report.

It was noted in the previous report that the school should improve standards in science, design technology, IT, geography and religious education in both key stages. It added that the school should develop a more effective system of assessment and recording pupils' progress, improve the quality of marking and extend the role of curriculum co-ordinators. In addition, the SDP should include targets to improve NC assessment results and more detailed costings.

- Since the last inspection, standards have improved and are at least satisfactory and often good across the subjects, particularly in KS2. The need to improve standards in the subjects judged to be satisfactory remains.
- The school is developing new approaches to assessing and recording pupils' progress, and the marking of pupils' work. There is still a need to ensure consistency of approach and more extensive use of assessment outcomes to support teachers' planning.
- The school's self evaluation programme provides increasing opportunities for curriculum co-ordinators to support subject planning and development but their monitoring of teaching and learning is at an early stage of development.
- The current SDP contains detailed action plans to address the current needs of the school and includes targets to improve NC assessment results and more detailed costings.
- Some of the above continue to be key issues that require further action.

8.2 Key issues for action

The school needs to

- maintain the good and very good standards and improve standards in the subjects and aspects that are satisfactory by paying attention to the shortcomings noted;
- extend the good teaching across the school;
- develop whole-school planning and assessment to improve continuity and progression in pupils' learning;
- plan the development of the key skills in more detail;
- extend the self-evaluation system and link the processes more closely with school development planning within a longer term framework;
- continue with its good efforts to improve pupil safety outside the school.

APPENDIX

{~}School Data

Basic information about the school

School's Name	Narberth C P School
Type	LEA maintained/Community
Age range of pupils	4-11
School Address	Moorfield Road Narberth Pembrokeshire
Postal Code	SA67 7AG
Telephone number	01834860776

Name of Headteacher	Mrs E Davies
Date of Appointment	September 2001
Chair of the governors/ The appropriate authority	Mr D Gray
Registered Inspector	Miss D E Morris
Date of Inspection	7-10 June,2004

{~}B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year Group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		45	26	34	26	42	33	44	250

<i>Number of teachers</i>

	Full time	Part time	Full time equivalent (FTE)
Number of teachers	11	-	11

<i>Staffing information</i>		
Pupil : teacher (fte) ratio, excluding nursery and special classes	23	:1
Pupil : adult (fte) ratio in nursery classes	-	:1
Average class size, excluding nursery and special classes	25	
Teacher : class ratio	1.1	:1

<i>Attendance in percentages for the three terms prior to the inspection.</i>				
	R	KS1	KS2	Whole School
Term 1	93%	93%	92%	92.7%
Term 2	92%	92%	94%	93.6%
Term 3	89%	90%	90%	89%

Number of pupils excluded during the 12 previous months.	1
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{~}C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS1 Results: 2003			Percentage of pupils at each level					
			D	W	1	2	3	4
English	Teacher assessment	School			22	56	22	
		National		4	14	63	20	
Speaking and Listening	Teacher assessment	School			22	56	22	
		National		3	12	63	22	
Reading	Teacher assessment	School			22	56	22	
		National		4	14	55	27	
Writing	Teacher assessment	School			33	44	22	
		National		5	14	69	11	
Welsh	Teacher assessment	School				100		
		National		2	11	64	23	
Oracy	Teacher assessment	School				100		
		National	1	2	12	63	22	
Reading	Teacher assessment	School			6	76	18	
		National	1	3	17	59	21	
Writing	Teacher assessment	School				100		
		National	1	3	20	65	10	
Mathematics	Teacher assessment	School			4	85	12	
		National		2	11	63	24	
Science	Teacher assessment	School			4	88	8	
		National		2	10	66	22	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	92%	In Wales:	80%
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National Curriculum Assessments KS2 results 2003: Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher	School							13	60	27	
	Assessment	National					1	6	17	46	30	
	Test/Task	School		3					3	61	33	
		National		2	1	1		5	12	41	38	
Welsh	Teacher	School							30	54	16	
	Assessment	National	1				1	4	19	50	23	
	Test/Task	School							7	78	15	
		National	1	2	1			3	18	51	24	
Mathematics	Teacher	School							20	64	16	
	Assessment	National					1	4	19	47	28	
	Test/Task	School							26	51	23	
		National		2	1	1		4	19	43	30	
Science	Teacher	School								70	30	
	Assessment	National						2	13	50	33	
	Test/Task	School								83	17	
		National		2				1	10	47	38	

Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh (First language) or English.			
by Teacher Assessment		By test	
At the School:	73%	At the School:	73%
In Wales:	70%	In Wales:	68%

- D Pupils who have been exempted from part or whole of the National Curriculum
A Pupils failing to record a level because of absence.
F Pupils failing to record a level for reasons other than absence.
W Pupils working towards level 1

D. Evidence base of the inspection

The school was inspected over a period of 3.5 days. The team consisted of 4 inspectors including the lay inspector. During this period:

- 52 teaching periods or part thereof were attended.
- Pupils were questioned in detail about their knowledge and understanding of the curriculum.
- Pupils were heard reading and samples of their work were examined.
- The school's documentation was studied including the SDP, the school budget, schemes of work, teachers' planning notes and pupils' assessment records.
- Attendance registers were examined.
- Meetings were held with the head, the staff, and the governing body.
- A meeting was held with the parents and the 74 questionnaires returned were analysed.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of the report	Subjects (section 7)
Miss D Morris	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 5.4, 6.1, 6.2, 8.1, 8.2, Appendix	English, science, history, physical education,
Mr A Evans	Team Inspector	3.2, 5.2	mathematics, information technology, design and technology, geography, religious education
Mrs R H Roberts	Team Inspector	4.1, 5.3, 5.5,	Children under 5, Welsh, Welsh second language, art, music
Mrs J Warr	Lay Inspector	4.2, 4.3, 5.6, 5.7	

The inspectors wish to thank the school governors, head, staff, pupils and parents for their willing co-operation during the inspection.

INSPECTION UNDER SECTION 10 OF THE SCHOOLS INSPECTIONS ACT 1996

Narberth County Primary School

SUMMARY FOR PARENTS

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Narberth County Primary School was inspected as part of a national programme of school inspection. The purpose of the Report is to identify strengths and weaknesses in the school 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 children's schools. A copy of this report is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Narberth County Primary School took place on the 7-10 June, 2004. It was undertaken by an independent team of 4 inspectors, led by Miss D Morris. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

GRADE DESCRIPTIONS

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

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

Basic information about the school

School's Name	Narberth C P School
Type	LEA maintained/Community
Age range of pupils	4-11
School Address	Moorfield Road Narberth Pembrokeshire
Postal Code	SA67 7AG
Telephone number	01834860776

Name of Headteacher	Mrs E Davies
Date of Appointment	September 2001
Chair of the governors/ The appropriate authority	Mr D Gray
Registered Inspector	Miss D E Morris
Date of Inspection	7-10 June,2004

The school and its priorities

The school is situated in the town of Narberth in Pembrokeshire and serves the town and the surrounding rural areas. About a quarter of the pupils come from comparatively prosperous areas whilst the remainder come from areas that are neither prosperous nor economically disadvantaged. 16% of the pupils are entitled to free school meals; this figure is a little below the county average.

There are 250 pupils, aged between 4 and 11 years of age, on the school register and they represent the full range of ability. English is the main language spoken in the homes of 98% of pupils. 34% of pupils are designated as having special educational needs [SEN], including three for whom a statement of SEN has been produced; this figure is higher than the national and county average.

The school provides education mainly through the medium of Welsh or English in two separate streams and is therefore listed in the linguistic category A/C as defined by the local education authority (LEA). There are five classes in the Welsh stream with pupils being taught through the medium of Welsh until they are seven years old with English introduced in Y3, and five classes for whom English is the medium of teaching with pupils learning Welsh as a second language. A significant number of pupils who come from homes where Welsh is not spoken attend the Welsh stream.

The School Development Plan [SDP] includes the following priorities:

- to continue to raise standards in Welsh and numeracy through promoting home-school links;
- to extend the provision for pupils with SEN;
- to develop the health promoting school initiative;
- to continue to work with the LEA in developing the proposals for the new school.

The school was previously inspected in October 1998.

The main findings of the report

The school is a happy, supportive and orderly community where pupils are valued and respected.

- The quality of provision for children under five is appropriate and promotes the Desirable Outcomes for Children’s Learning. Standards of achievement are as follows:

Reception children [4-5 years]	
Language, literacy and communication skills	Good
Personal and social development	Very Good
Mathematical development	Good
Knowledge and understanding of the world	Very Good
Creative development	Good
Physical development	Good

In Key Stage 1 (KS1) and KS2, pupils’ standards of achievement in the national curriculum (NC) subjects are as follows:

	Key Stage 1	Key Stage 2
English	Satisfactory	Good
Welsh	Good	Good
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Welsh Second Language	Satisfactory	Satisfactory
Design and Technology	Satisfactory	Good
Information Technology	Satisfactory	Satisfactory
History	Satisfactory	Good
Geography	Satisfactory	Good
Art	Good	Very Good
Music	Satisfactory	Good
Physical education	Good	Good
Religious Education	Good	Good

- The standards achieved in the key skills across the curriculum are satisfactory. To date, there is insufficient planning to ensure their consistent development across the subjects.
- In the lessons inspected, the quality of teaching was very good in 8% of lessons, good in 54% and satisfactory in 30%. The quality of teaching was unsatisfactory in 8% of lessons. In the good and very good teaching, teacher presentations are purposeful, questioning techniques effectively probe pupils’ understanding and the work proceeds at a good pace. Where there are shortcomings in the teaching, pupils

are passive learners and do not develop the skills to work independently. In KS1, the organisation of group activity sessions lacks sufficient structure to ensure that pupils gain the maximum benefit from the tasks provided.

- The quality of provision for pupils with SEN is good. The requirements of the Code of Practice are met and pupils make good progress in their work. Pupils benefit from the additional support provided by the teachers and the learning support staff.
- The school offers pupils a broad and relevant curriculum. There is a whole school approach to short term planning but this does not consistently promote clear progression and continuity in pupils' learning. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas. The school offers all pupils full access to the curriculum.
- The arrangements for assessing and recording pupils' progress are satisfactory. Pupils' progress and achievements are regularly assessed but practice is not consistent across the school. Written reports to parents are informative and generally of good quality.
- The quality of leadership and efficiency is good. The head provides strong professional leadership and is highly effective in moving the school forward. She has been instrumental in securing the Basic Skills Agency's Quality Mark and the Investors In People (IIP) award for the school. The staff co-operate well and demonstrate considerable commitment to the school.
- The governing body is well informed and highly supportive of the school. Members fulfil their statutory responsibilities conscientiously. The SDP provides a useful structure for the development of the school but targets and time-scales are insufficiently precise and there is limited information on the longer-term development of the school. The action plans identify relevant aspects for review and good progress is being made in addressing the main issues listed. The budget is managed carefully and expenditure is closely linked to school priorities. The school offers good value for money.
- The head and staff are developing a suitable range of self-evaluation procedures and good attention is given to evaluating curriculum planning. The head regularly monitors the teaching and targets for improvement are agreed. The curriculum co-ordinators' role in monitoring the quality of provision in the classrooms is at an early stage of development.
- The school has responded well to the key issues identified in the previous inspection report. Since the last report, standards of achievement have improved in a good number of subjects. The school is developing new approaches to assessing and recording pupils' progress and the current SDP includes detailed action plans to address the current needs of the school.
- The provision of staffing and resources for learning is good, but by now the school population has outgrown the school building and site. The main hall provides inadequate floor area for whole school gatherings and three classes are

accommodated in demountable buildings including two classes with no mains water supply or toilet facilities.

- The outside play area is sufficient for pupils within a staggered playtime structure but the area is barely adequate when it is occupied by the whole school population. The nature of the school buildings and site is such that it does not allow wheelchair access to all areas.
- The school has taken all possible steps to ensure that parents comply with requests to use appropriate parking spaces. However, a significant number of carriers insist on parking on the public highway outside the school. This practice is a potential safety hazard for pupils.
- Good opportunities are provided for pupils to participate in a wide range of extra curricular activities such as those involving the Urdd, concerts and sports. Appropriate attention is given to developing pupils' team skills through the school's physical education programme.
- Pupils' spiritual development is good and their moral, social and cultural development is very good. Pupils relate well to one another and show respect and courtesy towards their teachers, and towards other staff and visitors. Pupils' behaviour is good and contributes to pupils' learning.
- Pupils are aware of other cultures and traditions and are encouraged to appreciate the differences and diversity of these cultures. They have a good understanding of what is needed to be a good citizen.
- Partnerships with parents, the community, schools and other institutions are very good. The school is at the heart of the local community and greatly valued by the community that it serves. The school receives generous financial support from the parents and the local community and the money is used appropriately to purchase additional resources and to enrich the learning environment for all pupils. Parents are highly supportive of the values that the school promotes and are very willing to provide any support required by the school.

Inspection Report (V1.005)

Key issues for action

The school needs to

- maintain the good and very good standards and improve standards in the subjects and aspects that are satisfactory by paying attention to the shortcomings noted;
- extend the good teaching across the school;
- develop whole-school planning and assessment to improve continuity and progression in pupils' learning;

- plan the development of the key skills in more detail;
- extend the self-evaluation system and link the processes more closely with school development planning within a longer term framework;
- continue with its good efforts to improve pupil safety outside the school.

The governing body is responsible for drawing up an ACTION PLAN within 40 working days (or 45 working days where a translation is necessary) of receiving the report, showing what the school is going to do about the issues. The action plan will be circulated to all parents at the school.

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head, staff, pupils and parents for their willing co-operation
during the inspection.**